



Role of Literation in Post-Disaster Recovery

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Abstract. Indonesia is a country located in the "Pacific Ring of Fire" or Ring of Fire on Pacific Rims, Indonesia has 13% of the total volcanoes in the world. As of 2000 various natural disasters have occurred in Indonesia. Trauma counseling is a very broad field of coverage, although professionals in systematic trauma, need to recognize the impact of trauma that contributes to the institution, culture, and society. Literacy has traditionally been understood as the ability to read and write, the ability to use language that can optimize all audio, visual and audio visual abilities. The development of language skills is reading, writing, listening, speaking, seeing, presenting, and critical thinking, linguistic intelligence skills can help carry out activities in the context of post-disaster traumatic recovery. Repairing and restoring all aspects of public or community services to an adequate level in post-disaster areas is an effort in post-disaster rehabilitation and reconstruction, apart from the physical injuries suffered by many victims of the disaster, emotionally damaged.

Keywords: literacy, post-disaster recovery

INTRODUCTION ~ The geographical condition of Indonesia is an area prone to natural disasters. Landslides, volcanic eruptions, earthquakes and tsunamis are the result of Indonesia's geographical location in the Pacific Ring of Fire on Pacific Rims. The Pacific Ring of Fire on Pacific Rims is home to around 70% of the active volcanoes in the world and where around 90% of earthquakes occur. Research Gosal (2018) Indonesia has 13% of the total volcanoes in the world, namely: 129 active volcanoes and 500 volcanoes with inactive status, in addition 60% of the total volcanoes have a large eruption potential with the shape of regions such as horseshoe and covers an area of 40,000 km.

Starting from 2000 there have been various natural disasters in Indonesia. Several national disasters were recorded in the 2004 earthquake and tsunami in Aceh, the 2006 earthquake in Yogyakarta and

Bantul, the 2006 tsunami in Pangandaran, the 2009 earthquake in Padang and Padang Pariaman, in 2010 the eruption of Mount Merapi in Central Java, in 2018 earthquake and tsunami in Palu and Donggala, Tsunami in the Sunda Strait due to the eruption of the Krakatau volcano in 2018, as well as flash floods and lonsor Papua in 2019. Many physical and psychological impacts arising from natural disasters in Indonesia which claimed lives, injuries, and lost their homes. Psychological problems are often neglected in the aftermath of a disaster, because basically psychological problems can occur shortly after a disaster, or even in a long period of time (Kaplow, Saxe, Putnam, Pynoos, & Lieberman, 2006; Baggerly & Exum, 2007; Kulkarni, Pole, & Timko, 2012).

In post-disaster recovery there are several stages of recovery. The first phase of recovery involves the restoration of normal community activities that are disrupted by



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the impact of the disaster in the minds of most people just like before the disaster. The second phase, the phase in the emergency management cycle by stabilizing disaster conditions or entering the stage from the end of the emergency response phase and ending when the community has returned to their normal routine. The third stage, the process by which the community reaches its goal to return to normal routine (Lindell, 2013). As already discussed, there is a possibility of separate active mechanisms that lead to effective treatment of PTSD (Post Traumatic Stress Disorder), including coping skills and trauma recovery processes (Salloum & Overstreet, 2012).

Traumatic stresses can be categorized as acute versus chronic and early versus late in terms of age. As for trauma in early childhood according to Lindell (2013), which often occurs again in adolescence, has special significance in the recovery process involving activities planned before the impact of disasters and activities that are improvised after disasters. Post-disaster has a significant physical and social impact. Where the physical impact consists of victims of death, injury, and disease. Damage to agriculture, structure, infrastructure, and the natural environment as well as social impacts consist of psychological impacts, demographic impacts, economic impacts, and political impacts (Lindell, 2013).

Trauma counseling is a very broad field of scope, even for professionals in systematic

trauma. It is necessary to acknowledge the impact of trauma that contributes to the institution, culture and society. Action is needed to respond to post-disaster trauma management activities carried out locally, regionally, nationally and internationally (Bowman & Roysircar, 2011; Goldsmith, 2014; Levers, 2015). In providing understanding and overcoming the complexity of the risks of resilience in a disaster that strikes, can lead to loss of property and even threaten the survival of life, post-disaster mass trauma conditions require methods of collaboration and integration of knowledge from various systems and levels of analysis (Masten & Narayan, 2012; Hastuti, 2016). Some studies explain that natural disasters have quite serious and significant impacts on the lives of victims. The impacts after natural disasters are victims of death, injury, disease, damage to agriculture, structure, infrastructure, and the environment. However, what needs attention is about the social impacts that occur after a disaster. Where the social impacts arising after a disaster consist of psychological impacts, demographic impacts, economic impacts, and political impacts.

