

# The Influence Of Trauma Healing Education On The Management Capabilities Of Anxiety Disorders Among Disaster Victims By Bpbd Members In West Lombok

MA Muazar Habibi

*Disaster Mitigation Master's Program, Mataram University Postgraduate Program, Mataram, Indonesia*

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**ABSTRACT :** Natural disasters are frequent occurrences in several regions in Indonesia and are difficult to predict. Generally, natural disasters occur annually in Indonesia. Every disaster, especially natural ones, has psychological impacts on its victims, such as children, teenagers, pregnant women, adults, the elderly, and individuals with physical limitations. Trauma healing refers to traumatic experiences defined as mental and/or behavioral abnormalities resulting from psychological pressure or physical injury. The main cause of trauma is a highly stressful event that leaves a deep impact, occurring suddenly, unexpectedly, and beyond society's control. BPBD (Regional Disaster Management Agency) does not currently handle trauma healing as they lack the necessary knowledge, focusing only on initial disaster response. Methods: This study uses a pre-experimental design with a one-group pretest-posttest method. The population in this study consisted of 35 BPBD members from West Lombok in 2022, all of whom had served for at least one year. The sample technique used was total sampling. Results: Based on the bivariate analysis with Wilcoxon test results, the significance value ( $p$ -value) was 0.000, meaning it was less than 0.05, thus accepting H1. This indicates that trauma healing education influences the ability to manage anxiety disorders among disaster victims by BPBD members in West Lombok Regency. Conclusion: The study results can be utilized by BPBD members in West Lombok to provide health education on the management of anxiety disorders. Suggestions: It is hoped that BPBD members can offer psychological management to disaster victims independently, without waiting for assistance from psychologists from other institutions.

**KEYWORDS:** natural disaster, trauma healing, anxiety

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## I. INTRODUCTION

Natural disasters are events or a series of events caused by nature, including earthquakes, floods, volcanic eruptions, tsunamis, floods, droughts, cyclones, and landslides. Natural disasters can cause damage in economic, social, and environmental sectors. Infrastructure damage disrupts social activities, while social impacts include death, injury, illness, loss of homes, and community chaos. Environmental damage can result in the destruction of forests that protect the land. Natural disasters frequently occur in various regions of Indonesia, often unpredictably, and typically occur annually (Muhammad, 2019). Trauma is a traumatic event defined as a mental and/or behavioral abnormality resulting from psychological pressure or physical injury to humans. In general, trauma means a wound or shock, with the main cause being highly stressful events that leave deep marks, occur suddenly, unexpectedly, and are beyond society's control, often endangering or threatening lives. This event is so shocking, painful, and exceeds the stress of daily life, hence it is called a traumatic event (Muhammad, 2019). Disasters leave psychological impacts on individuals who survive and endure losses, including the loss of family members. One of the psychosocial issues that often arises with a relatively high incidence is anxiety (Suwarningsih, 2019).

Anxiety can be defined as a feeling of uncontrolled response. Anxiety is a response to a threat whose source is unknown, internal, and vague. Anxiety differs from fear, which is a response to a known, external, clear, or non-conflictual threat (Stuart et al., 2016). Anxiety is an emotional state and subjective experience. Both are energies that cannot be directly observed. Nurses assess anxiety in patients based on specific behaviors. It is essential to remember that anxiety is part of daily life. Generalized anxiety disorder is a common condition with a prevalence of 3-8%. It is more common in women than in men, with a ratio of 2:1.5. The annual prevalence of panic disorder is 1-2%, with a lifetime prevalence of 1.5-3.5%. The most common onset occurs during adolescence or in individuals in their mid-30s (Humaida et al., 2016). In Indonesia in 2019, there were 3,721 disasters, including 1,339 tornadoes, 746 forest and land fires, 757 floods, 702 landslides, and others, while East Java also saw similar occurrences (Pramardika et al., 2020). According to data from the West Lombok Regency

BPBD, there were 286 disaster incidents in 2019, including 15 floods, 22 landslides, 86 tornadoes, 67 fires, 35 forest and land fires, 39 droughts, 1 abrasion, and 21 earthquakes. The total number of victims was 30, with 27 injured and 3 dead, according to the West Lombok BPBD's Emergency and Logistics Department Head.

Based on a preliminary study conducted with the West Lombok BPBD, they have an SOP for Trauma Healing, but in practice, it has never been implemented, as the focus is only on victim evacuation due to the lack of training in trauma healing and anxiety disorder management. Given this, the researcher is interested in conducting a study titled "The Influence of Trauma Healing Education on the Management Capabilities of Anxiety Disorders Among Disaster Victims by BPBD Members in West Lombok Regency."

## II. RESEARCH METHODS

This study uses a pre-experimental design, specifically a one-group pretest-posttest design. The population in this study includes all members of the West Lombok BPBD in 2022 who have served for at least one year, totaling 35 people. The sampling technique used is total sampling.

### RESEARCH RESULTS

1. Table 1: Frequency distribution based on the age of respondents in West Lombok BPBD (n=35), October 2022.

According to Table 1, it can be seen that most respondents fall within the 18-27 age range, with 15 respondents (42.9%), and those in the 28-37 age range also comprising 15 respondents (42.9%).

2. Table 2: Data Distribution of Respondent Education Levels in West Lombok BPBD (n=35), October 2022.

According to Table 2, most respondents have a higher education level, with 22 respondents (62.9%) holding degrees.

3. Table 3: Analysis of Anxiety Disorder Management before Trauma Healing Education among West Lombok BPBD members.

**Ability Frequency Percentage (%)**

Poor	7	20.0
Fair	22	62.9
Good	6	17.1
Total	35	100

From Table 3, it can be seen that most respondents had fair skills, with 22 respondents (62.9%), before receiving trauma healing education.

