ABDIMAS

Strengthening School Resilience in Facing Potential Psycho-Social Hazards in Children

Evi Widowati*, Anik Setyo Wahyuningsih, Rulita Hendriyani, Risa Anggita Putri, Hanif Satria Febriananda, Aza Putri Anisa, Ayu Fadilah Wahid, Pungky Indrawan Dwi Laksana

Universitas Negeri Semarang, Indonesia
*Corresponding author: eviwidowati@mail.unnes.ac.id

Abstract

Psycho-social hazards in children at school include violence against children, peer victimization, discrimination, heavy academic pressure and bullying. The impact of psycho-social hazards on children is very serious, such as children becoming low self-esteem, aggressive, depressed, injured, drug abuse, experiencing personality disorders, tending to want to hurt themselves and even wanting to commit suicide. On the other hand, parenting styles, students' socio-economic conditions and the influence of gadgets and social media can make children more exposed to psycho-social hazards, whether at school, in their families or in the environment where they live. Manifestations of existing problems include students committing physical violence at school, mocking friends, and even threatening their school friends, whether the school knows about it or not. The aim of this activity is to increase children's knowledge regarding potential psycho-social hazards at school and know how to prevent them. Implementation methods include: 1) preparation stage, 2) implementation stage and 3) evaluation stage. This activity has received an ethical certificate no. 313/KEPK/FK/KLE/2024 from the Health Research Ethics Commission, Faculty of Medicine, UNNES. The results of this activity obtained an increase in teacher knowledge by 2 points, namely from an average of 83 to 85, while the average student knowledge increased significantly, namely from 53 to 80 (an increase of 27 points). Therefore, learning innovation through various media, including educational game media, is very necessary to accelerate the increase in children's knowledge which can be obtained more enjoyably.

Keywords: school resilience, children, psycho-social hazards, knowledge

INTRODUCTION

Psycho-social problems according to the American Psychiatric Association are syndromes characterized by the presence of clinically significant problems in an individual's cognition, emotional regulation, or behavior that reflect dysfunction in psychological, biological, or developmental processes of mental functioning [1]. WHO reports that 10-20% of children in the world experience psycho-social problems. In children, in general, the causes of psycho-social problems are influenced by physical/organobiological factors, psycho-educational factors, and socio-cultural factors. School is a place where children spend most of their time learning and developing. However, at school, children can also experience various psycho-social hazards that can interfere with their development [2], [3], including violence against children (KtA), bullying, discrimination, peer victimization and excessive academic pressure [4].

Violence against children, including physical, sexual and emotional violence between students or between students and teachers/staff [5], Peer victimization, discrimination, high academic pressure and bullying are major risk factors for mental health problems in children and adolescents [6]. In addition to school, children can also experience psycho-social hazards at home and in their surroundings. Psycho-social hazards to children at home and in their surroundings also have a negative impact on children's development, both physically and mentally [7]. The causes include inappropriate parenting patterns, such as authoritarian, permissive or neglectful parenting patterns, domestic violence [8], especially worsened by conditions of poverty in the family [9]. In addition, psycho-social problems in children are influenced by several factors, namely parental conflict, sleep problems, study time, physical activity time, physical/ organobiological factors, psycho-educational

factors, socio-cultural factors, disabilities [10], academic failure, an environment with limited social interaction, excessive noise, a tendency to be ignored, and an unfriendly environment are also factors causing psycho-social problems [11]. The negative impacts of psycho-social problems on children include disruption to children's health, injuries, sexually transmitted infections, drug abuse, low self-esteem, aggression, depression, personality disorders with psychological manifestations that extend into adulthood [6]. Apart from that, it also causes children to tend to want to hurt themselves intentionally to the point of wanting to commit suicide [11].

Ummul Quro Elementary School is one of the private elementary schools in Semarang City that is not free from psycho-social hazards at school, due to the diverse backgrounds of students' families, both in terms of parenting patterns, economic and social conditions of students' families, and the influence of gadgets and social media on children, so that children are not only exposed to psycho-social hazards at school but also in their families or in their living environment. Manifestations of psycho-social hazards at school include committing physical violence against friends at school, teasing, and threatening school friends whether known to the school or not. On the other hand, students' knowledge is still very minimal regarding what psycho-social hazards are and how to prevent them at school. This makes it necessary for schools to increase children's knowledge about these psycho-social hazards.

Currently, there are many cases of violence and other psycho-social hazards that occur to children, both at school and outside of school, which have serious impacts on children. Therefore adequate prevention and handling are needed, one of which is through fun educational games to increase children's knowledge, for example using educational games such as snakes and ladders against violence against children (KtA) [12], [13], [14]. The purpose of this activity is to increase school resilience in facing potential psycho-social hazards by increasing children's knowledge so that children are able to actively participate in efforts to reduce and prevent KtA incidents in schools through educational games.

