

## Community-Based Psychoeducational Services for Strengthening Emotional Regulation and Optimism among Elementary School Students in Post-Landslide North Toraja

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**Abstract.** This community service program aimed to strengthen emotional regulation and optimism among elementary school students in post-landslide North Toraja through community-based psychoeducational services. Children are among the most vulnerable groups affected by natural disasters, often experiencing emotional distress, anxiety, and diminished hope for the future. The program was conducted at SDN 3 Buntao, North Toraja, on 21–22 July 2025 and involved students, teachers, parents, and community representatives. The implementation consisted of three stages namely preparation, implementation, and reflection. During the preparation stage, psychological needs assessments were conducted through discussions with teachers and local community members, followed by the development of culturally responsive psychoeducational materials incorporating Torajan values of mutual cooperation, kinship, and communal solidarity. The implementation stage employed participatory methods including interactive lectures, storytelling, emotional expression games, relaxation exercises, and collaborative group activities involving both students and community stakeholders. The reflection stage focused on evaluating participants' responses and developing sustainable school–community support mechanisms. The results indicated improvements in students' emotional awareness, emotional regulation skills, self-confidence, and optimistic attitudes toward the future. Teachers and community members also demonstrated increased awareness of the importance of psychosocial support in post-disaster recovery. These findings suggest that community-based psychoeducational services provide an effective and culturally relevant approach to strengthening children's psychological resilience in disaster-affected areas.

**Keywords:** Community-based psychoeducation; Emotional regulation; Optimism; Elementary school students; Disaster recovery

### 1. Introduction

Natural disasters frequently generate multidimensional consequences that extend beyond physical destruction and economic loss, affecting the psychosocial well-being of affected communities (Gündüz, 2025). Newnham et al. (2023), Spencer & Thompson (2024) founds that children are among the most vulnerable groups in disaster situations

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because their emotional and cognitive capacities are still developing. Ideally, post-disaster recovery efforts should not only focus on rebuilding infrastructure but also address the psychological needs of children through sustainable community-based support systems. Emotional regulation and optimism are essential psychological capacities that enable children to cope with adversity, adapt to stressful situations, and maintain positive expectations for the future. Therefore, strengthening these capacities constitutes an important component of holistic disaster recovery and community development.

The importance of psychosocial recovery among children has gained increasing attention in disaster management literature (Forbes et al., 2017; Mooney et al., 2011). Emotional regulation refers to an individual's ability to recognize, understand, and manage emotional responses in adaptive ways, while optimism reflects a positive outlook and confidence in overcoming challenges and achieving future goals. Research has consistently shown that children who possess effective emotional regulation skills and optimistic thinking patterns demonstrate higher levels of resilience when facing traumatic events and stressful environmental conditions. Consequently, psychosocial interventions aimed at developing these competencies are considered crucial for supporting children's long-term recovery following disasters.

Previous studies have documented the significant psychological impacts of natural disasters on school-aged children. Post-disaster experiences often trigger anxiety, fear, sadness, sleep disturbances, concentration difficulties, and reduced learning motivation. Williams et al. (2014) reported that adverse emotional conditions may negatively influence children's engagement in learning activities and social interactions. Similarly, Haq et al. (2021) found that resilience among school-aged children in disaster-affected areas is closely associated with their ability to manage emotions and maintain positive perspectives. These findings indicate that psychosocial support should become an integral component of post-disaster educational interventions.

Various psychoeducational approaches have been implemented to address children's psychological needs after disasters. School-based psychoeducation has been shown to improve disaster preparedness, emotional awareness, and adaptive coping skills among students. Buamona et al. (2023) and Ghale et al. (2025) demonstrated that educational interventions can enhance students' understanding of disaster-related risks and increase psychological readiness. Likewise, Tanaka et al. (2020) and Sari et al. (2025) found that school-based disaster psychoeducation contributed positively to students' preparedness and psychological adjustment in disaster-prone environments. However, most existing interventions primarily focus on educational outcomes and disaster preparedness, while relatively limited attention has been given to strengthening emotional regulation and optimism through active community participation.

