

## Psychological Encouragement for High School Students in Preparation for Online Learning During Covid-19

Folala Telaumbanua<sup>1</sup>, Hizkia Ronaldus Silalahi<sup>2</sup>, Jonathan Simanjuntak<sup>3</sup>,  
Syaluddin Rezha Siregar<sup>4</sup>, Maria Isadora Simangunsong<sup>5</sup>, Simon Panjaitan<sup>6</sup>,  
Agusmanto JB Hutauruk<sup>7</sup>

<sup>1,2,3,4,5</sup>Students of Mathematics Education Program, Postgraduate School

<sup>6,7</sup>Lecturer of Mathematics Education Program, Postgraduate School

<sup>1,2,3,4,5,6,7</sup>Universitas HKBP Nommensen, Medan, Indonesia

### Abstract

Psychosocial is commonly defined as referring to a relationship that is close in both psychological and social factors. Emotional and cognitive development, as well as social factors such as interpersonal relationships and the community in which a person lives all influence a person's psychological well-being. Psychosocial is focused on the interpersonal aspects that exist alongside psychological aspects (thoughts, emotions, and behavior) (social relations, traditions and culture). Initiated psychological encouragement (commonly referred to as DPA) is also known as PFA (PFA). Psychosocial encouragement is a type of DPA. DPA aims to reduce the detrimental effects of stress, to help individuals recover from disasters, and to assist in the process of their return to normal. A crisis situation is an ongoing (or expected) event that places people, groups, communities, or societies in an unstable and dangerous position, which then impacts those people, groups, or societies. There are both positive and negative impacts that teachers, students, and also parents have to face and deal with during a COVID-19 pandemic. Stress and pressure can arise naturally, for everyone, when someone is in an unpleasant/crisis situation. Emotional expressions, such as crying in children aged 0-3 years, or other non-adaptive behavior, such as aggressive or tantrums, are common indicators of stress in students (venting anger or excessive emotional outbursts at a certain age because there are unfulfilled wants or needs).

**Key words:** Encouragement, Online learning, Psychological, COVID-19

### Introduction

Teachers, children, and parents will all be forced to adapt to the new environment during this epidemic era. The traditional educational model, which involves face-to-face teaching in schools, is now being applied at home. Students and teachers are expected to be able to do online or offline learning using existing technology, in contrast to traditional teaching and learning methods that have been carried out by face-to-face teachers in the classroom. Teachers who have not been tech-savvy in the past will no doubt need to practice to become more tech-savvy. This applies not only to teachers in big cities, but also to those in 3T areas (innermost, outermost, backward) who are not yet connected to the internet. Then, instead of spending at least 5 hours a day at school, children are now required to stay home for 24 hours, with limited physical interaction with peers or others outside the home. Parents who previously worked outside the home now have to divide their time and energy

between working and taking their children to home schooling. In response to the outbreak of COVID-19, the Indonesian Ministry of Education and Culture issued Circular Letter Number 15 of 2020, which outlines the criteria for organizing learning from home during an emergency. The main responsibilities of teachers in this guide are to communicate with parents, create lesson plans, ensure that the learning process runs smoothly, recap student assignments, teach life skills education, and teach free time activities.

From a disaster perspective, this pandemic condition can be described as a non-natural disaster that causes extensive losses, including loss of life, loss of freedom to socialize or recreation due to physical separation and territorial constraints, loss of money, and loss of sense of belonging. secure. The Covid-19 pandemic which has an impact on people's lives in general, including schools, has a negative impact, especially for teachers and students in Indonesia. Based on the findings of a fast assessment conducted by WVI in May 2020 on 943 children in 9 provinces, 35 districts/cities, and 251 villages, the pandemic has created various vulnerabilities among children and students.

#### **A. Students have trouble accessing distance learning and their academic performance suffers as a result.**

This is driven by a number of factors, including: 1) students who attend school do not have access to distance learning (32%), 2) students cannot manage their study time (37%), 3) students struggle to follow classes, and 4) youngsters do not understand teacher instructions (21 percent ). The absence of signal connectivity, internet, and smart devices or laptops that are appropriate for online learning is closely tied to the limited access to online learning, especially in the 3T area. Children in the 3T area are not only limited in their access to online learning, but they are also limited in their ownership of textbooks and reading materials, making it difficult for them to pursue teaching materials or obtain high-quality reading materials at home, especially since the environment at home is not conducive to learning concentration. Furthermore, it is not uncommon to encounter students, parents, and even professors that see the early days of Study From Home (BDR) as a holiday period in order to prevent students from being conditioned to study while at home during the BdR period. Many teachers still struggle to teach online, according to the teacher's perspective. The majority of teachers in the 3T area teach utilizing traditional methods such as home visits (with textbooks) and radio broadcasts (WVI, 2020). Some teachers utilize WhatsApp/WA apps in the classroom, but because some locations lack internet connectivity, it is uncommon for teachers to use technology/applications in the classroom. Low-income parents are also less involved in their children's learning activities than upper-middle-income parents, owing to a lack of knowledge and a preoccupation with earning money. During this pandemic, pupils are more vulnerable to not receiving their educational rights due to the restrictions of both students, parents, and teachers.

