Psychological First Aid (PFA) Trainning For Teachers In Indonesia And Malaysia

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Abstract.
Psychological first aid (PFA) is an effort that can be done by anyone to provide appropriate support to survivors. Until now teachers still have difficulty in determining the role that needs to be done in providing psychological support to students in the event of a disaster. The purpose of this study was to increase the knowledge of teachers related to PFA giving. The activity was conducted on May 6 and 7, 2021. 540 participants are teachers participating in this workshop. On the first day, participants learn about the basic concepts of PFA, and on the second-day participants conducted P3L (Prepare, Look, Listen, and Link) applications in a Psychological First Aid (PFA) crisis accompanied by a facilitator. The results obtained were increased knowledge of Psychological First Aid (PFA) and how to apply it in the Education setting.

Keywords: *Teachers, Psychological First Aid (PFA), Education*

I. INTRODUCTION

Indonesia as one of the most disaster-prone countries in the world, not only faces challenges in the form of natural disasters such as earthquakes, tsunamis, landslides, volcanic eruptions, floods, and droughts, but this situation is increasingly difficult with low economic growth rates and rapid population growth [1], [2]. In 2020, the National Disaster Management Agency (BNPB) recorded 2925 natural disasters that occurred in Indonesia. In the current Covid-19 pandemic, Indonesia is also among the 20 countries that have the most positive cases of Covid-19 with a fairly high death rate of 3.4% out of a total of 377,541 cases [3], [4]. The risk of natural disasters as well as the Covid-19 pandemic becomes a severe double challenge for the government and society both economically, socially, health, and mentally.Disasters not only cause material harm, but also potential psychological problems such as trauma for their victims. Therefore, material and psychological support become two important things that need to be given, for example in the Merapi eruption disaster in 2010 psychological support especially for displaced children becomes an integral part of the disaster management program [5]–[7].

Likewise in the handling of flood victims in the Sempor river, where 44 psychologists provide post-incident assistance services to survivors and parents of deceased victims [8]. While during the Covid-19 pandemic, there is a similar pattern

where psychological stress levels either among health workers or the public, in general, have increased [9]–[14] so that various online psychological services are widely provided [15], [16].Based on the results of several studies, it turns out that school-age children are one of the age groups most often used as subjects in disaster risk reduction programs [7], [17], [18]. This is in addition to the program that can be integrated with the education system [19], it turns out also because the number of the school-age population is usually quite highest, for example in Yogyakarta, the number of elementary to high school students reached 17% of the total population of Yogyakarta which amounted to 3.8 million people in 2019, of which 25% of the total students were junior high school students [20]. Educators, especially guidance and counseling teachers in schools, play a strategic role in supporting and accompanying students psychologically to deal with various potential disaster threats.

Based on the results of an interview with guidance and counseling teachers on October 23, 2020, about the readiness of BK teachers in supporting students before, during, and after disasters, shows that in general, junior high school teachers in Sleman have a strong spirit to provide support to students in the event of a disaster, although it has not been able to be done optimally. Guidance and Counseling Teachers are also actively involved in student assistance related to disaster events that require psychological treatment, such as during the drift of river participants in Yogyakarta in February 2020. However, there are currently no activities to improve competence in providing psychological support by students, especially when faced with crises. The results of the interview also showed that the lack of support that can be provided to students, especially in the context of disasters, is possible because there is no training in providing initial psychological support or psychological first aid (PFA) and training on how to design and implement PFA programs for students. Guidance and Counseling teachers involved when facing crises still have difficulty in determining what role needs to be done in supporting students psychologically in the event of a disaster.According to the Inter-Agency Standing Committee (IASC) of the United Nations [21] to support people experiencing psychological distress due to stressful events such as disasters, it is best supported without treatment by providing psychological first aid (PFA).

PFA can simply be defined as a psychological support process consisting of three things: preventing stress from worsening, reducing acute disorders, and facilitating access to follow-up treatment if needed. PFA does not require a diagnosis requiring only basic training for the action to be effective and reduce the risk of aggravating stress [22],[23]–[26]. According to Everly and Lating PFA can be effectively provided by friends, teachers, supervisors, or family members, especially parents, if PFA guidelines are properly followed.Psychological first aid (PFA) training procedures and management is a short-term and long-term investment in guidance and counseling teachers. This is because the PFA competence of guidance and counseling teachers can be useful to support students in the current Covid-19 pandemic, as well as

an antispastic preventive effort if in the future there is a disaster that needs to be responded to using PFA. Especially with this PFA training, BK teachers who have mastered it can teach it to students, fellow teachers, and parents so that it can be said that this PFA training has a chain effect that means that it can not only target students but wider subjects at any time when disaster strikes.The use of video conferencing in the process of providing the information is considered very helpful and has optimal benefits [27], especially when faced with pandemic situations. Activities are carried out through online seminar activities to teach stages related to the basic concepts of PFA to improve PFA-related knowledge and skills by Guidance and Counseling teachers

