

Trauma Healing With Play Therapy For Student of Senior High School 16 Pandeglang Banten

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Abstract: A year passes after Tsunami Banten - Lampung disaster some victims were still feeling trauma. This study aims to describe the implementation of the play therapy method to reduce student survivor of the Tsunami Sunda Strait disaster trauma. This research method is descriptive, that will describe doing play therapy for trauma healing on trauma survivors. The results of the assessment showed that there are some students who experience physical, emotional, and habitual disorders. Play therapy activities carried out in three stages: initiation, outdoor activities, and indoor activities. The final results show that after participating in play therapy activities, students feel more comfortable and relax because they can pour out their fears. Students also begin to reduce anxiety and fear.

Keywords: *Play Therapy, Traumatized, Disaster*

Abstract: Setahun pasca kejadian Tsunami Banten-Lampung, masih terdapat beberapa korban yang mengalami trauma. Penelitian ini bertujuan menerapkan layanan terapi bermain dalam mengurangi trauma para siswa korban Tsunami Selat Sunda. Metode pada penelitian ini adalah deskriptif yang akan memaparkan tentang penerapan terapi bermain bagi para korban Tsunami Selat Sunda. Hasil penelitian menunjukkan bahwa beberapa siswa masih mengalami beberapa gangguan seperti gangguan fisik, emosi, dan kebiasaan. Tindakan terapi bermain yang diberikan dibagi menjadi tiga tahap yaitu inisiasi, aktivitas luar ruang, serta aktivitas dalam ruang. Hasil akhir menunjukkan bahwa setelah mengikuti kegiatan terapi bermain siswa dapat menjadi lebih nyaman serta tenang setelah mengungkapkan dan menghilangkan rasa takut yang selama ini dimiliki. Siswa juga merasa senang karena dapat meluapkan perasaan mereka.

Kata Kunci: *Terapi Bermain, Trauma, Bencana*

INTRODUCTION

Based on data from the Sunda Strait Tsunami disaster, there were 437 people died, ten people were missing, 31,943 people injured, and 16,198 people had to be displaced (BNPB, 2019). Banten Province, especially in the Sumur sub-district, is the most affected area with the highest number of victims (Afiati et al., 2020; Rochani & Handoyo, 2020). Natural disasters cause many problems and conflicts, one of which is stress experienced by individuals (Prawitasari-hadiyono et al., 2009). Stress can cause a person to experience trauma (Frissa et al., 2013).

Trauma is a condition when someone, showing a response to something with a very excessive or extremely fear or horror due to traumatic experiences that involving a death, feeling threatened, serious injury, or a threat to personal or other health (APA, 2000). Trauma is an absorption word that comes from Greek, which means wound (Weaver et al., 2004). Trauma is a condition when someone experiences an event directly or indirectly, that makes him shaken or experiences anxiety or psychological disorders that are ongoing (Handoyo, 2019). The feeling of trauma, in general, will always be related to the event of an extraordinary situation experienced by someone, either directly or indirectly, causing ongoing anxiety (Rusmana, 2009).

Trauma can occur shortly after a traumatic event, but trauma can also occur several months or even years after a traumatic event. Many cases show that even though the victims at the beginning of the disaster look beautiful, but afterward, if they get the right trigger, the trauma will arise (Handoyo, 2017). A similar incident can also occur for someone who was declared free from trauma. Many cases showed that the right trigger could make a person who has recovered from the trauma can get reappear (APA, 2000). These events are often classified as Post Traumatic Stress Disorder (PTSD). PTSD will occur when individual experiences or knows an event that is considered to be unnaturally extreme (Kaa-Deeder, 2015; Kinchin, 2007). PTSD is the impact of the experience of an event or series of events that make a person feel very depressed (Schiraldi, 2011). Some examples of causes of PTSD include war, rape, natural disasters, or violence.

There are five types of disorders in aspects of life (Rusmana, 2009). The five aspects are:

1. Physical aspects (symptom 1)

Symptoms that appear physically in patients with anxiety disorders include elevated body temperature, nausea, chills, lethargy, nausea, dizziness, shortness of breath, and often feel panic.

2. Emotional aspects (symptom 2)

Symptoms that appear in aspects of emotions include irritation, loss of passion in life, fear, being unable to control emotions, feeling inferior.

3. Mental aspects (symptom 3)

Symptoms that appear in the mental aspects include feeling confused, having difficulty concentrating, not being able to remember well, unable to solve problems

4. Behavioral aspects (symptom 4)

Some forms of behavioral disorders or new behaviors that arise include difficulty sleeping, loss of appetite, overeating, smoking a lot, consuming excessive alcohol, anxiety, lots of movement, irritability, suicidal thoughts, repetitive movements of limbs, excessive shame, confining myself, and blaming others.