#### **B. Students are subjected to emotional and social pressure.**

The psychological and social conditions of children affected by the pandemic are in question, including excessive fear and anxiety about the current situation, boredom because they are always at home and cannot play freely or physically meet with peers, and they are unable to participate in social activities. Outside of the house, hobbies, extracurricular activities, and other recreational activities COVID-19 has made 34 percent of pupils fearful of catching the virus, and 15 percent of kids feel uneasy. There are various sources of stress relating to achievement or academics, as well as concerns about parents' financial situation. It has been demonstrated that 35% of pupils are concerned about missing classes, and 10% are concerned about their parents' income and lack of food. If the degree exceeds the student's tolerance threshold and is not properly followed up on, this form of stress will have a negative influence. The 2020 National PKTA alliance survey indicated that learning from home (BdR) has a social and emotional impact on children, which is consistent with

WVI's findings in the field. As many as 40% of students are bored while studying at home, and 10% are dissatisfied with the learning process (WVI, 2020)

**C. Students are subjected to good verbal and physical aggression, are bombarded with fake news, and work to sustain the family's economics.**

According to the autonomous learning policy paper (WVI, 2020), up to 29–66 percent of internet usage is not under regular parental monitoring. The rising frequency of online media usage in this BdR era puts children at risk of being exposed to inaccurate information, and online use without parental supervision puts them at risk of being exposed to pornography, online violence, and game addiction. Children in rural places, parents with limited education (elementary/junior high school graduates), and the necessity for economic continuity with garden harvesting lead children to prefer to assist their parents rather to complete Learning from Home. Working to assist parents is more common in children whose parents only work in the informal sector and rely on daily income, making it difficult for them to satisfy their basic needs and having no ability to force their children to work (selling, cultivating gardens in the fields or rice fields, etc.)

**D. The risk of contracting other infectious diseases due to poor water, hygiene, and sanitation is increased among students.**

Due to a lack of proper nutritional intake, students may develop conditions that are extremely sensitive. This is because the epidemic has an economic impact on households. Malnutrition rates are expected to rise by 20% globally, according to the United Nations World Food Program. According to Wahana Visi Indonesia's rapid evaluation data, 45 percent of families said that the implementation of PSBB in numerous regions had reduced their income. Furthermore, around 53% of participants reported that they were unable to meet their dietary demands throughout the pandemic, while only 40% stated that their nutritional needs were addressed adequately.

Both teachers and pupils are secluded and operate in less-than-ideal environments. Not only does it put pressure on students, but the pandemic condition that has led to the deployment of Distance Learning (PJJ) as an educational technique also exposes teachers to risk.

**1. The teacher is perplexed about how to carry out his function in the PJJ.**

Instructors in urban regions continue to obtain online learning training, but teachers in rural areas have a harder time getting help. The assistance supplied is contingent on the local government's activities.

**2. Economic downturn**

Covid-19 has an affect on teacher income as well, with 5 out of 10 instructors reporting financial difficulties (secondary data from Save the Children rapid analysis). Honorary teachers or committee teachers are those who are directly influenced in terms of income by their remuneration. In the NTT area, for example, committee fees have stagnated because there are no face-to-face activities at schools during the epidemic, causing committee teachers to not be paid as much as they were previously (interview with Head of P&K NTT, June 2020)

In the emergency time of the spread of COVID-19, the Ministry of Education and Culture released circular letter no. 15 of 2020 with guidelines for organizing learning from home. The teacher's key responsibilities in this guide are to communicate with students' parents, create lesson plans, ensure that the learning process runs smoothly, recap student tasks, teach life skills education, and teach leisure activities. Teachers, on the other hand, are immediately affected by COVID-19, which forces them to adjust rapidly, putting them in a socially and emotionally vulnerable position due to the numerous demands placed on them.

## RESEARCH METHODOLOGY

In the midst of Covid-19, this study tries to discover psychological encouragement for high school pupils preparing for online learning. This is a qualitative study that use descriptive qualitative research methods. The method utilized is a survey method. Information is gathered using survey methodologies from a number of relevant research or news on a linked topic or issue. In addition, the gathered data is evaluated for description.