Many psychosocial recovery programs continue to rely heavily on school-centered approaches, with limited integration of family and community resources. This situation creates a gap between formal educational interventions and the broader social environment in which children develop and recover. Contemporary community development perspectives emphasize that sustainable recovery requires collaborative engagement among schools, families, community leaders, and local institutions. Community participation provides children with consistent emotional support across multiple social settings, thereby reinforcing adaptive coping mechanisms and resilience-



building processes. Despite this understanding, evidence regarding community-based psychoeducational services in post-disaster elementary education contexts remains limited, particularly in rural and disaster-prone regions of Indonesia.

North Toraja Regency represents one of the areas vulnerable to landslide disasters due to its mountainous geographical characteristics and seasonal rainfall patterns. Landslide events in the region have affected not only physical infrastructure but also the psychological well-being of children attending schools located within disaster-prone communities. Preliminary observations and discussions with teachers at SDN 3 Buntao revealed that several students continued to experience anxiety, fear during heavy rainfall, and reduced confidence following landslide incidents. These conditions indicate the need for psychosocial interventions that extend beyond classroom activities and involve the broader community in supporting children's recovery.

From an Asset-Based Community Development (ABCD) perspective (Mathie & Cunningham, 2003; Warren et al., 2009), North Toraja possesses valuable social and cultural assets that can support children's psychosocial recovery. Strong kinship networks, communal solidarity, mutual cooperation, and local cultural traditions constitute important protective factors that can enhance resilience and collective well-being. Integrating these community assets into psychoeducational activities allows recovery programs to become more culturally relevant, participatory, and sustainable. Such an approach aligns with the principles of community-based research and community service, which emphasize collaboration with local stakeholders in addressing community challenges and strengthening existing capacities.

Therefore, this community service program aimed to implement community-based psychoeducational services to strengthen emotional regulation and optimism among elementary school students in post-landslide North Toraja. By involving students, teachers, and community stakeholders in participatory psychoeducational activities grounded in local cultural values, the program sought to enhance children's psychological resilience while promoting sustainable community support mechanisms for post-disaster recovery. The initiative contributes to the growing body of community service practices that integrate psychosocial support, educational empowerment, and community engagement in disaster-affected settings.

## 2. Methods

This community service program employed a Community-Based Research (CBR) approach integrated with the principles of Asset-Based Community Development (ABCD). The program was conducted at SDN 3 Buntao, North Toraja Regency, South Sulawesi, Indonesia, on 21–22 July 2025. The target participants consisted of 45 elementary school students from grades 4–6 who were living in a post-landslide environment. To strengthen community engagement and sustainability, the program also involved teachers, parents, school administrators, and community representatives (Rolin, 2025; Stoecker, 2020). The intervention focused on strengthening students' emotional regulation and optimism through participatory psychoeducational activities that utilized local social and cultural assets, including communal solidarity, kinship values, and mutual cooperation practices that characterize Torajan society.

The implementation process consisted of four stages: (1) community assessment and



asset identification, (2) collaborative program planning, (3) psychoeducational intervention, and (4) reflection and follow-up planning. During the first stage, the service team conducted observations and discussions with teachers, parents, and community representatives to identify students' psychosocial needs and available community resources. The second stage involved the collaborative development of psychoeducational materials and activity designs tailored to children's developmental characteristics and local cultural contexts Amod (2019). The third stage consisted of interactive psychoeducational sessions involving emotional awareness training, emotional regulation exercises, storytelling, group games, and future-oriented reflection activities. Finally, the reflection stage was conducted through group discussions with teachers and community stakeholders to evaluate outcomes and formulate sustainable psychosocial support strategies within the school and community environment.

