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## PSYCHOLOGICAL FIRST AID FOR DISASTER PREPAREDNESS STUDENT ORGANIZATION MEMBERS

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### ABSTRACT

Aceh is one of the provinces in Indonesia that is prone to disasters. Facing these conditions, there is a need for disaster preparedness, especially for student organization members who are agents of change. Improving disaster preparedness requires knowledge of providing psychological assistance during and after disasters. This study aims to see the effect of Psychological First Aid knowledge on the disaster preparedness of student organization members at UIN Ar-Raniry Banda Aceh. This research used a quantitative approach with regression analysis as the main method and descriptive analysis as a supporting method. The participants in this study were 37 student organization members spread across several faculties at UIN Ar-Raniry. The results showed that there was an influence of Psychological First Aid (PFA) knowledge on the disaster preparedness of student organization members at UIN Ar-Raniry Banda with a value of  $\beta=0.864$ ,  $\rho=0.000$  ( $\rho<0.05$ ). This research has implications for improving student organization member's knowledge and preparedness in facing disaster.

**Keywords:** *Psychological First Aid; Disaster Preparedness; Student Organization Members*

## PERTOLONGAN PERTAMA PSIKOLOGIS (PFA) UNTUK KESIAPSIAGAAN BENCANA ANGGOTA ORGANISASI KEMAHASISWAAN

### ABSTRAK

Aceh merupakan salah satu provinsi di Indonesia yang rawan bencana. Menghadapi kondisi tersebut, diperlukan kesiapsiagaan terhadap bencana, terutama bagi anggota organisasi kemahasiswaan yang merupakan agen perubahan. Peningkatan kesiapsiagaan bencana membutuhkan pengetahuan tentang pemberian bantuan psikologis saat dan setelah bencana. Penelitian ini bertujuan untuk melihat pengaruh pengetahuan Psychological First Aid terhadap kesiapsiagaan bencana anggota organisasi kemahasiswaan di UIN Ar-Raniry Banda Aceh. Penelitian ini menggunakan pendekatan kuantitatif dengan analisis regresi sebagai metode utama dan analisis deskriptif sebagai metode pendukung. Partisipan dalam penelitian ini adalah 37 anggota organisasi kemahasiswaan yang tersebar di beberapa fakultas di UIN Ar-Raniry. Hasil penelitian menunjukkan bahwa terdapat pengaruh pengetahuan Psychological First Aid (PFA) terhadap kesiapsiagaan bencana anggota organisasi kemahasiswaan di UIN Ar-Raniry Banda dengan nilai  $\beta = 0,864$ ,  $\rho = 0,000$  ( $\rho < 0,05$ ). Penelitian ini berimplikasi pada peningkatan pengetahuan dan kesiapsiagaan anggota organisasi kemahasiswaan dalam menghadapi bencana.

***Kata Kunci:*** *Pertolongan Pertama Psikologis; Kesiapsiagaan Bencana; Anggota Organisasi Mahasiswa*

## **INTRODUCTION**

Aceh is one of the provinces that is very prone to disasters, because Aceh is located in the ring of fire or the path of several active volcanoes, and the subduction zone makes Aceh also prone to earthquakes and tsunamis. This condition results in many undesirable negative impacts, in addition to the loss of life, many also experience property losses, objects, and damage to public facilities which are very detrimental to the community and hamper the running of the economy (Afif, 2019; Aceh Social Service, 2020; Dwiatmojo, 2022).

After a disaster, many victims who survive the disaster or emergency suffer physical injuries and disabilities. Facilities such as shelter, clothing, vehicles, and others are destroyed. In addition to these physical impacts, the psychological effects of disasters also arise and cannot be underestimated, including experiencing emotional "numbness", feeling fear, acute feelings of anxiety, and also deep sadness. For some disaster victims, these impacts will diminish over time. But others, experience long-term psychological consequences, both obvious ones such as psycho-somatization complaints (physical or physiological complaints caused by psychological problems), feelings of depression, and indirect impacts, such as interpersonal conflicts, and family and community conflicts. In addition, disasters can cause tension not only at the individual level, but disaster situations can cause greater social tension in society, communities, and countries (Damayanti, & Avelina, 2018; Asih, Utami & Kurniawan, 2021).