## FINDING AND DISCUSSION

**I The goal of this intervention is to help students overcome crisis situations by providing psychological encouragement.**

### A. The impact of crisis, stress, and readiness to teach and learn

A crisis is an ongoing (or predicted) incident that creates an unstable and dangerous condition for individuals, groups, communities, or entire societies (en.wikipedia.org). The varied positive and bad effects in the field of education have become a new normal that instructors, students, and parents must face and go through in the COVID-19 pandemic condition. Students, like adults, might experience stress or psychological strain as a result of being in an uncomfortable or crisis situation. Students' stress can manifest itself in a variety of ways, including emotional displays like as sobbing in children aged 0-3 years or other non-adaptive behaviors such as aggression or tantrums (venting anger or excessive emotional outbursts at a certain age because there are unfulfilled wants or needs). When a youngster is confronted with a new circumstance, he or she may become stressed, especially if the child is not yet prepared to deal with it. Children, for example, are not ready to take lessons online or through applications on computers/other smart devices in the new school year, therefore they continue to refuse to participate in online learning with friends and teachers.

Stress does not necessarily have a negative influence on adults and children. Children will learn to deal with new and unexpected situations more easily if they respond properly and are encouraged by their closest social environment. Furthermore, if a youngster is exposed to and overcomes stress, he will develop resilience (the ability to rise), which will serve him well when he meets problems in the future. Children have plans in place because they have previously experienced comparable obstacles or situations, especially if they have successfully overcome them. Meanwhile, the negative effects of stress caused by being in a Covid-19 pandemic crisis, as well as psychological reactions that arise in general, are fairly broad, including:

**Table 1. Negative Effects caused by Covid-19 Pandemic**

Physic	Cognitive	Emotional	Social	Spiritual
<ul style="list-style-type: none"> <li>• Tenseness</li> <li>• Dizziness</li> <li>• Nausea</li> <li>• Heartbeat</li> <li>• Cold sweat</li> <li>• Difficulty sleeping</li> <li>• Bedwetting</li> <li>• Nightmare</li> </ul>	<ul style="list-style-type: none"> <li>• Negative thoughts are often.</li> <li>• Perplexed</li> <li>• Reduced concentration</li> <li>• Easier to forget</li> <li>• Irrational thinking</li> <li>• Difficulty making judgments</li> </ul>	<ul style="list-style-type: none"> <li>• Anxiety</li> <li>• Fear</li> <li>• Angry</li> <li>• Disappointed</li> <li>• Sadness, grief</li> <li>• Hopelessness</li> <li>• Numbness</li> </ul>	<ul style="list-style-type: none"> <li>• Suspicious of others</li> <li>• Bullying</li> <li>• Stigma</li> <li>• Withdrawal</li> <li>• Increased conflict with family or friends</li> </ul>	<ul style="list-style-type: none"> <li>• Changing worship habits</li> <li>• Appreciation and purpose of faith</li> </ul>

People of all ages, ethnicities, religions, and socioeconomic backgrounds have experienced the reactions described above. Everyone reacts differently to others, and it's only natural to show up in a

crisis situation. In a crisis situation, the human brain interprets the circumstance as a threat that must be avoided (flight) or confronted (fight) (fight). Even in the midst of the pandemic, teachers and students are likely to exhibit some of the above behaviors. However, if this reaction is not handled and allowed, it has the potential to negatively impact their psychosocial well-being, as well as their readiness and capacity to learn and engage in constructive activities that will help them grow and develop. For example, a student whose family member was infected with the Covid-19 virus was treated less favorably, stigmatized, and ostracized by the surrounding environment; he was even ridiculed on social media because of false information. This stressful situation has the ability to make youngsters feel inferior or withdraw from the social environment, even if only digitally, and it is extremely difficult to concentrate and absorb lectures when studying from home. Students' learning readiness and academic performance are both affected by crisis situations that cause stress in them (Heo & Han, 2018). When you are anxious, when teachers and pupils are controlled by extreme emotions, the stress hormone cortisol will dominate in the brain and hinder a person's thinking ability, both psychologically and physiologically. Because the stress hormone cortisol dominates, the function of the forebrain (prefrontal cortex / PFC), which works to think critically, develop plans and discover answers, manage emotions, and pay attention, is impaired. It becomes difficult to think clearly and rationally, to focus (attentive), and to solve current difficulties as a result (Heo & Han, 2018; Sprenger, 2011; Lloyd, 2012 in [www.evokelearning.ca/](http://www.evokelearning.ca/); Willis, 2014 in <https://www.edutopia.org/>).

## **B. The recovery process's threat (risk) and protective (protection) components**

Almost all teachers and students in Indonesia are affected by the Covid-19 pandemic issue, but the impact varies depending on the individual. The severity of the injury and the time it takes to recuperate vary as well. Anything inside or outside of a person that raises danger or makes the recovery process longer and more difficult is referred to as a threat factor. Protective/protective factors refer to anything inside and outside of a person that reduces the impact and speeds up the recovery process.