Table 1 Stages of Community-Based Psychoeducational Services

Stage	Activities	Participants Involved	Expected Outcomes
Community Assessment and Asset Identification	Observation, interviews, focus group discussions, mapping community assets	Teachers, parents, community leaders, service team	Identification of psychosocial needs and community strengths
Collaborative Program Planning	Development of psychoeducational materials and activity design	Service team, school principal	Contextualized intervention plan based on local needs
Psychoeducational Intervention	Interactive lectures, storytelling, emotional games, relaxation exercises, hope-building activities	Students, teachers, facilitators	Improved emotional regulation and optimism
Reflection and Follow-Up Planning	Reflection sessions, evaluation discussions, sustainability planning	Teachers, parents, community representatives	Sustainable psychosocial support mechanisms

Table 1 presents the stages of program implementation and the activities conducted at each phase. Data were collected using participatory observation, field notes, activity documentation, and reflective discussions involving students and stakeholders. Participatory observation was employed to identify changes in students' emotional expression, engagement, confidence, and social interaction during activities. Reflection sessions were conducted at the end of the program to capture participants' experiences, perceived benefits, and recommendations for future implementation. The collected qualitative data were analyzed descriptively by organizing observations and reflections into thematic categories related to emotional regulation, optimism, and community participation. The findings were then interpreted to assess the effectiveness of



community-based psychoeducational services in supporting children's psychosocial recovery in post-disaster settings.

### 3. Results and Discussion

The implementation of community-based psychoeducational services at SDN 3 Buntao generated several positive outcomes related to students' psychosocial recovery in the post-landslide context. Through the active involvement of students, teachers, parents, and community representatives, the program created a supportive learning environment that facilitated emotional expression, resilience building, and community engagement. Participatory observations, reflective discussions, and stakeholder feedback indicated meaningful changes in students' emotional responses and attitudes toward the future. The findings of this community service program are presented in three major themes: improved emotional regulation skills among students, increased optimism and positive future orientation, and strengthened community participation in children's psychosocial recovery.

#### 3.1. Improved Emotional Regulation Skills among Students

One of the most significant outcomes of the community-based psychoeducational program was the improvement of students' emotional regulation skills in the post-landslide context. Emotional regulation is an essential psychological competency that enables children to recognize, understand, express, and manage their emotions appropriately when facing stressful situations. Prior to the implementation of the program, observations and discussions with teachers indicated that several students continued to experience emotional difficulties related to the landslide disaster. These difficulties included persistent fear during heavy rainfall, reluctance to discuss disaster experiences, anxiety about personal safety, and reduced concentration during classroom activities. Such emotional reactions are common among children exposed to disaster-related events because they often lack adequate coping mechanisms to process traumatic experiences effectively.

The psychoeducational intervention was specifically designed to help students identify and understand their emotional experiences through child-friendly and culturally relevant learning activities. Interactive storytelling sessions encouraged students to reflect on personal experiences and recognize various emotional states, including fear, sadness, anger, happiness, and hope. Emotional expression games provided opportunities for students to communicate feelings in a safe and supportive environment, while group discussions facilitated mutual understanding among peers. These activities enabled students to realize that emotional reactions following a disaster are normal and shared by others, thereby reducing feelings of isolation and emotional suppression. The supportive atmosphere created during the sessions encouraged students to participate actively and express emotions more openly than before.

Another important aspect of the intervention involved teaching practical emotional regulation techniques that students could apply independently in their daily lives. Facilitators introduced simple coping strategies such as deep breathing exercises, muscle relaxation techniques, positive self-talk, and guided visualization activities. These techniques were practiced repeatedly throughout the sessions to enhance students'



familiarity and confidence in using them during emotionally challenging situations. During participatory observations, students demonstrated an increasing ability to utilize these strategies when discussing difficult experiences. Several students reported feeling calmer after practicing breathing exercises, while others expressed greater confidence in managing feelings of fear and anxiety. These findings suggest that psychoeducational activities contributed not only to emotional awareness but also to the development of adaptive coping skills.

The improvement in emotional regulation was also reinforced by the active involvement of teachers and community members throughout the intervention process. Teachers were encouraged to model positive emotional expression and provide supportive responses when students shared their feelings. Parents and community representatives participated in reflection sessions where they learned the importance of creating emotionally supportive environments at home and within the community. This collaborative approach aligns with Community-Based Research (CBR) principles, which emphasize shared responsibility among stakeholders in addressing community challenges. The integration of school and community support systems created multiple opportunities for students to practice emotional regulation skills beyond the psychoeducational sessions, thereby increasing the likelihood of sustainable behavioral change.