In connection with the above opinion, it is necessary to take action given to post-disaster victims to overcome the social impacts experienced. In dealing with post-disaster victims' pneumatics there are a number of positive activities that can be carried out, such as writing, reading, telling stories, drawing, playing roles, and praying.



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Therefore it is necessary to have the ability of linguistic intelligence which has 4 skills, namely: listening skills, reading skills, writing skills and speaking skills. Four skills in linguistic intelligence are very helpful for carrying out activities in the context of post-disaster traumatic recovery. Listening, reading, writing and speaking skills are early literacy abilities. Therefore, literacy and post-disaster recovery are interrelated.

METHOD

This research is a study that uses a literature review study that examines a number of references related to literacy and post-disaster recovery. Based on this study, an analysis will be conducted to explain the Role of Literacy in Post-Disaster Recovery.

DISCUSSION

Literacy Characteristics

The term literacy can be understood as the ability to read and write, the process of developing awareness about the ability to use language and images in a rich and varied form for reading, writing, listening, speaking, viewing, presenting, and critical thinking (Sumarwan, 2016, p. 2 ; Abidin, 2015; Jackman, 2012, p. 81). Astuti (2014) emergent literacy is a concept that supports learning to read and write when a child is in the process of being literated. According to UNESCO (2005) information literacy is the ability to realize information needs and when information is needed, identify and locate the information

needed, critically evaluate information, organize and integrate information into existing knowledge, utilize and communicate it effectively, legally and ethical. Furthermore, disaster information literacy is an effort to raise awareness of the community in facing a disaster, while the part of disaster literacy is to find out the source of disaster information, evaluate disaster information, organize disaster information, and utilize and convey disaster information (Marlyono, Pasya, & Nandi, 2016; Hasugian, 2008; Bundy, 2001).

Post-disaster Recovery

Impacts caused by disasters are not just physical impacts, facing social impacts from deteriorating psychological conditions resulting from (i) loss of emotional control, (ii) loss of shelter, (iii) memories of disaster events (Olshansky & Chang, 2009; Wisner , Gailard & Kelman, 2012). However, it is important to realize that post-disaster recovery includes physical recovery and psychological recovery. According to Adiyoso (2018), activities in overcoming psychological problems include counseling and consulting assistance, assistance, training, and psychosocial activities. In an effort to contribute to post-disaster reconstruction beyond the physical injuries suffered by disaster victims, many of the children suffered emotional damage, lost daily routine activities, lost family and friends, and lost their sense of security (Cupples, 2007; Jordan, Perryman , & Anderson, 2013). The importance of post-disaster



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prevention is also emphasized to reduce the trauma system and components that are effective in dealing with the trauma system (Davis & Parr, 2001).

The victims of trauma sufferers generally look physically fit, but when faced with the conditions of homes that were ravaged by disasters, but the traumatic impact will reappear. One of the ways to overcome post-disaster traumatic problems is through games that meet the needs of stable emotions and warm communication between families and children affected by natural disasters (Fajriyah, 2018; Nawangsih, 2014). One of the integrative models used in the post-disaster recovery process is Sequentially Planned Integrative Counseling for Children (SPICC), this model has received research support since 1995 (Geldard, Geldard & Foo, 2017; Latipun, 2014). There are 5 phases in the Sequentially Planned Integrative Counseling for Children (SPICC) model:

- a. Phase 1: using a client-based counseling approach, with the method of sharing stories will help children begin to feel better next the process needed is for the child to join the counselor and the child starts telling their story.
- b. Phase 2: using a gestalt therapy approach, with a method of raising children's awareness with the aim of the child being able to clearly identify the problem, relating to emotions and releasing emotions. with emotions and

children will deflect the conversation by showing their resistance.

- c. Phase 3: using a narrative therapy approach, with the method of reconstructing and thickening the story that is more questioned by strengthening their perspectives then the process needed is for children to develop different perspectives or views on themselves.
- d. Phase 4: using a cognitive behavioral therapy approach, with a mind-challenging process method that does not help produce further attitudinal changes the process needed is that children relate to self-destructive beliefs and look for options.
- e. Phase 5: using a behavioral therapy approach, with the method of feeling new attitudes and generating reinforcement to the adaptive attitude then the process needed is for children to practice feeling and evaluating their new attitudes.