### **Threat Risk**

- Exposure to disaster/pandemic events as a threat factor (risk). Children and adults can get depressed if they are constantly exposed to images or news about Covid (the number of patients who have contracted or died) in the media or through communication devices. If parents allow their children to watch television or use the Internet where images or news about the pandemic or other distressing occurrences are displayed, parents should accompany them and explain what they are seeing. This is done to minimize the child's exposure to material that causes him or her to become anxious.
- The severity of Covid-19 virus infection. Because not only psychological but also physical circumstances impact Covid-19, a person's health status might influence how severely they feel down and how quickly they recover. Children and adults with confirmed positive Covid-19 patient status, patients under supervision (PDP), people with supervision (ODP), people without symptoms (OTG), or people in good health but with relatives or family who died or were exposed to this virus will have a longer recovery time than people who are not directly or indirectly exposed to this virus.
- Previous trauma history Children who are subjected to traumatic experiences on a regular basis are more prone to develop a traumatic stress reaction.
- A lack of help and encouragement from those closest to you (parents, family, neighbors, classmates, playmates, peers, relatives). Children who are not joined by their parents or other

family members at home are more likely to struggle with stress management when learning from home or performing effective remote learning. Difficulty comprehending lessons, as well as unmet emotional needs from people closest to them, might foster the appearance of non-adaptive conduct (deviant or unhealthy behavior), which can obstruct the healing process. Furthermore, children lose physical relationships with classmates and playmates, resulting in a loss of emotional and social needs.

- Unrealistic academic demands that aren't backed up by adequate access and learning resources. • Social and emotional skills. The presence of access and learning facilities, including access to health facilities and protection, makes a person feel safe and helps them cope with new situations or challenging conditions during a pandemic. Someone who has mature social-emotional abilities for their age before a crisis or epidemic will be assisted to be more resilient in challenging circumstances. A child who is used to expressing his feelings to others and has been taught how to manage his emotions properly, for example, will be able to communicate and seek for aid from others around them more readily. Children and adults who already have self-regulation skills (self-management, task management on their own) will be aided in managing time more effectively and filling time more efficiently while learning from home or teaching remotely.
- Nutrition and health. Children with poor physical health, particularly inadequate nutritional intake, are more vulnerable and have a more difficult time recovering than children who are physically healthy and have enough nutritional intake. Children who are sick or physically weak must use their energy in order to recover medically and overcome the emotional stress (stress) that they are experiencing. Nutritional intake is critical for children's brain development, which is at the heart of many skills connected to resilience, including understanding circumstances and information, thinking critically, solving problems, and controlling emotions. As a result, poor physical health and nutritional intake can stymie a person's rehabilitation.

### Protective Factors

- Self-awareness and innate resiliency systems. Children and adults with a good self-concept will be more robust in dealing with turmoil caused by disasters, such as this epidemic. In line with this, it is described in the book *Development of Early Psychological Encouragement Models* (Kemdikbud, 2018) that each child has a natural recovery mechanism that they would use when they are confronted with issues. This system is established and operates as a result of the child's strong contact with his surroundings, as well as his previous problem-solving experience. Children who have deep relationships with a variety of people in their environment are better able to cope with and manage the issues they face. Furthermore, kids do not feel lonely because they are always connected to their surroundings, which includes the educational unit's setting. Children who have deep relationships with the educational unit environment in which they study are more likely to get good academic results and feel more capable of addressing problems.
- Adaptability. Resilience refers to a person's ability to survive and thrive in the face of adversity. Similar to the principles made above, positive childhood experiences and well-developed social-emotional skills or self-regulation will help children and adults be more resilient in the face of the pandemic's changes and challenges.
- Reactions from the family. What youngsters perceive from the adults around them has an impact on their reactions. When parents and caregivers tackle a disaster, crisis, or epidemic calmly and confidently, their children will be calm and confident in their ability to conquer the issue. Adults, in this case the teacher, are similarly affected. • Cultural Factors. How coworkers, particularly principals, react can influence how capable or optimistic teachers feel about undergoing education in the new normal. Children and adults will be more shielded from trauma and stress if there is a community culture that cares for and encouragements one another. Through established

traditions and rituals, the community's culture and patterns of interaction also have means to respond to, recover from, and heal from traumatic situations.

- These different threatening and protective/protective elements are psychosocial characteristics that must be studied, developed, and empowered in order to assist parents and children be strong in this new normal.