5. Spiritual aspects (symptom 5)

Some forms of spiritual disturbance include despair, hopelessness, blaming God, stopping worship, being helpless, doubting faith, not being sincere, and so forth

Basically, trauma healing is to do some activities to make victims feel more calm and peaceful so they can have a new outlook (Malone, 2016). The mistake that occurred was to equate healing activities as treatment. Healing trauma is not a recovery in treatment activities. Healing trauma is a process that requires the efforts of all people involving therapists/counselors and victims (Leveton, 2010). Trauma is a very serious problem, and if not treated immediately, it can spread from one individual to another even across generations (Goodman, 2013). One of the therapeutic activities that can be given to trauma victims of natural disasters is played therapy activities (Handoyo, 2015).

Play therapy is an effort to provide assistance to overcome problems by using media such as toys, art media, games, and communication (Kottman, 2011). Play therapy is also a systematic way in accordance with the theories, which is used to make a client independency, using a variety of games, which has the ultimate goal of helping clients to prevent or even overcome problems and can develop optimally (Association for Play Therapy, 1997).

Based on the studies that have been described, it can be concluded that play therapy can be given to students of the victims of the Sunda Strait Tsunami in the Sumur sub-district. Play therapy is applied in the form of a combination of outdoor and indoor activities.

METHODS

This research design is descriptive. Descriptive research is research that has the objective to describe a data or implementation of activities. The activity carried out was a play therapy service for the victims of the Sunda Strait Tsunami natural disaster.

The study was conducted at SMA N 16 Pandeglang, Banten Province. Based on preliminary assessment data, SMA N 16 is the school with the most Sunda Strait Tsunami victims. Researchers will collect data on trauma students based on school counselor recommendations. Based on these data, the researchers determined 37 students who were indicated to have the highest levels of trauma among other students to be participants in this study. Before conducting the research, participants will be given an initial assessment in the form of interviews and observations to then be compared with the final assessment using the same instrument.

FINDINGS AND DISCUSSION

Findings

The study was conducted in 3 activity sessions. The first activity is the preparation and assessment. The instruments used were unstructured interviews and anecdotal notes. Based on assessment data, out of 37 participants, 35 students claimed to have physical disorders such as dizziness, frequent pounding, and fatigue.

For symptoms of emotion, 33 people stated experiencing disruption often feel scared. Symptoms of emotional disturbances that are also often felt are often felt worried. In addition, there are also forms of habitual disorder experienced by 34 students that is difficult to sleep.

The second stage carried out is an outdoor activity. Outdoor activity activities involve all students who are divided into three groups. Basically, there are many activities that can be chosen in organizing play therapy activities. At this stage, the researchers implemented 3 forms of play, namely composing puzzles, Spider web, and boat crossing.

Before the game is held, students are asked to form 3 large groups. The formation is done by lottery, which contains the name of the animal. Students are then asked to practice the animal style in the draw without speaking. Students who have the same animal category are asked to gather together.

In the activity of preparing a puzzle, the students are assigned to be able to compile an image that has been cut into several parts. The rules of the game, students are forbidden to speak while preparing the puzzle.

The second game is Spider web, which has prepared a rope network that has several gaps like a spider's web. All group members are asked to pass the net alternately through the gap. Each person is given 3-5 seconds to get through the net. Every person who can pass will add 1 point for the group. If there is a gap that is passed by a member, then that gap must not be crossed again; if passed again will reduce the group points.

The third game is a crossing boat where participants in groups are assigned to move from one line (island) to another. The distance between the lines adjusts to the number of group members assuming each member needs an area of 50 -100 cm. Participants are provided with a paper (boat) a number of group members plus one. The crossings are carried out in turns in rows. The first person will lay the boat, and the next person will give the paper a relay. One paper can only be stepped on by one person. If there are members who do not fall or come out of the paper, they will be considered fall, or if there is a paper that has not been stepped on for more than 2 seconds, then the facilitator will take the game back. Judgment is based on the speed of crossing and the number of members who can cross.

The series of play therapy activities continued in the third session. The service provided in the third stage is the art therapy drawing service. Art therapy activities are carried

out in the form of group counseling so that existing groups are divided into two to three small groups. Each group was accompanied by a facilitator who was also a counselor.

Counseling activities begin with introductory activities with counselors. Then the counselor prepares and shares equipment in the form of drawing paper and drawing tools. After all, participants are ready, and the counselor gives instructions to the participants to describe what is in their minds about a word. The chosen word is a traumatic event, in this case, a tsunami. Counselors need to convey that there is no aesthetic assessment given that everyone's drawing ability is different. As participants draw, the counselor observes nonverbal messages that appear on the participant.