The findings demonstrate that community-based psychoeducational services effectively strengthened students’ emotional regulation capacities in post-disaster settings. The combination of emotional awareness activities, practical coping strategies, peer interaction, and community involvement contributed to positive changes in students’ emotional functioning. Teachers reported that students became calmer, more communicative, and better able to manage emotional reactions during classroom activities. These outcomes indicate that psychoeducational interventions grounded in community participation can play a vital role in supporting children's psychosocial recovery and resilience following disaster experiences.

Table 2. Observed Changes in Students’ Emotional Regulation Skills Following the Psychoeducational Program

Emotional Regulation Aspect	Before the Program	After the Program
Emotional Recognition	Many students had difficulty identifying and naming emotions accurately.	Students were able to identify and differentiate emotions such as fear, sadness, anger, and happiness.
Emotional Expression	Students tended to suppress emotions and were reluctant to discuss disaster experiences.	Students became more willing to express feelings through discussions, storytelling, and creative activities.
Anxiety Management	Fear and anxiety frequently emerged during discussions about landslides and heavy rainfall.	Students demonstrated greater ability to manage anxiety using breathing and relaxation techniques.
Self-Confidence	Several students appeared	Students showed increased



	hesitant and lacked confidence when sharing personal experiences.	confidence in communicating thoughts and emotions.
Classroom Emotional Stability	Teachers observed emotional withdrawal and concentration difficulties among some students.	Teachers reported calmer behavior, improved participation, and better emotional stability during learning activities.

Table 2 illustrates the positive changes observed in students' emotional regulation skills following the implementation of community-based psychoeducational services. Improvements were evident across multiple dimensions, including emotional recognition, emotional expression, anxiety management, self-confidence, and emotional stability in classroom settings. The most notable change was students' increased willingness to express emotions and discuss disaster-related experiences openly. Furthermore, the adoption of simple emotional regulation techniques enabled students to respond more adaptively to stressful situations. These findings indicate that psychoeducational services supported by schools and community stakeholders can effectively enhance children's emotional resilience and contribute to their overall psychosocial recovery after disaster events.

### 3.2. Increased Optimism and Positive Future Orientation

Another significant outcome of the community-based psychoeducational program was the enhancement of students' optimism and positive future orientation following their experiences with the landslide disaster. Optimism is a critical psychological resource that enables individuals to maintain positive expectations about future outcomes despite facing adversity. During the preliminary assessment, many students demonstrated uncertainty regarding their future, particularly concerning their educational aspirations, personal safety, and the possibility of future disasters. Several students expressed worries about returning to normal school activities and concerns about whether similar disasters might occur again. Such responses reflected the psychological burden often experienced by children living in disaster-affected environments, where uncertainty and fear can negatively influence their motivation, confidence, and overall well-being.

The psychoeducational program incorporated a series of hope-building activities designed to encourage positive thinking and future planning. Through storytelling sessions, students listened to narratives about individuals and communities who successfully overcame difficulties and rebuilt their lives after experiencing hardships. These stories were intentionally selected to resonate with the students' social and cultural contexts, enabling them to relate the narratives to their own experiences. Facilitators encouraged participants to discuss lessons learned from the stories and identify personal strengths that could help them face challenges in the future. This process fostered a sense of self-efficacy and reinforced the belief that adverse circumstances can be overcome through perseverance, support, and positive action.

The group reflection activities further contributed to the development of optimism by providing opportunities for students to articulate their dreams, aspirations, and future goals. Students were invited to share their ambitions regarding education, future careers,



and contributions they wished to make to their families and communities. Many participants enthusiastically discussed aspirations such as becoming teachers, nurses, police officers, religious leaders, and community servants. These discussions allowed students to shift their attention from past traumatic experiences toward future possibilities and achievements. The process of verbalizing goals and receiving encouragement from peers, teachers, and facilitators strengthened students' confidence in their ability to pursue meaningful life objectives despite the challenges posed by the disaster.