### The pattern to speeding up the resilience/recovery process

Depending on how strong the inhibitory (risk) and protecting (protection) elements are, everyone's recovery process is different. The risk factor (FR) must be reduced and the protection factor (FP) must be enhanced, or both must be balanced, to speed up a person's recovery/resilience (R) process:

$$(R = FP > FR) (R = FP > FR) (R = FP >$$

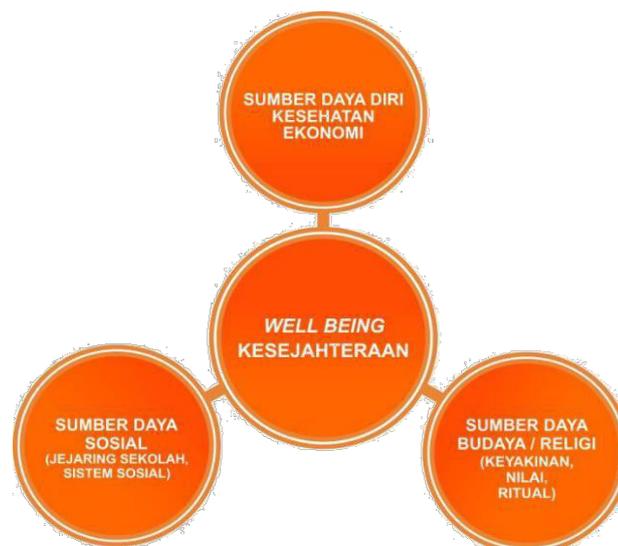
The purpose of recovery is to strengthen individual students' or instructors' internal resources, as well as enhance the resilience of families and schools, in order to encouragement kids' mental and physical health and keep them motivated to learn. As a result, each family and school must map the two components that exist in students and teachers.

## II. Psychosocial Encouragement

There are two basic concepts in the word "psychosocial," namely "psycho" and "social."

Psycho refers to a person's mental and spiritual state. Feelings, ideas, opinions and beliefs, attitudes and values are only some of the things people have. Social refers to one's interactions with others or the environment. Includes interpersonal interactions (relationships), personal views and social values (culture), and the effect of social environments such as family, friends, school, and community. The term "psychosocial" suggests that psychological and social variables are inextricably linked. Emotional and cognitive development, as well as social elements such as relationships with others and the surrounding community, are all psychological aspects. The term "psychosocial" refers to the tight connection between psychological (thoughts, emotions, and actions) and social experiences (social relations, traditions and culture).

As depicted in the model below, psychosocial well-being is affected by internal elements that interact with the social environment, as well as external ones such as livelihoods, housing, and physical health.



**Model 1. Psychosocial well-being is affected by internal elements**

### **A. Psychosocial Well-Being Assessment**

Economic and health indicators (physical and mental) are relatively straightforward to define and quantify, while psychosocial indicators are extremely varied, with various standards for each community group. We need to figure out what standards people use to gauge their happiness. Discussion with the affected community is by far the greatest technique to identify measures of psychological well-being. Organizing focus groups, conducting key informant interviews, and observing the community to gather data, as well as involving the community in determining welfare standards. The community can determine if a person is prosperous or not, as well as what characteristics indicate that a community is already prosperous/recovering, such as optimism for the future, helping behavior, problem-solving, and participation in social activities.

### **B. The Objectives of Psycho-Social Encouragement**

Psychosocial encouragement is defined as a method of assisting a person's growth of welfare or well-being by utilizing both the individual's own capabilities as well as the resources available in his community or social environment.

The following are the goals of psychosocial encouragement:

1. Reduce the physical, psychological, and social effects of disasters or crisis situations.
2. Enhance personal and communal well-being
3. Promoting people's and communities' ability to adapt positively to changes that occur as a result of disasters or crises.
4. Increasing people's and communities' ability to survive and thrive (resilience) within their current values and capacities. In this scenario, the community encompasses all school members, families, the community surrounding the child, as well as the local government and the media.
5. Restoring/encouraging the formation of strong communal relationships (encouragement system and relations between communities)

Based on the three factors above, psychosocial encouragement is defined as aid provided through utilizing the resources available within an individual's sociocultural context (family, community, and school) to promote well-being and the development of resilience. rise) from the effects of the crisis scenario he found himself in so that he can get on with his life ("the new normal"). Psychosocial encouragement rebuilds the social capital that exists in society for the growth of persons in it by respecting independence, dignity, and self-efficacy in overcoming issues by individuals and communities. Psychosocial encouragement for teachers and children is a process that involves the use of social, cultural, and personal resources to promote well-being and enable the development of resilience in teachers and children so that they can cope with crisis circumstances and be more resilient in the future.