METHODS

The method used in this activity is participatory approach which is carried out in 3 stages, namely:
a. Preparation stage. At this stage, coordination is carried out with partners regarding the details of the activity implementation plan which includes: time, place and facilities needed for implementation. Meanwhile, internal coordination of the team is carried out to prepare materials, media and materials for training activities.
b. Implementation stage. At this stage, training activities are carried out to improve school resilience through efforts to prevent and handle psycho-social hazards in schools. The training also involves teachers to improve their skills so that they are able to identify psycho-social hazards in schools including preparing preparedness steps in the event of an emergency, so that they are able to assess and know the potential for psycho-social hazards in schools and know how to prevent and handle psycho-social hazards in schools properly.
c. Evaluation stage. Evaluation in this activity is done by conducting discussions, doing pre-tests and post-tests and Q&A with teachers and students related to the training that has been given to assess the extent of enthusiasm and understanding related to the prevention and handling of psycho-social hazards in schools among the teachers and students involved.

RESULTS AND DISCUSSION

The entire series of community service activities have been completed by the team, starting from the preparation of modules, SOPs for psycho-social emergency response, psycho-social emergency response teams and their duties, the organizational structure of the psycho-social emergency response team, educational media in the form of leaflets, and training activities for teachers and students related to the identification and prevention strategies for psycho-social hazards in schools using educational game, namely snakes and ladders for preventing violence against children (KtA) in schools.

From the training results, it can be seen that in general there is an increase in the knowledge of students and teachers involved in this activity through the results of the pre-test and post-test conducted (Figure 1). On the other hand, there is also a very high enthusiasm from students involved in training through this game media (Figure 2). The results of the pre-test and post-test show that not only students but teachers also experienced an increase in knowledge related to child protection, prevention of Violence against Children (KtA) in schools which includes prevention of bullying. The

increase in teacher knowledge was 2 points, namely from an average of 83 to 85, while the average student knowledge increased significantly, namely from 53 to 80 (up by 27 points).
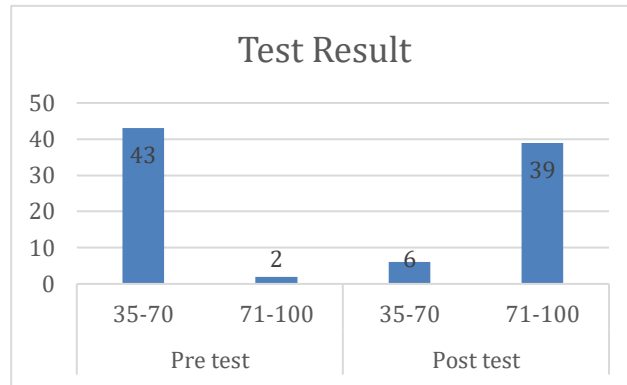

Fig. 1. Student Achievement Score

Figure 1 shows that students who scored in the range of 71-100 from the pre-test to post-test scores increased 18.5 times more, so it can be said that there was a significant increase in student knowledge as seen from the post-test scores after the training intrevention program. While the picture of the implementation and involvement of children in activities as presented in Figure 2 is as follows.

Fig. 2. Training Activities Using Educational Game

Implementing a comprehensive intervention program that addresses various aspects of adolescent development and well-being in the school environment is important to implement. [15]. One of them is through games because games can be used as a medium in the implementation of prevention programs that function as a tool to detect bullying practices. Game media can also be used effectively to raise awareness, create empathy, and teach new strategies to overcome bullying [16]. Involvement in bullying prevention games is important for increasing students' sense of compassion toward victims, while the challenges experienced during the game influence students' knowledge regarding appropriate and inappropriate behavior in bullying situations [17]. The negative impact of bullying shows how important it is to empower all students to stop bullying. Where students can collaborate with teachers to create a school environment that does not tolerate bullying practices to create a sense of safety at school [18]. Therefore schools should focus more on the quality or effectiveness of anti-bullying and anti-violence strategies rather than the number of strategies they use [19], [20].

CONCLUSION

Increasing children's knowledge can be done in various ways, one of which is through various interactive and fun educational game media for children, for example by using educational game tools "snakes and ladders" to prevent violence against children (KtA) at school. Where in this community service activity, not only children's knowledge but also the knowledge of the teachers has increased regarding the identification of potential psycho-social hazards in schools and how to prevent them. The increase in teacher knowledge was 2 points, namely from an average of 83 to 85, while the average student knowledge increased significantly, namely from 53 to 80 (up 27 points). Therefore, learning innovations can continue to be developed comprehensively and more enjoyable according to the child's

age through various media.

REFERENCES

1) American Academy of Pediatrics, "American Academy of Pediatrics," *Promoting Mental Health in Children and Adolescents: Primary Care Practice and Advocacy*, pp. 631–669, 2021, doi: 10.1542/9781610022286-appendix_2.

2) E. Widowati, A. H. Sutomo, and W. Istiono, "Are Elementary Schools Ready for Disaster Preparedness and Safety?," in *E3S Web of Conferences*, EDP Sciences, Nov. 2021. doi: 10.1051/e3sconf/202131701087.