An additional factor contributing to increased optimism was the active involvement of teachers, parents, and community members throughout the intervention. Community stakeholders consistently reinforced positive messages and encouraged students to view themselves as capable individuals with valuable potential. Parents shared stories of resilience within their families, while teachers emphasized the importance of education as a pathway toward achieving future aspirations. Furthermore, local cultural values in Torajan society, including communal solidarity, mutual cooperation, and strong kinship relationships, provided students with a sense of social support and belonging. These community assets functioned as protective factors that strengthened students' confidence and hope for the future. The integration of these local resources reflects the principles of Asset-Based Community Development (ABCD), which emphasize utilizing existing community strengths to support sustainable development and well-being.

The findings indicate that community-based psychoeducational services successfully promoted optimism and positive future orientation among elementary school students in post-disaster settings. Students demonstrated greater enthusiasm when discussing future aspirations, increased confidence in their ability to overcome challenges, and stronger belief in the availability of social support from family, school, and community networks. The intervention not only reduced disaster-related concerns but also strengthened positive psychological resources that contribute to resilience and long-term adaptation. These outcomes suggest that fostering optimism through participatory and culturally relevant psychoeducational activities can play a crucial role in supporting children's recovery and helping them envision a hopeful future after experiencing disaster-related adversity.

Table 3 Observed Changes in Students' Optimism and Future Orientation Following the Psychoeducational Program

Aspect of Optimism	Before the Program	After the Program
Perception of the Future	Students expressed uncertainty and concerns about future conditions.	Students demonstrated more positive expectations regarding their future.
Educational Aspirations	Some students showed reduced enthusiasm toward learning and schooling.	Students expressed stronger motivation to continue education and achieve academic goals.
Confidence in Overcoming Challenges	Many students doubted their ability to cope with future difficulties.	Students reported greater confidence in facing challenges and solving problems.



Hope and Motivation	and Feelings of fear and uncertainty overshadowed planning.	and often future	Students displayed increased hope, enthusiasm, and motivation toward future aspirations.
Awareness of Social Support	Students were less aware of available support systems within their environment.	and community support	Students recognized family, school, and community support as important resources for achieving goals.

Table 3 illustrates notable improvements in several dimensions of optimism and future orientation among participating students. Prior to the intervention, many children demonstrated uncertainty about their future and limited confidence in overcoming challenges resulting from the landslide disaster. Following the psychoeducational activities, students showed greater motivation toward educational achievement, stronger belief in their personal capabilities, and increased awareness of available social support systems. The findings suggest that optimism can be effectively strengthened through community-based psychoeducational interventions that combine hope-building activities, positive role modeling, reflective discussions, and the utilization of local community assets. These improvements are particularly important because optimism serves as a protective psychological factor that supports resilience, adaptive coping, and long-term psychosocial recovery among children affected by disasters.

### 3.3. Strengthened Community Participation in Children's Psychosocial Recovery

A notable outcome of this community-based psychoeducational program was the strengthening of community participation in supporting children's psychosocial recovery following the landslide disaster. Unlike conventional school-centered interventions, this program actively involved multiple stakeholders, including teachers, parents, school administrators, and community representatives throughout the planning, implementation, and reflection stages. Such involvement created a collaborative support system that extended beyond the classroom and enabled children to receive consistent emotional support from their immediate social environment. The participatory nature of the program encouraged stakeholders to recognize that children's psychological recovery is a shared responsibility that requires coordinated efforts among schools, families, and local communities.

The collaborative discussions conducted during the preparation and reflection stages significantly increased stakeholders' awareness of children's emotional and psychosocial needs in post-disaster situations. Prior to the intervention, psychosocial recovery was often perceived primarily as the responsibility of teachers or external professionals. However, through interactive discussions and psychoeducational sessions, participants gained a broader understanding of how daily interactions, emotional support, and positive communication contribute to children's resilience. Teachers reported becoming more attentive to students' emotional expressions in the classroom, while parents expressed greater confidence in providing emotional support at home. This increased awareness represents an important step toward creating a supportive ecosystem that promotes children's psychological well-being in disaster-affected communities.