### **C. Needs Pyramid and Types of Psychosocial Interventions**

The pyramid of psychological assistance is a four-leveled worldwide definition of psychosocial needs; the higher the level, the more precise the need, the less need, and the greater the competence required to provide it. (Kuriake, 2018). Psychosocial assistance is accomplished at the first level as the fulfillment of basic requirements such as food, health, shelter, and security. Having access to learning during a pandemic is also a basic requirement for students and teachers. The second level, psychosocial encouragement, manifests itself in the establishment of a constructive social system in society. At this point, community activities, cultural rituals, routine activities, and the re-functioning of the social order are all required. People who have psychological affects or disorders that are more

severe than others, especially those who have disorders at an intermediate level, are addressed at the third level, the form of social assistance. Survivors who are experiencing severe anxiety, deep sadness, sleep difficulties, restlessness, and worry are provided this care. At the fourth level, psychosocial care is provided to individuals or groups that are suffering from serious psychological problems. Clinical psychologists or psychiatrists provide psychosocial encouragement in the form of psychological and pharmacological therapy at this point.

Psychosocial assistance for the entire community must be well-planned, therefore an assessment process is required before committing to a program. Programs must be able to distinguish and identify the requirements of survivors as well as their available resources. Psychosocial encouragement services that are tailored to the needs and resources of survivors will have a positive impact on their rehabilitation. While addition, in providing psychosocial encouragement in the midst of a crisis situation, collaboration with numerous parties, institutions, or stakeholders is essential. To avoid overlapping programs, aid providers, or users, coordination between help providers is critical. Psychosocial coordination in the emergency phase of natural disasters is carried out by the BNPB Refugee Directorate, which can be delegated to other ministries/services, and psychosocial encouragement in education units is coordinated by the Education Post at the district/city level after the establishment of the National Disaster Management Agency (BNPB).

The correct model is chosen based on the needs, available resources, context, and possibilities. The strategy does not have to be based on a single model, but it can be. It's possible that one model is chosen at the start of the program, but that it will alter over time as the requirements of the community being served change. Psychosocial requirements fluctuate with time, so it's critical to make sure the therapies you choose are always appropriate.

Teachers, students, and parents who are directly affected by the Covid-19 virus as suspected cases, likely cases, close contacts, confirmed cases, or healthy people who are also afflicted.

#### **D. Providing Psychosocial Encouragement to Children Principles**

1. In accordance with children's needs and abilities (pay attention to protective & inhibiting factors). An evaluation is conducted as a basis for defining the type of encouragement or psychosocial encouragement program that should be provided. A simple evaluation is carried out by watching changes in attitudes and behavior of students or teachers who are the intended recipients of aid, and then more accurate information is obtained by listening to issues or situations experienced by people who require psychosocial assistance.
2. Making use of resources already available to children, parents/families, schools, and communities
3. Collaboration (strong, open communication) between instructors and parents in order for children to become friends.
4. Encourage active participation from the kids. Children are involved in the process of determining psychosocial encouragement programs by schools or parents as much as possible by being given space or opportunities to express their wishes and hopes, as well as ideas for activities that can be carried out as a form of psychosocial encouragement for them, including teachers and their parents.
5. Do not discriminate against people from all walks of life.

#### **E. Methods for Determining the Appropriate Form of a Psychosial Program**

The correct model is chosen based on the needs, available resources, context, and possibilities. The strategy does not have to be based on a single model, but it can be. It's possible that one model is

chosen at the start of the program, but that it will alter over time as the requirements of the community being served change.

The Inter-Agency Network on Education in Emergencies (INEE) develops Minimum Standards for Education in Emergencies, Crisis, and Early Recovery. Although these basic criteria are tied to education, they are important because education is where many psychosocial activities take place. The INEE Minimum Standards also show how education can help people build psychosocial resilience.

One of the scheduled activities should be initial research or assessment of the situation and needs. The information gathered was utilized to determine psychosocial well-being indicators for planned psychosocial activities. Using the same tool, the same indicator is measured at different time periods. As a result, a study of this nature examines the impact of psychological therapies, focusing on whether the intended improvements have been realized.

### **III. Students' Initial Psychological Assistance (DPA) During the Covid-19 Pandemic**

#### **A. Initial Psychiatric Assistance (DPA)**

Psychological First Aid is another term for DPA, or initial psychological encouragement (PFA). DPA is a type of psychological assistance. DPA is a collection of practical skills intended at reducing the harmful impacts of stress, preventing additional mental health illnesses as a result of disasters or critical events, and bolstering the recovery process.

In the field of medicine, initial psychological encouragement is comparable to first aid given to preserve a person's life. If someone has almost drowned in a swimming pool and has been rescued, the first aid is usually to pump the chest or provide artificial respiration until the swallowed water has been removed and the person is safe. To do so, knowledge and abilities are required, so that the encouragement supplied can truly improve rather than aggravate the circumstances of the individual receiving assistance. In the context of mental health, the process of telling others about one's feelings after a painful or traumatic occurrence will assist the person in reducing the psychological pressure they are under, preventing more serious psychological problems (in Cahyono, 2015).

