

## Research Article

# Satuan Pendidikan Aman Bencana (SPAB) and Psychological First Aid (PFA) Workshop' for Volunteers in Forum Pengurangan Risiko Bencana (FPRB) Kabupaten Bandung

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**Abstract.**

Strengthening the capacity of schools at the Kabupaten Bandung level in the government-initiated initiative of socializing Satuan Pendidikan Aman Bencana (SPAB) is one of the responsibilities of volunteers from the Forum Pengurangan Risiko Bencana (FPRB). However, there is currently a lack of qualified volunteers to serve as facilitators for disaster preparedness training for school personnel, including teachers and students. The objective of this workshop activity is to provide knowledge and skills to volunteers from the Bandung Regency Disaster Risk Reduction Forum (FPRB) to enhance their role as disaster volunteers. These FPRB volunteers operate under the guidance and supervision of the Bandung Regency Regent. They actively participate in various disaster-related activities such as disaster response, post-disaster rehabilitation and reconstruction, and disaster mitigation. The Bandung District consists of 31 sub-districts, most of which are prone to disasters. Workshop modules have been developed to facilitate the training of Forum Pengurangan Risiko Bencana (FPRB) volunteers. Subsequently, the FPRB volunteers, who will serve as facilitators, will conduct SPAB and PFA (Psychological First Aid) sessions. The training was completed within a two-day period.

**Keywords:** volunteers, disaster education, school

## 1. Introduction

Disaster education is one of the important priorities for disaster reduction, especially in disaster mitigation efforts. Disaster education in Indonesia is one of the President's priority directions for disaster reduction in 2019. It is hoped that disaster education can change awareness and strengthen the character of the nation's successors who are resilient to disasters. Knowledge of disasters is very important for children and young

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people. They are part of the future of the Indonesian nation. In addition, children can transmit disaster education and can become agents of change in the family.

Indonesia is one of the countries with a high level of disaster risk worldwide. In the 2017 World Risk Index, Indonesia ranked 33rd in the world compared with other countries (using data analyzing disaster reports from to 2012-2016). Based on 2021 Disaster Infographic data up to October 16, 2021, 2,053 disaster events were recorded. The dominant natural disaster event was flooding, followed by the weather.

Natural disasters affected and displaced 6.427.392 people, while as many as 530 people died, 74 were missing, and 12,930 people were injured. In addition to natural disasters, on April 13, 2020, the government designated the spread of Covid-19 as a non-natural National Disaster. (<https://spab.kemdikbud.go.id>, November 29, 2021). The Kabupaten Bandung Regional Disaster Reduction Agency (BPBD) noted that there were twelve disaster points have occurred in Kabupaten Bandung in recent weeks, until November 12, 2021. The local government also alerted 1,200 joint personnel to reduce disaster reduction. (<https://news.detik.com/berita-jawa-barat>, 29 November 2021).

Activities or programs to reduce the risk and impact of disasters in education started approximately 10 (ten) years ago by multiple stakeholders, which led to the Satuan Pendidikan Aman Bencana (SPAB) program. The core objective of the SPAB program is to protect education unit residents from the negative effects of disasters, including ensuring the continuity of educational services in emergency situations and restoring the functions of post-disaster education units. Efforts to protect against disaster risk are in line with the global Comprehensive School Safety (CSS) framework, namely disaster-safe facilities, disaster-safe education unit management, and disaster risk reduction and prevention education (Sekretariat Nasional Satuan Pendidikan Aman Bencana (SEKNAS SPAB). (2019).

Thus, training regarding the application of SPAB is needed in schools for school residents. The Disaster Risk Reduction Forum (FPRB) exists as a community forum that can become a facilitator that assists schools in implementing SPAB, as well as the Bandung district FPRB. Therefore, the service will provide skills to volunteers regarding the implementation of SPAB in schools and how the process is to assist the school, so that Comprehensive School Safety (CSS) can be achieved, in line with the central and provincial government programs and Unisba's PKM strategic plan.

A disaster situation puts survivors in a state of crisis because survivors (disaster victims) make it possible to bring up emotional reactions in various ways. Thus, this requires Bandung Regency FPRB Volunteers to deal with survivors, not only to help overcome survivors who have experienced physical injuries but also to overcome

psychological conditions that interfere with disaster conditions. Even in this aspect, Bandung Regency FPRB Volunteers have not received any training regarding the need for skills in providing initial support to survivors, which is also material that needs to be conveyed to school members. One of the skills that allow Bandung Regency FPRB Volunteers to do this is Psychological First Aid (PFA).

## 2. Method

This study was conducted using qualitative research methods to determine changes in observational data before and after training. This research was conducted systematically and purposefully on how Volunteers of FPRB Kabupaten Bandung can cope with survivors, not only helping to overcome survivors who experience physical injuries but also overcoming disturbing psychological conditions due to disaster conditions. In this psychological aspect, Volunteers of Kabupaten Bandung FPRB have not been briefed on the need for skills to provide initial support to survivors, which is also material that needs to be conveyed to school residents as disaster risk reduction, namely by providing Psychological First Aid (PFA) education and skills.