Disasters that tend to increase every year require readiness from various parties to tackle and overcome the impact of disasters in a professional and quality manner. Through good planning, this disaster preparedness effort can answer challenges and public services to realize resilience in the community. One of the efforts that can be made to build disaster preparedness is by organizing various activities useful for disaster risk reduction, one of which is by providing community development and

capacity building in dealing with disasters (Social Service of Aceh, 2020; Dwiatmojo, 2022). The importance of preparedness is one of the important elements of proactive disaster risk reduction prevention activities before a disaster occurs (Kurniawan & Suwito, 2017).

The role of education, especially disaster knowledge, is very influential in the realization of disaster preparedness. Clust and Simpson (2007) say that "education functions as one of the best media to prepare communities for disasters". Students as agents of opportunity who will act as educators of disaster preparedness, ready to be deployed to the community, and able to provide appropriate interventions when disasters occur. According to Siallagan (2011), students are part of the community in the campus or college area and are tasked with carrying out academic tasks according to the demands of the campus. However, students are also inseparable from their role as a young generation that brings change in society (agent of change). Therefore, it is important for students, especially at UIN Ar-Raniry Banda Aceh, to have disaster knowledge, one of which is Psychological First Aid (PFA) to improve a better disaster preparedness.

Students who join the organization or we call them student organization members are an important resource that can be forged into disaster preparedness agents. Disaster preparedness aims to reduce threats, vulnerabilities, and impacts and build cooperation (IDEP, 2007). However, in reality, efforts to build disaster preparedness in the community are still not optimal, one of which is students who have a low level of knowledge about disaster preparedness (Kurniawan & Suwito, 2017; Parulian, Zakiyah & Pertiwi, 2021). According to Kent (1994), preparedness is an action in the form of effective prevention, promotive action, rehabilitative, and disaster recovery and management with help or assistance after a disaster quickly, on time, and effectively, which makes disaster preparedness knowledge very important.

One of the efforts to improve disaster preparedness is through improving the knowledge and skills aspects. One of the efforts to improve disaster preparedness is through knowledge of Psychological First Aid (PFA). PFA is psychological first aid that can be done immediately during a disaster. The World

Health Organization (2020) states that PFA is an immediate action and takes precedence over psychological interventions for individuals or people who have just experienced a disaster/crisis or trauma situation. With the knowledge of PFA, it is hoped that it can minimize the impact of disasters, especially in Aceh which is an area prone to disasters. However, the results showed that several disaster areas do not yet have PFA knowledge of disaster (Ahmad, et al, 2023).

Seeing the condition of Aceh which is prone to disasters and the lack of understanding or knowledge both regarding disaster preparedness and basic skills in helping to prevent the impact of disasters, it is important to improve especially on the knowledge aspect for the younger generation, namely student organization members.

## **METHODS**

This research used a quantitative approach that emphasizes the analysis of data in the form of numbers collected through measurement procedures and then processed by statistical analysis methods (Azwar, 2017). The research method used is regression analysis as the main method aims to test the effect of the independent variable on the dependent variable (Sugiyono, 2016) with the independent variable in this study being Psychological First Aid knowledge, and the dependent variable is disaster preparedness). Data was also analyzed with descriptive analysis as a supporting method.

Data collection techniques in this study used measuring instruments in the form of scales and questionnaires. The measuring instrument given to the subject consists of a Psychological First Aid (PFA) knowledge questionnaire and a disaster preparedness scale. The PFA questionnaire was prepared based on the PFA theory from WHO (2016), while the disaster preparedness scale was prepared based on disaster preparedness parameters referring to LIPIUNESCO/ISDR (2006). The PFA questionnaire is in the form of questions using four multiple-choice alternatives with an assessment of 1 (correct answer) and 0 (wrong

answer) while the disaster preparedness questionnaire uses four answer options, namely strongly agree (SS), agree (S), disagree (ST) and strongly disagree (STS).