DPA is based on the following ideas (in Cahyono, 2015): 1) persons who need help can do simple things to improve their condition and avoid more serious psychological problems, and 2) not everyone who is in a tough circumstance need services. 4) Not everyone who has a difficult situation or pandemic like this can get professional services either individually or in groups, especially people in the 3T area who lack mental health personnel, including the lack of Guidan.

#### **B. Target DPA**

DPA is offered to anyone who requires assistance due to psychological pressure (stress, etc.) and is given to students, instructors, education personnel, and even school principals, according to the Pyramid of Psychosocial Encouragement in Chapter II. DPA can be administered one-on-one or in groups.

Anyone who has acquired skill training in providing DPA help, in this case the parties in the education unit, including students who encouragement their classmates, can carry out DPA. However, individuals who provide assistance (peers, teachers, school principals, and social workers) are as vulnerable to psychological difficulties while doing their duties, and they require encouragement as well (Cahyono, 2015; Kemdikbud, 2018). As a result, teachers in this book provide psychological encouragement programs to students, and teachers must first be educated and fortified with protective elements before assisting their students.

### C. Implementation of the DPA Time and Location

Those who require DPA encouragement are given it directly and as soon as feasible, whether face-to-face or via long-distance communication. Face-to-face DPA, whether performed individually or in groups, must follow the proper procedure during this pandemic time. DPA can also be completed online, over the phone, or by mail. The premise is that students or teachers who require assistance do not keep emotional pressure or tension for an extended period of time, as this might have a negative influence.

DPA can be done in the classroom, at school, at work, at home, or in the yard. What matters is that when students or teachers are confronted with challenging situations and there are teachers or peers who already have DPA abilities, DPA can be performed in any atmosphere deemed safe. The main thing to remember is that if DPA is done individually by teachers and students, activities must pay attention to factors of child protection, one of which is to do it in a room that is not completely closed so that acts of aggression can be viewed from the outside.

### D. Approaches for Implementing DPA

When confronted with adversity, kids frequently become more sensitive in their interactions with others. The giving of assistance that is not tailored to the requirements of the recipients or presented in an unsuitable manner can create an unpleasant situation for both those who provide and those who receive encouragement. The MoEC DPA (2018) module lays out the steps involved in giving DPA to students:

#### 1. Steps in the preparation process

Understanding the problem through gathering preliminary information about students' psychological conditions and developing warm and pleasant interactions so that the child receiving assistance feels at ease and secure.

If the educational unit already has a system in place for recording or reporting student cases, the information can be examined from the standpoint of the students' psychological and social well-being as a guide for identifying relevant actions. If the school does not have the file, the student's status can be deduced by watching changes in his or her behavior and academic performance. Observe pupils who experience the following during the teaching and learning process:

- a. difficulty managing emotions, becoming more aggressive/rude/moody
- b. refusal to participate in routine activities such as distance learning or returning to school
- c. experiencing physical pain or appearing lethargic, pale, or shabby
- d. difficulty communicating or interacting with teachers and peers
- e. parents report a decline in attitude or development in their children during the pandemic

#### 2. Core step

Teachers can make remarks about their entire class at once. However, based on the findings of the initial information search, the instructor can additionally prioritize pupils who are psychosocially disturbed. Teachers can use the Strength Difficulties Questionnaire (SDQ) sheet to map the psychological and social situations and requirements of children in order to better understand their position. Students can fill out the Personal Strengths and Difficulties Sheet in the Appendix Chapter at the beginning of a new school year or when preparatory schools begin face-to-face study in schools. The instructor or parents can assist small-class kids who are not yet competent in reading, with the caveat that the filling scenario must be made as pleasant as possible so that the child feels at ease and is free to communicate his problem to the accompanying adult.

According to the DPA recommendations from the Ministry of Education and Culture (2018), this questionnaire is a short early detection instrument made up of 25 statements that is designed to assess children's difficulties in the following areas:

1. Emotional.
2. Interactions with peers
3. Disruptive Behavior is the third point to consider.
4. Hyperactive and unable to concentrate.

Indifference is number five.

The answers of this questionnaire can also be used as a guide for us to recommend children to the right authorities so that they can address their problems effectively and swiftly, preventing them from worsening. In the appendix, you'll find questionnaires and completing guides with score calculations and explanations (MoEC, 2018)

This early detection is also a component of early psychosocial encouragement. As a result, it's critical to practice the 3Ms: 1) observing or paying attention, 2) listening, and 3) connecting.

### **Observing or paying attention to something**

During the questionnaire filling procedure, the teacher can see how pupils fill out and reply to any questions that emerge. Examine students' verbal responses (speaking), gestures/body language, and emotional reactions. Teachers must also consider the environment or location in which they work with children. If the location is regarded less suitable to pupils because it is noisy, there are many other students distracting, or it is perceived to be intimidating or uncomfortable for kids, the teacher must select a more conducive location. If the assessment is done individually, for example, alternate between one student and another in class.