## 3. Results and Discussion

Satuan Pendidikan Aman Bencana (SPAB) and Psychological First Aid (PFA) Workshop' Changes that occur before and after the workshop is given showed significant results. This means that there is increasing knowledge and practice of FPRB Volunteers, which is derived from the provision of material, and is then implemented when role-play and simulation are sharpened during discussions. FPRB Volunteers first gain knowledge and then try out the various examples of cases as those experienced in daily life that were accompanied by a facilitator to get direct referrals. Volunteers from FPRBs can also share their experiences and knowledge either from the group itself or from other groups and from a team of researchers through discussions held at the end of the simulation. From this series of activities, it was proven to improve the understanding of FPRB Volunteers, especially in the knowledge of the SPAB, and PFA may be applied at school, so they can help all the members of the school be more prepared to face disasters.

The Volunteers received information about SPAB and the effects of the disaster on survivors, from stress to the trauma conditions that are likely to arise if the crisis conditions after the disaster are not quickly handled. Dealing with survivors with PFA

will enable them to reduce initial post-trauma and will provide support for survivors so that they will be able to adapt to life after a disaster (Ruzek, Bryner, Jacobs, Layne, Vernberg & Watson, 2007).

Volunteers stated that, through the practice of volunteering in workshops, they became aware that they could help by involving empathy for survivors. Through first aid, after a disaster occurs, PFA will be able to assist volunteers in showing reactions with empathy, which will help survivors in helping themselves (coping strategies), so that survivors get access to help (Fox, Burkle, Jacobs, Pia, Epstein, & Markenson, 2012).

The results indicated that training improved the SPAB and PFA facilitation skills of the FPRB volunteers. Enhanced functionality will be implemented by FPRB volunteers in disaster preparedness to deal with crisis situations faced by survivors and in schools when disasters occur during teaching and learning activities. A better understanding of disasters can be achieved through research activities that educate and reduce disaster risk in the region (Pahleviannur, 2019).

In this workshop, volunteers were divided into several groups to communicate the needs of volunteers who were ready to implement training materials in schools, both in the form of publicity and training. This shows that the implementation of training and preparedness in schools to practice disaster literacy, which is considered the most effective way to reduce the impact and risk of natural disasters in many other countries, is lacking in Indonesia. proved to be ineffective. Possible. Schools and teachers remain unclear about how to implement disaster education in their classes (Tahmidaten and Wawan Krismanto, 2019). Disaster prevention education in schools in disaster-prone areas provides students with a good picture of disaster prevention. This gives students greater resilience to disasters. (Septikasari and Airiza 2018). Direct introductions to schools will accelerate the adoption of this material. Septikasari and Ayriza (2018) showed that increasing student resilience and using it in times of disaster requires further development of student resilience because of its wide-reaching effects. Coping with disasters directly affects resilience in family members. Furthermore, disaster pedagogy aims to convey an understanding and explanation of disaster preparedness. Disruptive Learning empowers students to think and act with speed, accuracy, and precision. Disaster education also encourages students to be more empathetic toward disaster victims. Students must begin participating in disaster management to minimize the impact of disasters. (Hafida, 2018). This is also important for schools, and one of them is to make teachers aware of preparation. Teachers are very important for students to understand disaster prevention, recognize dangerous situations, and identify evacuation routes; therefore, it is necessary to obtain disaster prevention information

to increase their knowledge and skills. After carrying out the activity, the PKM team shared the Google Forms link for review.

Disaster education is a top priority for disaster reduction, particularly when attempting to mitigate disasters. One of the top priorities for disaster reduction in 2019 was disaster education in Indonesia. Disasters still demolish schools and have an influence on the communities where they are located, despite significant advancements in disaster prevention on a national and international level (Amri, Lassa, Tebe, Hanifa, Kumar, & Sagala, 2022).

The limitation of this workshop is that there was no evaluation after the workshop to determine the extent of the influence of the PFA workshop on their involvement as volunteers.

## 4. Conclusion

Forum Pengurangan Risiko Bencana (FPRB) Volunteers' skills and abilities have been influenced through the Satuan Pendidikan Aman Bencana (SPAB) and the Psychological First Aid (PFA) Workshops while they were training to become SPAB facilitators to schools on disaster preparedness.

One of the tools offered to Forum Pengurangan Risiko Bencana (FPRB) volunteers for completing knowledge and skills that can be used in their role as volunteers who focus on implementing disaster-safe education and providing psychological first aid in schools is the Satuan Pendidikan Aman Bencana (SPAB) and Psychological First Aid (PFA) Workshop Module.

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