4. Table 4: Analysis of Anxiety Disorder Management after Trauma Healing Education among West Lombok BPBD members.

**Ability Frequency Percentage (%)**

Fair	12	34.3
Good	23	65.7
Total	35	100

According to Table 4, most respondents demonstrated good skills, with 23 respondents (65.7%), after trauma healing education.

5. Analysis of the Influence of Trauma Healing Education on Anxiety Disorder Management Among BPBD Members in West Lombok.

Based on the results of the bivariate Wilcoxon test analysis, with a significance interpretation ( $p$ -value) of 0.000, this indicates that H1 is accepted, meaning there is a significant influence of trauma healing education on the ability to manage anxiety disorders among disaster victims by West Lombok BPBD members.

### III. DISCUSSION

**1. Interpretation of the Demographic Data of West Lombok BPBD Members :** According to the demographic data presented in Table 1, the majority of the study subjects were aged 18-37, with an equal percentage (42.9%). This age group represents a productive period, which is crucial for volunteers tasked with handling emergency responses to safeguard disaster victims. Age significantly affects volunteers' skill levels, especially in managing anxiety disorders.

With increasing age, maturity and resilience in thinking and working also develop. Experience and emotional maturity are expected to grow as well. Older individuals are generally more responsible and meticulous compared to younger ones (Nursalam, 2015). The results of this study are supported by research from Herlianita, R. & Rohmah, A. I. N. (2020), which explains that most volunteers are aged 17-25 (55%). A mature age is essential for conducting emergency activities, as individuals are better able to grasp and communicate trauma healing materials. Individuals over 30 years old are considered mature in disaster management, and work experience can influence their ability to make appropriate decisions. According to the demographic data from this study, most members of the West Lombok BPBD had higher education backgrounds (students, bachelor's degree, diploma holders) (62.9%). Volunteers with higher education levels have adequate knowledge, and higher education can enhance one's ability to think quickly and accurately in handling anxiety disorders. According to Nursalam (2015), educational background significantly affects one's ability to meet needs at different levels, ultimately influencing motivation and work performance.

These findings align with previous research by Maulana et al. (2017), which showed that most ER nurses had a diploma-level education (76.5%). Education is a factor that influences knowledge and skills. Education is a process to develop or improve specific abilities, enabling individuals to become self-sufficient.

**2. Analysis of Anxiety Disorder Management Abilities Before Trauma Healing Education :** Based on the results from 35 respondents, the analysis of anxiety disorder management abilities among West Lombok BPBD members before receiving trauma healing education revealed that most respondents had fair abilities (62.9%), while 20% had poor abilities, and 17.1% had good abilities. The researcher believes that the ability to manage anxiety disorders among disaster victims by West Lombok BPBD members before trauma healing education can be categorized as fair. Respondents had only a limited understanding of trauma healing education, as they had never been exposed to this material before. They relied mainly on information from community groups. This is evidenced by Table 3, which shows that 7 respondents had poor abilities, and 22 respondents had fair abilities.

**3. Analysis of Anxiety Disorder Management Abilities After Trauma Healing Education :** The results from 35 respondents show that, after trauma healing education, most respondents had good abilities (65.7%), while 34.3% had fair abilities.

Through education, disaster risk reduction efforts are expected to meet their targets, and, conceptually, good management skills are essential. Good anxiety disorder management skills contribute to the quality of care provided to victims (Teknis, 2018). The researcher believes that the ability to manage anxiety disorders among West Lombok BPBD members after trauma healing education can be categorized as good.

Several factors influence the ability to receive information related to anxiety disorder management, including education level. The majority of respondents (62.9%) had higher education degrees, and their age range (18-37 years old, comprising 42.9%) made them more receptive to the material.

**4. The Effect of Trauma Healing Education on Anxiety Disorder Management Among Disaster Victims**  
Based on bivariate analysis, the  $p$ -value obtained was 0.000. Therefore, H1 is accepted, indicating that trauma healing education has a significant effect on the ability to manage anxiety disorders among disaster victims by West Lombok BPBD members. According to Prasetyo (2012), several factors can influence a person's skills, including knowledge, experience, and motivation. Darmawan (2014) states that knowledge results from awareness, which occurs after a person senses a particular object through their senses. Sensory input is gathered through sight, hearing, smell, taste, and touch. Most human knowledge is acquired through vision and hearing.

The researcher believes that trauma healing education positively influences the ability to manage anxiety disorders among disaster victims by West Lombok BPBD members. The goal of providing trauma healing education is to highlight the importance of mental health for disaster victims, enabling BPBD members to actively participate in managing anxiety disorders (Rahmat & Budiarto, 2021). Education is a planned effort to influence others, whether individuals, groups, or communities, to perform desired actions (Ambarika R, 2016). Factors influencing this, as shown in the respondent demographic data, include education level and age. As respondents learn over time, their skills improve. Practical exercises and repeated implementation of learned techniques further enhance skill levels. Curiosity motivates continuous learning and the desire to improve skills.

#### **IV. CONCLUSION**

Before receiving trauma healing education, 17.1% of West Lombok BPBD members exhibited good skills. After receiving trauma healing education, 65.7% of members demonstrated good skills. The results of the pre-test and post-test, analyzed using the Wilcoxon test, show that the significance value ( $p$ -value) was 0.000 among the 35 respondents. Thus, H1 is accepted, meaning there is a significant effect of trauma healing education on the ability to manage anxiety disorders among disaster victims by West Lombok BPBD members.

**SUGGESTION :** With this education, it is hoped that BPBD members can provide psychological management for disaster victims independently, without waiting for psychological assistance from other institutions, and be able to act swiftly, accurately, and responsibly in the psychological management of disaster victims.

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