### **Listening attentively**

Active listening entails being fully present with the other person and paying close attention to the message being conveyed both vocally and through his expression and body language. It is critical to set out time to listen to the challenges that children are facing. Some of the things that can be done include: - Sitting or standing in a position that is equivalent to the other person talking (both sitting or lowering the body position to make it more parallel if the student is standing) - Giving attention through words and actions that do not hurt, judge, or offend

- a. Speak in a clear and understandable manner to kids.
- b. Accept their current circumstances. Be ready for a variety of emotional outbursts that will not be met with rebuttal or confrontation. Body language, in addition to vocal answers, is extremely crucial for people in tough situations to feel accepted.

### **Connecting**

At this point, the teachers and peers who provide DPA must encouragement students so that they can actively participate in problem solving by preparing the necessary activities. The following activities can be carried out in this third step: identifying the potential and sources of encouragement that children have, assisting in the process of problem solving, connecting students with sources of encouragement they have, and preparing follow-up actions.

1. Respect those who need assistance and don't push them if they aren't ready to accomplish things that will aid in their rehabilitation. Don't give out too much advise. Give them more chances to

express themselves and think about their circumstances. Communicate the objective and purpose in an open and honest manner, and react in plain, easy-to-understand language.

- Equally crucial are: If adults are offering psychological first aid (DPA) to children, set a good example in everyday life. When teaching children to express and communicate their feelings, for example, it is preferable if the instructor also sets an example and becomes accustomed to telling students what emotions they are experiencing.

## CONCLUSION

A crisis is an ongoing (or anticipated) incident that results in an unstable and dangerous condition that affects individuals, organizations, communities, or entire society. Various positive and bad effects in the field of education have established a new normal that teachers, students, and parents must face and go through as a result of the COVID-19 epidemic. Students, like adults, might experience stress or psychological strain as a result of being in an uncomfortable or crisis situation. Students' stress can manifest itself in a variety of ways, including emotional displays like as sobbing in children aged 0-3 years or other non-adaptive behaviors such as aggression or tantrums (venting anger or excessive emotional outbursts at a certain age because there are unfulfilled wants or needs).

## REFERENCES

- Heo, J., Han, S. Effects of motivation, academic stress and age in predicting self-directed learning readiness (SDLR): Focused on online college students. *Educ Inf Technol* 23, 61–71 (2018). <https://doi.org/10.1007/s10639-017-9585-2>
- HIMPSI (2020). Panduan Layanan Psikologi dalam Masa Tanggap Darurat Covid-19 bagi Psikolog, Sarjana Psikologi, Asisten Psikolog Dan Praktisi Psikologi
- Jr, George & Phillips, Suzanne & Kane, Dianne & Feldman, Daryl. (2006). Introduction to and Overview of Group Psychological First Aid. *Brief Treatment and Crisis Intervention*. 6. 130-136. 10.1093/brief-treatment/mhj009.
- Kementerian Pendidikan dan Kebudayaan. (2018). *Pengembangan Model Dukungan Psikologis Awal bagi Pendidikan Anak dan Remaja*. Direktorat Pembinaan Pendidikan Keluarga Direktorat Jenderal Pendidikan Anak Usia Dini dan Pendidikan Masyarakat Kemendikbud
- Kementerian Pendidikan dan Kebudayaan. (2018). Surat Edaran Sesjen No 25 tahun 2020.
- Kemendikbud Kementerian Perempuan dan Perlindungan Anak. (2019). Buku Panduan Dukungan Psikososial Bagi Anak Korban Bencana Alam. Kemenppa
- Kharismawan, Kuriake. (2018). Dukungan Psikososial Bagi Anak yang Berhadapan Dengan Krisis. Modul pelatihan dukungan psikososial untuk Wahana Visi Indonesia. Tangerang: WVI
- Kohrt, Brandon. (2018). *Who benefits from psychosocial encouragement interventions in humanitarian settings?*. Article in *The Lancet Global Health* April 2018 (<https://www.researchgate.net/publication/323817465>)
- Spilt, J. L., Koomen, H. M. Y., Thijs, J. T., & Van der Leij, A. (2011). Teacher Wellbeing: The Importance of Teacher–Student Relationship. *Educational Psychology Review*, vol.23, 457-477
- Sprenger, Jeff. (January 2011). Stress and Coping Behaviors Among Primary School Teachers (Master's Thesis, East Carolina University). Retrieved from the Scholarship. (<http://hdl.handle.net/10342/3548>)
- Wahana Visi Indonesia (2020). *Makalah Kebijakan: Merdeka Belajar: Merdeka Bagi Anak-anak Paling Rentan (Dari temuan Mendengarkan Suara Anak atas Tanggapan darurat Covid-19)*. Tangerang: WVI