The validity of the Content Validity Ratio (CVR) research measuring instrument obtained from the results of the expert assessment called Subject Matter Expert (SME) which shows a value above zero (0) so that all items are declared essential and valid. Furthermore, the reliability test on the 14 items of the disaster preparedness scale obtained Alpha Cronbach reliability  $\alpha = 0.766$  which indicates that the measuring instrument has high reliability.

The population in this research were Students who are members of student organizations at UIN Ar-Raniry for the 2023 period, which amounts to around 2,532 data obtained from the Decree (Certificate of Membership) of the Student Organization at UIN Ar-Raniry Banda Aceh in 2023. Here are the detail number of the population:

**Table 1.**  
**[Data of Student Organization Members at UIN Ar-Raniry Banda Aceh]**

No	Organization	Total
1	Dewan Eksekutif Mahasiswa Universitas (DEMA-U)	169
2	Senat Mahasiswa Universitas (SEMA-U)	65
3	Dewan Eksekutif Mahasiswa Fakultas (DEMAF)	486
4	Senat Mahasiswa Fakultas (SEMAF)	225
5	Himpunan Mahasiswa Prodi (HMP)	2588
<b>Total</b>		<b>2532 Students</b>

The sample was selected using a purposive sampling technique. Purposive sampling is a sampling technique based on certain characteristics or characteristics following research objectives (Sugiyono, 2016). The sample criteria for this study are students who are members of student organizations at UIN Ar-raniry Banda Aceh, have an interest in becoming disaster volunteers, are willing to be participants in the study, and are fully present during the training. The number of respondents involved in this study was 37 student organization members from various organizations at UIN Ar-Raniry Banda Aceh, namely: DEMA-U, SEMA-U, DEMA-F, SEMA-F, and HMP-S.

Data collection in this study began with giving a pre-test questionnaire and continued with providing material on PFA and disaster preparedness. The training process used were lectures, discussions, and question-and-answer methods. After the training was completed, researchers distributed post-test questionnaires and closed by providing research evaluations.

Data analysis in this study was carried out using quantitative analysis using SPSS assistance through several stages starting from the prerequisite test and hypothesis testing. As data support, researchers conducted qualitative descriptive analysis based on the results of observation and evaluation. Observations were in the form of observations of participants' attitudes, enthusiasm, activeness, and understanding of the training material. Meanwhile, the evaluation was carried out by providing closed and open questions in a questionnaire that was distributed after the research was completed.

## **RESULT**

### **Quantitative Analysis**

Prerequisite tests were conducted before hypothesis testing. The prerequisite test in the study showed that all four stages in the prerequisite test were fulfilled. The first stage, namely the normality test, obtained the K-S coefficient value = 0.120 with a significance value ( $p$ ) of 0.199. This means that the Disaster Preparedness variable data is normal. In the second stage, the linearity test of the relationship between the Psychological First Aid variable and Disaster Preparedness obtained Linearity with a value of  $F = 101.927$   $p$ -value  $< 0.05$ , namely 0.000. This means that the two research variables have a linear relationship and do not deviate from a straight line.

The third stage, the Heteroscedasticity test using the Glejser Test shows the result of  $t = 0.680$  with a significance value or  $p \geq 0.05$ , namely 0.501, it can be concluded that there is no heteroscedasticity problem because the PFA shows a significance value  $\geq 0.05$ . The fourth stage, the autocorrelation test is

carried out by referring to the Durbin Watson value and comparing by looking at the DL and DU values in the Durbin Watson table, the results show a significance value  $> \text{Durbin Watson}$ , namely  $1.690 >$  from the Durbin Watson table value  $dL (1.419)$  and  $dU (1.530)$ , meaning that there is no autocorrelation in the research variables.