After completing the drawing, each participant was asked to tell what the contents of each drawing were. At this stage, participants' emotional feelings will arise, can be in the form of anxiety, fear, or crying. The counselor can also ask for nonverbal messages that are recorded during the drawing participants. After everything is finished, the counselor provides suggestions, input, and motivation to the participants so that they can deal with the trauma well.

After carrying out a whole set of activities, the researcher gave a final assessment. Based on the results of the assessment, the participants claimed to have been able to reduce anxiety and fear. The participants also felt more comfortable because they could tell the anxiety they had felt so far.

Discussion

PTSD is one of the pandemics in the world, and even the figure is almost more than one percent (Helzer et al., 1987). Natural disasters are one of the causes of the emergence of PTSD for survivors (Neria et al., 2008). Improper treatment for disaster victims can cause victims to experience various types of mental disorders (North et al., 2018). One of the effects of mental disorders on survivors of trauma is physical disorders (Iffayanti & Idriyani, 2017). There is a significant correlation between trauma and physical disorders (Norman et al., 2006; Spitzer et al., 2009).

Physical disturbances experienced by students survivors of the Sunda Straits Tsunami disaster often feel tired. Based on interview data, students feel the difference in their physical abilities and get tired faster when doing something. This symptom is very natural, experienced by survivors of trauma (Sugiarti & Erlangga, 2018). Physical disorders are one of the adverse effects of stress and trauma that can be observed (Hanum, 2017). Physical disorders in survivors of trauma can occur during his life (Hefferon et al., 2009).

Another disorder that is affecting students is an emotional disturbance. The students claimed to feel scared and worried more often, especially when they heard the sound of the waves or rumbling, even though they lived around the beach. The same symptoms also appeared in Aceh Tsunami victims (Grayman et al., 2009). Almost all trauma starts from feeling scared (Jeane & Zaumseil, 2014). Trauma also causes feelings of worry about feared events (Mukti, 2017). Because fear and worry experienced by almost all trauma sufferers make some people equate fear is trauma.

Other disorders that exist in some students are sleep disorders. The Banten Strait Tsunami incident occurred at night, so students found it difficult to sleep. Sleep disorders are very often experienced by people with trauma (Mysliwiec et al., 2014). Not only PTSD sufferers who experience sleep disorders but also people who experience anxiety or fear, also experience sleep disorders (Pillar et al., 2000). In addition to having trouble sleeping, trauma sufferers also often have nightmares (Callen et al., 2018; Campbell & Germain, 2016).

Therapy that can be done to help deal with trauma victims is a play therapy service (Handoyo, 2015). Play therapy is an aid activity to overcome individual problems by using one or several media and techniques, such as toys, art, games, and prioritizing

communication (Kottman, 2011). Play therapy is also a systematic way in accordance with the theory, which is used to make a trained therapist independent, using a variety of games, which have the ultimate goal of helping clients prevent or even overcome problems and can develop optimally (Association for Play Therapy, 1997).

Trauma makes a person feel tense, stressed, and even depressed (Huh et al., 2017). Feeling calm, comfortable, and happy is needed to cure the trauma (Thorp et al., 2019). A calm, comfortable, and happy situation must be conditioned by the therapist (Ford, 2017). Play therapy can bring out a sense of comfort and pleasure (Thompson & Henderson, 2007).

The results showed that playing therapy for Sunda Strait Tsunami survivors could reduce anxiety and fear, also reduce their psychological burden. Many researchers have conducted play therapy activities to deal with the trauma problems of victims of natural disasters. The handling of flood victims in Missouri 1993 shows that the key to the success of play therapy is sitting equal to the child, looking into his eyes, and starting by talking about things around (Capozzoli, 2002). The family also needs to be involved in the game to support the effectiveness of therapeutic success. According to them, trauma experienced by children sometimes actually starts from excessive parental reactions (Shaw et al., 2012).

In Indonesia, there have been many applications of play therapy for trauma victims. An example of the success of a play therapy service is the application of the Aceh conflict trauma victims (Zuliani, 2010), victims of natural disasters (Nawangsih, 2014), or even the trauma of the medical treatment process (Sumiati & Sulianti, 2016). Play therapy techniques usually use several tools or toys that have been standardized (Kottman, 2011). However, counselors can develop media that will be used independently as long as it complies with safety standards.

CONCLUSION

Overall, play therapy shows success in overcoming trauma problems in survivors of victims of the Sunda Strait Tsunami. Success is demonstrated by the reduction of anxiety and fear of survivors. Survivors are grateful for the play therapy services that have been provided and hope that similar activities can be carried out on a massive scale because there are still many survivors at other schools who are still traumatized by the Banten Strait Tsunami.

This study has several shortcomings in its implementation, one of which is that there is no complete measurement process between pre-test and post-test because the focus of research is emergency services. In addition, the number of respondents is still limited to one location so that they cannot draw conclusions more generally.

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