The integration of local cultural values further strengthened community engagement throughout the intervention process. Torajan society is characterized by strong communal



relationships, mutual cooperation (*gotong royong*), kinship networks, and collective responsibility toward community welfare. These cultural assets were incorporated into psychoeducational activities through collaborative storytelling, group reflection, and community dialogue sessions. As a result, participants were able to connect psychosocial recovery efforts with familiar cultural practices and social norms. The utilization of these existing community strengths reflects the principles of Asset-Based Community Development (ABCD), which emphasize mobilizing local resources and capacities rather than focusing solely on community deficiencies or challenges. By recognizing and leveraging these assets, the program fostered a stronger sense of ownership and collective responsibility among community members.

Another important outcome was the emergence of sustainable commitments among stakeholders to continue psychosocial support initiatives after the completion of the program. During reflection sessions, teachers and community representatives agreed to integrate emotional support activities into regular school routines, including classroom discussions, mentoring activities, and collaborative communication with parents. Community leaders also expressed willingness to support future initiatives aimed at promoting children's well-being and resilience. These commitments demonstrate that the intervention successfully generated not only short-term psychosocial benefits but also long-term community engagement mechanisms that can support children's recovery in a sustainable manner. Such sustainability is particularly important in disaster-prone regions where children may continue to experience emotional challenges long after the immediate disaster event has passed.

The findings indicate that community participation played a critical role in enhancing the effectiveness and sustainability of the psychoeducational intervention. The active involvement of schools, families, and community stakeholders created a supportive social environment that strengthened children's emotional recovery and resilience. Furthermore, the utilization of local cultural assets reinforced community ownership of the recovery process and promoted collective action in addressing psychosocial challenges. These results demonstrate the practical relevance of Community-Based Research (CBR) and Asset-Based Community Development (ABCD) approaches in community service programs, particularly in post-disaster contexts where sustainable psychosocial support requires strong collaboration among multiple community actors.

Table 4 Community Participation Outcomes in Children's Psychosocial Recovery

Community Participation Aspect	Initial Condition	Outcome After the Program
Teacher Involvement	Focused primarily on academic learning activities.	Increased awareness and active involvement in students' emotional support and psychosocial well-being.
Parent Engagement	Limited understanding of children's emotional recovery needs after the disaster.	Greater awareness and commitment to providing emotional support and encouragement at home.
Community Leader Participation	Minimal involvement in children's psychosocial	Active participation in discussions and support for future psychosocial



	recovery efforts.	initiatives.
Utilization of Local Cultural Values	Cultural assets were not systematically integrated into recovery activities.	Torajan values of solidarity, kinship, and mutual cooperation were incorporated into intervention activities.
Sustainability of Support Mechanisms	No structured psychosocial support plans beyond immediate recovery efforts.	Shared commitments established among stakeholders to continue psychosocial support activities.

Table 4 illustrates the significant improvements in community participation achieved through the psychoeducational intervention. Prior to the program, psychosocial support for children was largely fragmented and centered on individual efforts within schools or families. Following the intervention, stronger collaboration emerged among teachers, parents, community leaders, and other stakeholders, creating a more integrated support system for children's recovery. The findings also highlight the successful mobilization of local cultural assets as valuable community resources that contributed to resilience-building efforts. These outcomes suggest that sustainable psychosocial recovery in post-disaster settings can be enhanced through community-based approaches that foster collective responsibility, strengthen local capacities, and encourage long-term stakeholder engagement.