After fulfilling the prerequisite test, the next step is hypothesis testing. Hypothesis testing in this study was carried out using simple regression analysis to see the relationship of the independent or predictor variables to the dependent variable. The results of hypothesis testing show a linear regression value of  $\beta = 0.864$  and a significance value ( $p$ ) of  $0.000 (p < 0.05)$ . This means that the hypothesis in this study is accepted, namely that there is a very significant influence of Psychological First Aid knowledge on Disaster Preparedness of student organization members in UIN Ar-Raniry Banda Aceh. The results can be seen in the following table:

**Table 2.**  
**[Research Data Hypothesis Test]**

Research Variables	$\beta$	$p$
PFA on Disaster Preparedness	0,864	0,000

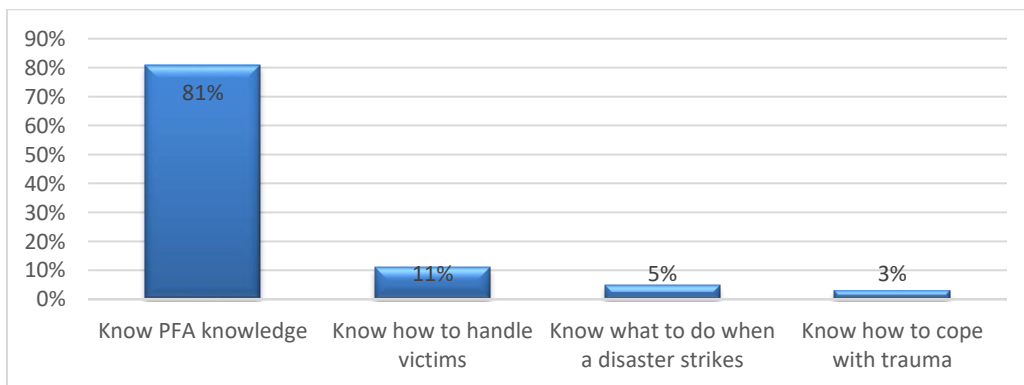
Furthermore, the results of the effective contribution of the influence of the independent variable on the dependent variable are obtained. shows the value of the Coefficient of Determination Test ( $r^2$ ) =  $0.740$ , meaning that there is a  $74\%$  influence of the independent variable Psychological First Aid (PFA) knowledge on the dependent variable disaster preparedness. While  $26\%$  is influenced by other variables. The result can be seen in the table 3.

**Table 3.**  
**[Test Coefficient of Determination ( $r^2$ )]**

Research Variables	$r^2$
PFA on Disaster Preparedness	0,740

Based on quantitative analysis using regression analysis shows a value of  $\beta = 0.864$  and a significance value of  $\rho = 0.000$  ( $\rho < 0.05$ ). This means that the hypothesis in this study is accepted, namely that there is a very significant influence of Psychological First Aid knowledge on Disaster Preparedness of student organization members in UIN Ar-Raniry Banda Aceh. The amount of effective contribution or influence of PFA on disaster preparedness is  $R^2 = 0.740$ , meaning that there is a 74% influence of the independent variable, namely PFA on the dependent variable, namely disaster preparedness. While 26% is influenced by other variables.

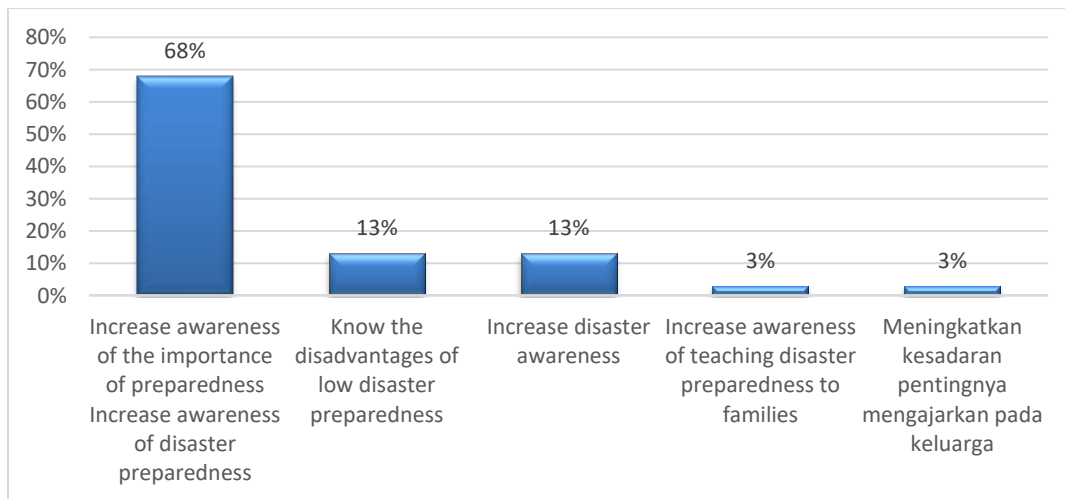
The descriptive analysis results of the 37 research respondents showed an increase in knowledge, attitudes, and awareness of both preparedness and PFA. The increase in knowledge of PFA and disaster preparedness was 100%. Awareness of the importance of PFA and disaster preparedness was 100%. After attending training on PFA knowledge, subjects gained knowledge about PFA (81%), knew the right handling for disaster victims (11%), knew what to do when a disaster occurred (5%), and knew how to overcome trauma due to disasters (3%). The benefits regarding PFA knowledge can be seen in the following graph:



**Figure 1.**  
**[Things gained after gaining PFA Knowledge]**

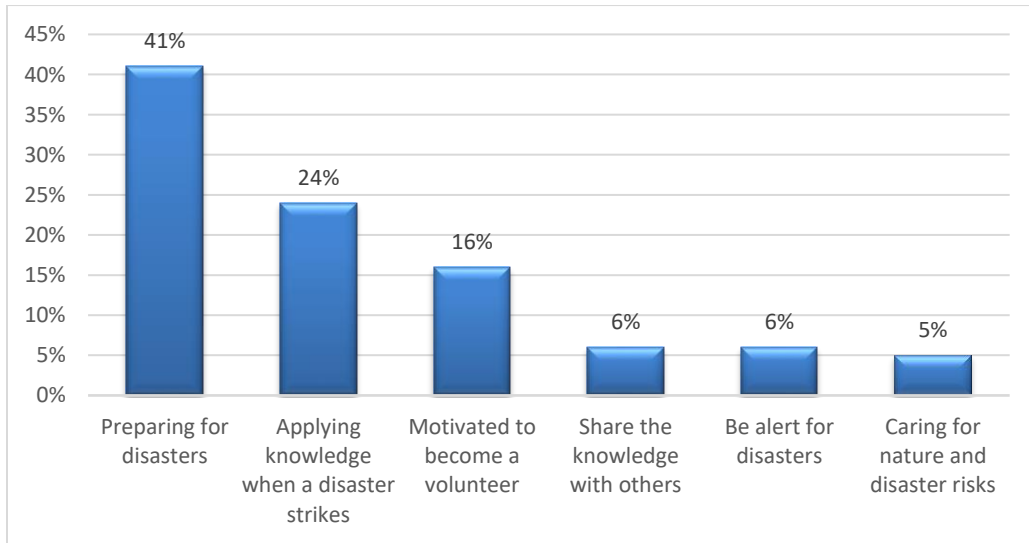


Furthermore, after gaining knowledge about disaster preparedness, 37 respondents received several benefits, namely increased awareness of the importance of disaster preparedness (68%), knowing the losses when not having disaster preparedness (13%), always being prepared when facing disasters (13%), increasing self-awareness (3%) and awareness to teach about disaster preparedness to families (3%). A clearer explanation can be seen in the figure 2.



**Figure 2.**  
**[Things obtained after gaining Disaster Preparedness Knowledge]**

In addition, the attitudes and efforts that will be made by student organization members in dealing with disasters are to be prepared for disasters (41%), apply or apply the knowledge that has been obtained when a disaster occurs (24%), share knowledge with others (16%), care about nature and disasters (6%), be motivated to volunteer (6%) and be aware of disasters (5%). The explanation can also be seen in the following figure:



**Figure 3.**  
**[Future attitudes and efforts in dealing with disasters]**

Disaster Preparedness of student organization members in UIN Ar-Raniry Banda Aceh shows a moderate category of 28 people (75.6%). While students who have Disaster Preparedness in the low category are 3 people (8.1%). For students who have Disaster Preparedness in the high category as many as 6 people (16.2%), meaning that the majority of student organization members in UIN Ar-Raniry Banda Aceh Disaster Preparedness belong to the moderate category. The data can be seen in the following table:

**Table 4.**  
**[Disaster Preparedness Categorization of Student Organization Members]**

Categorization	Interval	Total	Percentage (%)
Low	$X < 35,05$	3	8,1 %
Medium	$35,05 \leq X < 45,11$	28	75,6 %
High	$45,11 \leq X$	6	16,2 %
Total		37	100 %

### Qualitative Descriptive Analysis

Qualitative analysis was conducted to support research data based on observation and research evaluation. Observation was carried out by observing the attitude, enthusiasm, activeness, and

understanding of the subject during the study. Meanwhile, the evaluation was carried out by answering closed and open questions on the evaluation sheet. The observation results showed that the subject looked enthusiastic and focused since the beginning of the training. When given a pretest, the subjects were also able to use time efficiently, although there were 5-6 people who were late for the training. When entering the material or the core of the training, the subjects were able to cooperate and respond to the speaker's questions. Many subjects did not understand the important aspects of Disaster Preparedness and Psychological First Aid (PFA). Almost all subjects stated that they had never attended seminars, workshops, or training related to disaster knowledge and PFA.

During the training process, the subjects were quite active in asking and answering questions from the presenters. Several subjects shared their experiences when facing disasters and had done PFA, but did not understand exactly how to do it. Through this training, the subjects gained insights, information or clearer knowledge about disaster preparedness and Psychological First Aid. Regarding disaster preparedness, subjects understand much more about the types of disasters, the impact of disasters both from a physical, psychological, social and economic perspective. In addition, they understand disaster anticipation steps and important elements in disasters. Regarding PFA, almost all subjects stated the opening of new insights into what PFA is, the principles of PFA, and PFA skills per the characteristics of disasters and victims.

The results of the research subjects' evaluation of the disaster preparedness and PFA knowledge training showed that all subjects, namely 37 student organization members, showed an increase in awareness and knowledge of disaster preparedness and PFA. In addition, subjects get different benefits after attending the training, starting from increasing knowledge, knowing the impact of disasters, increasing awareness, knowing what to do when a disaster occurs, and knowing simple ways to overcome trauma to the desire to transfer knowledge of preparedness and PFA to others.

## DISCUSSION

The results of this study indicate that there is an influence of Psychological First Aid knowledge on the Disaster Preparedness of student organization members in UIN Ar-Raniry Banda Aceh. This means that knowledge has a role and basis in efforts to improve education, one of which is disaster education. This is reinforced by the results of research by Shiwaku and Shaw (2011) which shows that disaster education is one way to create good knowledge, attitudes, and skills towards disaster preparedness. Agnesia and Yopianto (2002) in their research showed that there is a role of knowledge and attitude towards disaster preparedness in university students.

According to Sutton and Tierney (2006), disaster preparedness is a form of effort that can be done to be better prepared to anticipate and prevent the risk of disaster, prevent the number of fatalities and serious injuries, and minimize the number of victims who experience property losses and prevent damage to the community order that allows hampering the community in all aspects of life such as educational, social and economic aspects. This research provides Psychological First Aid knowledge on Disaster Preparedness of student organization members in UIN Ar-Raniry Banda Aceh and targets the cognitive or knowledge level because the main parameter in disaster preparedness is knowledge (LIPIUNESCO/ISDR, 2006).

Disaster preparedness can be carried out through disaster management education in anticipation of disasters, disaster prevention training, checking and maintaining disaster prevention equipment facilities both in the region and at medical facilities, and building a network system of assistance (Khambali, 2017). The formation of a good attitude is strongly influenced by knowledge, as stated by Tuhsetya (2010), namely the purpose of importance of disaster education is to instill a responsive and responsive attitude towards disasters so that fatal risks can be avoided and they not only just know and understand about

disasters, but more importantly and importantly is how they can face disaster risks with an alert and responsive attitude to minimize the more severe impact.