II. METHODS

Psychological first aid workshops are provided online. Participants in this workshop were 540 people consisting of guidance and counseling teachers as well as subject teachers spread throughout Indonesia. The stages of this activity include an initial assessment prior to the completion of the activity and the implementation stage of the psychological first aid (PFA) workshop. In the initial assessment stage, the team conducted interviews with the head of the Junior High School Guidance and Counseling Teacher Consultation in Sleman Regency to find out about the urgency of implementing the PFA workshop for teachers.At the online workshop implementation stage, presenters consisted of 3 lecturers from guidance and counseling and 1 psychology lecturer, Universitas Mercu Buana Yogyakarta and 2 lecturers from University Pendidikan Sultan Idris, Malaysia. The workshop will run over two days, from 6-7 May 2021, starting from 08.00 a.m. – 01.00 pm.

The first day of the workshop provided introductory material for the workshop on the basic concepts of Psychological First Aid (PFA), response to disasters, crisis, and the COVID-19 Pandemic: psychological reactions, as well as the application of self-care for Psychological First Aid (PFA) Providers. The second day of the workshop activities immediately conducted P3L (Prepare, Look, Listen and Link) applications in a Psychological First Aid (PFA) crisis situation accompanied by a facilitator. Once the activity was completed, participants were given a worksheet and an opportunity to demonstrate their work in order to receive feedback from the facilitator. The worksheets are used to help participants internalize the psychological first aid concepts and skills they have learned in crisis situations. The last step of the activity is to ask participants to demonstrate a crisis situation and describe actions that can be taken using the skills they have learned.

III. RESULT AND DISCUSSION

The workshop runs interactively via the zoom app. The workshop presenters conveyed knowledge about the basics of psychological first aid, emotional reactions during critical situations, self-care for psychological first aid service providers, and

P3L applications (prepare, look, listen, and link). This community service activity took place on Thursday, May 6, 2021, from 8:00 a.m. to 1:00 p.m., and on May 7, 2021, from 8:00 a.m. to 1:00 p.m. This activity was attended by 540 guidance and counselling teachers and school subject teachers spread throughout Indonesia and Malaysia. Submission of material is done by presenting videos and powerpoints regarding disaster situations and how psychological first aid works. Each paper is presented in a 45-minute and 15-minute interactive discussion session with participants.

Fig 1. Presenting PFA Skill to audience

This PFA workshop is given to guidance and counseling teachers and subject teachers because teachers have an important role in educating and assisting students in schools. PFA workshop/training is important because it can help acquire knowledge and understanding of appropriate psychosocial responses and skills in providing support to individuals facing crises [28]. In essence, PFA is also useful in strengthening the capacity of psychosocial support in the context of disasters and humanitarian crises.In addition, the current situation is increasingly urgent for providing psychological first aid (PFA) skills to teachers in schools because the COVID-19 pandemic situation has had a significant psychological impact on everyone. UNICEF data shows that at least 1 in 7 children experience the direct impact of quarantine, while 1.6 billion children are affected by the cessation of the teaching and learning process.

Disruptions to routines, education, recreation, and anxiety about family finances and health make many young people feel afraid, angry, and worried about their future [29]. Recent crisis is related to the coronavirus pandemic whic has caused significant levels of fear as governments impose quarantine and lockdown. Human reaction to the situation such as panic, helplessness, and horror aided by the infection due to the lack of a definitive cure has exposed the population to significant mental distress, thus warranting psychological intervention [30]. This situation of

psychological crisis and psychosocial tension is an important reason for preparing the availability of psychological first aid and mental health services [31].In addition to the general presentation of the material, the workshop participants were asked to disseminate the results of the action plans when facing a crisis, so that the acquisition of PFA skills can take place interactively and dynamically.

Fig 2. Demonstrate PFA Undestanding & Skills by Workshop Partisipant

Training is a method of enhancing human performance since a person's ability to perform a job is limited by a lack of knowledge or skill. It makes sense to bridge that gap by providing the required instruction [32]. In this training activity, participants are also given worksheets so that participants can apply their knowledge in an action plan. In addition, participants were also allowed to demonstrate their work in an effort to facilitate participants to be able to acquire psychological first aid (PFA) skills. Simulation-based PFA education programs combined with PFA lectures can help participants to be able to apply PFA in disaster situations [33].

IV. CONCLUSION

This first aid psychology workshop is for guidance and counseling teachers and subject teachers in schools. this is because teachers can be good agents in providing initial psychosocial support to students in dealing with crisis situations due to disasters. This activity was carried out online starting with introductory material on psychological first aid, then continued with hands-on practice demonstrating skills in dealing with crisis situations by applying P3L principles (Prepare, Look, Listen, and Link). By facilitating the achievement of psychological first aid for teachers, it is hoped that awareness and skills regarding early psychosocial support during a crisis can be applied in the educational environment, especially in the current situation of the COVID-19 pandemic.

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