3) WHO, "Child and adolescent mental health," World Health Organization. [Online]. Available: https://www.who.int/activities/improving-the-mental-and-brain-health-of-children-and-adolescents

4) E. Widowati, A. H. Husodo, and W. Istiono, *SSSB Sekolah Selamat Siaga Bencana*. Semarang: Cipta Prima Nusantara, 2020.

5) V. J. Felitti *et al.*, "Relationship of Childhood Abuse and Household Dysfunction to Many of the Leading Causes of Death in Adults: The Adverse Childhood Experiences (ACE) Study," *Am J Prev Med*, vol. 14, no. 4, pp. 245–258, 1998, doi: https://doi.org/10.1016/S0749-3797(98)00017-8.

6) S. O. Wandera *et al.*, "Violence against children perpetrated by peers: A cross-sectional school-based survey in Uganda," *Child Abuse Negl*, vol. 68, no. March, pp. 65–73, 2017, doi: 10.1016/j.chiabu.2017.04.006.

7) F. R. Alparone and M. G. Pacilli, "On children's independent mobility: the interplay of demographic, environmental, and psychosocial factors," *Child Geogr*, vol. 10, no. 1, pp. 109–122, 2012, doi: 10.1080/14733285.2011.638173.

8) Terra. Pingley, "The Impact of Witnessing Child Abuse on Children: A Systematic Review," *Sophia,the St.Catherine University Repository*, pp. 1–43, 2017.

9) M. K. Eamon, "The Effects of Poverty on Children's Socioemotional Development: An Ecological Systems Analysis," *Soc Work*, vol. 46, no. 3, pp. 256–266, 2001, doi: 10.1093/sw/46.3.256.

10) F. S. Parkhurst JT, "Screening for Mental Health Problems in Pediatric Primary Care," *Pediatr Ann*, vol. 46, pp. e421–e425, 2020.

11) R. P. S. Azúa Fuentes E, Rojas Carvallo P, "Acoso escolar (bullying) como factor de riesgo de depresión y suicidio [Bullying as a risk factor for depression and suicide]," *Rev Chil Pediatr*, vol. 91, no. 3, pp. 432–439, 2020.

12) E. Widowati, R. Hendriyani, and E. Nugroho, "Development of Child Friendly Educative Game Model As Method to Prevent Violence Against Children in School," Semarang: KnE Social Sciences, 2019, pp. 167–176. doi: 10.18502/kss.v3i18.4710.

13) E. Widowati, W. Istiono, and A. H. Sutomo, "The identification of multi-hazard situations in elementary school," *Improving Schools*, vol. 00, no. 0, pp. 1–13, 2021, doi: 10.1177/1365480221996695.

14) E. Widowati, R. Hendriyani, E. Nugroho, A. Lee, W. Qin, and A. Info, "Children's Safety Education Model through Child-Friendly Games," *Jurnal Kesehatan Masyarakat*, vol. 14, no. 2, pp. 157–162, 2018, doi: https://doi.org/10.15294/ kemas.v14i2.14705.

A. González Moreno and M. del M. Molero Jurado, "Intervention programs for the prevention of bullying and the promotion of prosocial behaviors in adolescence: A systematic review," *Social Sciences and Humanities Open*, vol. 10. Elsevier Ltd, Jan. 01, 2024. doi: 10.1016/j.ssaho.2024.100954.

15) Calvo-Morata, C. Alonso-Fernández, M. Freire, I. Martínez-Ortiz, and B. Fernández-Manjón, "Serious games to prevent and detect bullying and cyberbullying: A systematic serious games and literature review," *Comput Educ*, vol. 157, Nov. 2020, doi: 10.1016/j.compedu.2020.103958.

16) Rončević Zubković, S. Kolić-Vehovec, S. Smojver-Ažić, T. Martinac Dorčić, and R. Pahljina-Reinić, "The role of experience during playing bullying prevention serious game: effects on knowledge and compassion," *Behaviour and Information Technology*, vol. 41, no. 2, pp. 401–415, 2022, doi: 10.1080/0144929X.2020.1813332.

17) J. E. Hart Barnett, K. W. Fisher, N. O'Connell, and K. Franco, "Promoting upstander behavior to address bullying in schools," *Middle School Journal*, vol. 50, no. 1, pp. 6–11, Jan. 2019, doi: 10.1080/00940771.2018.1550377.

18) L. M. Chen, "School-based anti-bullying strategies in Taiwan and their effects," *Studies in Educational Evaluation*, vol. 59, pp. 218–223, Dec. 2018, doi: 10.1016/j.stueduc.2018.09.004.

19) E. Widowati, W. Istiono, and A. H. Husodo, "The development of disaster preparedness and safety school model: a confirmatory factor analysis," *International Journal of Disaster Risk Reduction*, vol. 53, no. 102004, pp. 1–14, 2021, doi: 10.1016/j.ijdrr.2020.102004.