The results of this study comply with the opinion expressed by Nasution (2005) that plans for disaster emergencies are an important part of preparedness, especially regarding evacuation, first aid, and rescue so that disaster victims can be minimized. These efforts are especially important at the time of the disaster and the first days after the disaster before the arrival of outside assistance.

One of the efforts to improve disaster preparedness is through knowledge of Psychological First Aid (PFA). PFA is psychological first aid that can be done immediately during a disaster. The World Health Organization (2020) states that PFA is an immediate action and takes precedence over psychological intervention for individuals or people who have just experienced a disaster/crisis or trauma situation. PFA has basic principles consisting of look, listen, and link. In this study, the PFA knowledge that was explained to student organization members as the research subject began with the definition of PFA, the purpose and benefits of PFA, the principles of PFA, important elements in PFA, and skills for those who provide PFA. In addition to providing material, subjects also get an overview of providing PFA through video simulations of providing PFA in disaster situations.

PFA knowledge has a role in disaster response or disaster preparedness, such as research conducted by Muhdi, Fithriyah, Konginan and Dokman (2022) who conducted the establishment of disaster preparedness villages as a form of disaster mitigation efforts in Surabaya using the Psychological First Aid (PFA) module. The results of his research showed the effect of increasing First aid competence on self-awareness of volunteer disaster preparedness in Dayu Village, Gondangrejo District, Karanganyar Regency. According to Goleman (2015), a person's tendency to respond to events under pressure and difficult situations shows good self-awareness. Student organization member in UIN Ar-Raniry shows good self-awareness in acquiring PFA knowledge and disaster preparedness.

Disaster education is needed especially in disaster-prone areas to minimize the risk or impact of disasters or disaster mitigation (Sari, Sarwandari & Setyawan, 2022). Several factors influence disaster preparedness, namely: knowledge, attitude, and high concern for disaster victims (Husna, 2011; Hesti, Yetti & Erwani, 2019). In this study, researchers related the role of Psychological First Aid (PFA) to disaster preparedness as one of the factors of psychological care/assistance. The results showed a very significant effect of the role of PFA on disaster preparedness. This is in line with research conducted by Muhdi, Konginan, and Dokman (2022), one of the disaster mitigation trainings that can be done is by providing Psychological First Aid (PFA) training.

PFA has important aspects or elements that can affect disaster preparedness. There are seven important elements in PFA, namely: providing a sense of security, providing information, education, fulfilling basic needs, validating thoughts and emotions, and strengthening and teaching positive adjustments (WHO, 2016). A sense of security can make victims feel protected, safe, and comfortable. Information is able to channel data, accurate information needed by victims. Stress education can prevent the psychological impact more severe than after the disaster. Basic needs fulfillment helps victims recognize their needs biologically, psychologically, socially, and economically. Validation of thoughts and emotions can facilitate the needs of victims. Finally, positive reinforcement can foster the victim's human resources to function properly. This element not only serves as a basic skill in providing psychological assistance to disaster victims but as a form of reducing threats, vulnerabilities and greater impacts from disasters which is the main foundation or goal of disaster preparedness.

## **CONCLUSION AND SUGGESTION**

Based on the results of this study, there are several suggestions recommended by the researcher, among others:

1. For student organization members UIN Ar-Raniry Banda Aceh, to be more active and have more opportunities to practice Psychological First Aid (PFA) skills in daily life to become proficient and skilled in using PFA techniques to be better prepared for disasters.
2. For UIN AR-Raniry Banda Aceh, to create policies and systems that support and provide many opportunities for student organization members to practice Psychological First Aid (PFA) skills in daily life so that they become proficient and skilled in using PFA techniques so that they become better prepared for disasters.
3. For Other Researchers, to do further research related to PFA and disaster preparedness in student organization members, to capture student organization members from all departments and not only limited to UIN Ar-Raniry but can be more widespread to other universities in Aceh. Then it is expected to be able to collect data using other methods such as FGDs, interviews, and so on so that the dynamics of the research are broader and more in-depth.

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