Post-disaster Rehabilitation and Reconstruction

Rehabilitation itself has the definition of improvement and recovery in all aspects of public or community services to an adequate level in post-disaster areas (Adiyoso, 2018, p. 243). In Perka BNPB No. 11 2008 reconstruction means rebuilding all facilities and infrastructure, in institutions in the post-disaster region. Indicators of good post-disaster reconstruction must result in



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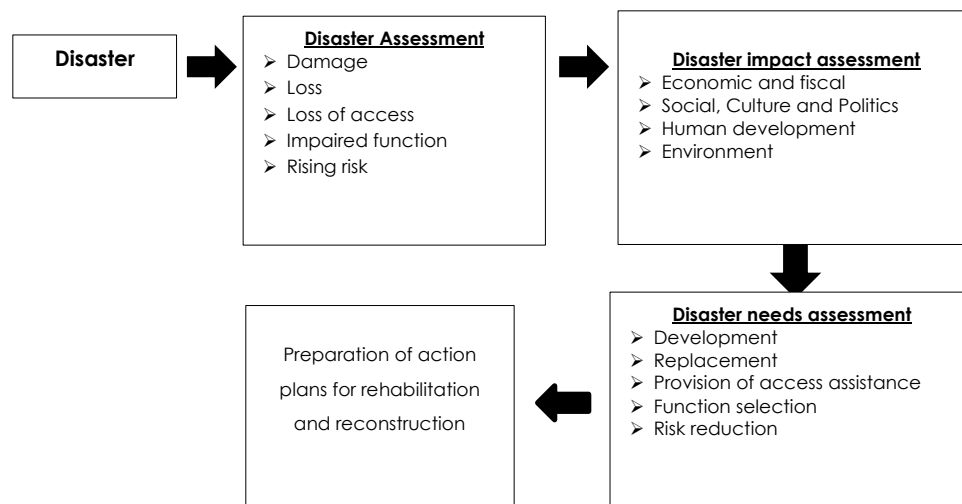
physical, mental, social and economic recovery of community conditions (Adiyoso, 2018, p. 247). Furthermore, Regulation BNPB No. 11 of 2008 concerning Guidelines for Post-Disaster Rehabilitation and Reconstruction, Rehabilitation and Recovery as follows:

Rehabilitation is the repair and restoration of all aspects of public or community services to an adequate level in post-disaster areas with the main goal of normalizing or running properly all aspects of government and community life in post-disaster areas. Rehabilitation is carried out through activities (a) improving the environment of the disaster area; (b) improvement of public infrastructure and facilities; (c) providing assistance to repair community houses; (d) psychological social recovery; (e) health services; (f) reconciliation and conflict resolution; (g) cultural socio-economic recovery; (h) restoration of security and order; (i) restoration of government functions; and (j) recovery of public service functions. Trauma recovery assistance is structured assistance with various psychological therapy methods that are appropriate for individuals who have experienced

psychological trauma so that they can function normally again. Social psychological recovery activities are carried out through: 1) Individual and group counseling, 2) Psychosocial activities, 3) Training, 4) Psychoeducation.

A series of activities and analyzes need to be carried out to determine the appropriate actions in the implementation of rehabilitation and reconstruction. The Simple Multi Attribute Rating Technique (SMART) method is applied because of the simplicity of the calculation process for GO determining priority areas for post-disaster management with the Rehabilitation and Reconstruction Action Plan (Kurniawan, Yunus, Amri, & Pramudiantara, 2011; Cholil, Pinem, Vydia, 2018). According to Adiyoso (2018) efforts that can be made to achieve effective and efficient implementation in the process of rehabilitation and reconstruction in meeting post-disaster needs are as follows (i) assessment of disasters, (ii) assessment of disaster impacts, and (iii) assessment of disaster needs. In line with the previous opinion, Perka BNPB No. 15 of 2011 concerning post-disaster needs assessment described as follows:

Chart 1. Post Disaster Needs Assessment Process



CONCLUSION

Recovery of victims of natural disasters or victims of conflict needs to be given special handling related to problems and impacts that are incurred after a disaster occurs or after a disaster. In fact, literacy can contribute to post-disaster recovery of victims. In recovering trauma, support from the surrounding environment is needed so that a sense of security and confidence can be rebuilt. Activities are needed that can reduce the social impact experienced by disaster victims. Literacy is an effort carried out in activities to develop awareness about the ability to use language and images to read, write, listen, speak, see, present, and think critically. However, there is one very important thing from post-disaster prevention emphasizing to reduce the impact caused by disaster, physical impact and social impact, which is the psychological condition of post-disaster victims. Overcoming post-disaster traumatic problems can be through play activities that meet stable emotional needs. Natural disasters can have quite

serious impact on the lives of victims, the impact of trauma that contributes to institutions, culture, and society, action is needed to respond to post-disaster trauma management activities carried out locally, regionally, nationally and internationally. Meanwhile, disaster information literacy is needed in an effort to raise awareness of the community in dealing with a disaster, find out the source of disaster information, evaluate disaster information, organize disaster information, and utilize and convey disaster information properly. Thus disaster information literacy as a form of anticipation to minimize physical and social impacts that will be experienced. Because in the end, cooperation from all institutions and parties involved in providing rehabilitation and reconstruction treatments can be carried out to the fullest in accordance with the needs that are right on target for victims in post-disaster recovery.

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