Figure 1 Group photo with the community service team, the school principal, teachers, and students of SDN 3 Buntao

Figure 1 presents a group photograph taken at the conclusion of the community-based psychoeducational program involving the community service team, the school principal, teachers, and students of SDN 3 Buntao. The photograph symbolizes the collaborative



spirit and active participation of all stakeholders throughout the implementation of the program. It reflects the strong partnership established between the university team, school community, and local stakeholders in supporting children's psychosocial recovery following the landslide disaster. The presence of teachers and school leaders highlights the institutional commitment to promoting students' emotional well-being, while the enthusiastic participation of students demonstrates the positive reception of the psychoeducational activities. Furthermore, the group photo serves as evidence of successful community engagement and collective efforts to strengthen emotional regulation, optimism, and resilience among children in post-disaster settings.

#### *3.4. Discussion: Community-Based Psychoeducational Services as a Strategy for Strengthening Emotional Regulation, Optimism, and Psychosocial Recovery among Disaster-Affected Children*

The findings of this community service program demonstrate that community-based psychoeducational services contributed significantly to improving students' emotional regulation skills, strengthening optimism and positive future orientation, and enhancing community participation in children's psychosocial recovery (Atapattu et al., 2025; McGill et al., 2024). These outcomes indicate that psychosocial interventions implemented through collaborative engagement among schools, families, and community stakeholders can effectively support children's recovery following disaster experiences. The results reinforce the view that post-disaster recovery should not be limited to physical reconstruction but must also prioritize children's psychological well-being as a fundamental component of sustainable community development.

The improvement in students' emotional regulation skills aligns with the Emotional Regulation Theory proposed by Gross (1998), which emphasizes that individuals can learn adaptive strategies to monitor, evaluate, and modify emotional responses in challenging situations. According to Gross (1998), emotional regulation involves both emotional awareness and the ability to apply coping strategies that reduce the negative effects of stress. In the present program, students were encouraged to identify emotions, express feelings openly, and practice simple emotional management techniques such as deep breathing, relaxation, and positive self-talk. The observed increase in emotional awareness and emotional stability suggests that psychoeducational activities successfully facilitated the development of adaptive emotional regulation processes among participating children. These findings are consistent with Adynski et al. (2024), who reported that emotional regulation serves as a critical component of resilience among school-aged children in disaster-affected environments.

The enhancement of optimism and positive future orientation among students is consistent with theory of learned optimism (Rashid, 2015), which argues that optimism can be developed through experiences that strengthen positive expectations and constructive interpretations of adversity. According to Seligman (2006), optimistic individuals tend to perceive challenges as temporary and manageable rather than permanent obstacles. Through storytelling activities, future-planning exercises, and reflective discussions, students in this program were encouraged to focus on personal strengths, aspirations, and available support systems. As a result, participants demonstrated greater confidence in pursuing educational goals and overcoming future difficulties. These outcomes support previous findings that optimism functions as an



important psychological resource that enhances resilience and promotes successful adaptation in post-disaster contexts (Min, 2024).

The findings also support Resilience Theory, which emphasizes that resilience is not merely an individual trait but a dynamic process shaped by interactions between individuals and their social environments. Min (2024) describes resilience as “ordinary magic,” highlighting the importance of protective factors such as supportive relationships, positive school experiences, and community networks in helping children recover from adversity. In this study, students benefited not only from psychoeducational activities but also from the involvement of teachers, parents, and community members who provided encouragement and emotional support throughout the intervention. The emergence of stronger emotional regulation and optimism among students suggests that resilience was strengthened through the combined influence of personal coping skills and supportive social relationships.

Another important finding relates to the increased participation of community stakeholders in supporting children's psychosocial recovery. This outcome is closely aligned with Bronfenbrenner's Ecological Systems Theory (Paat, 2013), which argues that children's development is influenced by multiple interconnected social systems, including family, school, and community environments. According to Paat (2013), positive developmental outcomes are more likely to occur when these systems work collaboratively and provide consistent support. The active involvement of teachers, parents, and community representatives in this program created a supportive ecosystem that reinforced positive messages and coping strategies across different social settings. Consequently, students received continuous psychosocial support both within and beyond the school environment, increasing the effectiveness and sustainability of the intervention.



Figure 2 Implementation of Psychoeducational Services for Students

Figure 2 illustrates the implementation of community-based psychoeducational services conducted for elementary school students at SDN 3 Buntao, North Toraja. The activities were designed using participatory and child-friendly approaches to facilitate students' psychosocial recovery following the landslide disaster. Through interactive



discussions, storytelling, emotional expression exercises, educational games, and relaxation activities, students were encouraged to recognize, express, and manage their emotions in constructive ways. The figure also demonstrates the active engagement of facilitators and participants throughout the learning process, creating a supportive and safe environment for emotional sharing and reflection. These activities contributed to enhancing students' emotional regulation skills, fostering optimism, and strengthening their confidence in facing future challenges. Furthermore, the implementation reflects the principles of community-based psychoeducation by integrating educational support, psychosocial assistance, and collaborative engagement to promote children's resilience and well-being in post-disaster settings.

From a community development perspective, the findings strongly reflect the principles of Asset-Based Community Development (ABCD) introduced by Kretzmann & McKnight (1993). The ABCD approach emphasizes identifying and mobilizing existing community strengths rather than focusing solely on problems and deficiencies. In the context of North Toraja, local cultural values such as communal solidarity, kinship networks, and mutual cooperation functioned as valuable social assets that supported children's psychosocial recovery. By integrating these cultural resources into psychoeducational activities, the program enhanced community ownership and participation in the recovery process. The successful utilization of these local assets demonstrates that culturally grounded interventions can strengthen both individual resilience and collective community capacity in disaster-affected areas.

The findings indicate that community-based psychoeducational services provide an effective framework for promoting children's psychosocial well-being in post-disaster settings. The integration of emotional regulation training, optimism-building activities, and community participation created a comprehensive intervention model that addressed both individual and environmental factors influencing recovery. The results support the theoretical perspectives, all of which emphasize the importance of adaptive psychological skills, positive future orientation, supportive social systems, and community assets in fostering resilience. Therefore, community-based psychoeducational services can be considered a promising strategy for strengthening children's psychological recovery and promoting sustainable community resilience in disaster-prone regions.

#### 4. Conclusions

This community service program demonstrated that community-based psychoeducational services effectively supported the psychosocial recovery of elementary school students in post-landslide North Toraja. The findings revealed three major outcomes. First, students showed significant improvements in emotional regulation skills, including greater ability to recognize, express, and manage emotions through adaptive coping strategies. Second, the intervention successfully strengthened optimism and positive future orientation, as reflected in students' increased confidence, motivation, and willingness to pursue educational and personal aspirations despite disaster-related challenges. Third, the program enhanced collaboration among teachers, parents, and community stakeholders, creating a supportive environment that contributed to children's psychosocial well-being and resilience.

The discussion highlights that the observed outcomes are consistent with several theoretical perspectives. Improvements in emotional regulation support Gross's Emotion Regulation Theory, which emphasizes the importance of adaptive emotional management



in coping with stressful experiences. The development of optimism among students aligns with Seligman's Learned Optimism Theory, suggesting that positive expectations can be cultivated through supportive experiences and constructive learning processes. Furthermore, the active involvement of schools, families, and community stakeholders reflects Bronfenbrenner's Ecological Systems Theory and the principles of Asset-Based Community Development proposed by Kretzmann and McKnight. The integration of local Torajan cultural values such as communal solidarity, kinship, and mutual cooperation served as valuable community assets that strengthened children's resilience and facilitated sustainable psychosocial recovery.

Despite its positive contributions, this program had several limitations. The intervention was implemented over a relatively short period, limiting the assessment of long-term psychosocial outcomes among participating students. In addition, the evaluation relied primarily on participatory observations and stakeholder reflections rather than standardized psychological measurement instruments. Future community service initiatives should involve longer intervention periods, larger participant groups, and mixed-method evaluation approaches to assess long-term impacts more comprehensively. Future programs may also expand community participation by involving local government agencies, health professionals, religious leaders, and youth organizations to establish broader psychosocial support networks for children living in disaster-prone communities.

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### Conflict of Interest

The authors declare no conflict of interests.

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