

## EFEKTIVITAS EDUKASI KEPERAWATAN TERINTEGRASI TERHADAP KESIAPSIAGAAN PSIKOSOSIAL ANAK SEKOLAH DASAR DI DAERAH RAWAN BENCANA

**Dwi Susilowati<sup>1\*</sup>, Yupi Supartini<sup>2</sup>**

<sup>1,2</sup>.Poltekkes Kemenkes Bandung-Prodi keperawatan Bogor

Article Info	ABSTRAK
<p><b>Article History:</b>            Received 16/02/2026.            Revised -            Accepted 10/03/2026.</p> <hr/> <p><b>Keywords:</b>            Family Support;            Hydrometeorological Disasters            Integrated Nursing Education;            Pediatric Nursing;            Psychosocial Preparedness;</p>	<p>Latar Belakang: Indonesia menghadapi peningkatan bencana hidrometeorologi, khususnya banjir dan tanah longsor, yang berdampak signifikan terhadap kesehatan mental dan kesiapsiagaan anak. Program kesiapsiagaan bencana pada anak selama ini masih berfokus pada aspek fisik, sementara kesiapsiagaan psikososial belum terintegrasi secara sistematis dalam layanan kesehatan dan pendidikan. Edukasi keperawatan terintegrasi yang melibatkan sekolah, keluarga, dan komunitas berpotensi menjadi strategi inovatif untuk menjembatani kesenjangan tersebut. Tujuan: Penelitian ini bertujuan menganalisis efektivitas edukasi keperawatan terintegrasi dalam memperkuat kesiapsiagaan psikososial anak usia sekolah dasar di wilayah rawan banjir dan tanah longsor. Metode: Penelitian quasi-experimental dengan desain one-group pretest-posttest dan analisis korelasional dilakukan pada anak usia sekolah dasar di wilayah rawan bencana banjir dan tanah longsor yang dipilih secara purposive. Intervensi edukasi keperawatan terintegrasi mencakup pengenalan kebencanaan, regulasi emosi, strategi coping sederhana, simulasi kesiapsiagaan, serta keterlibatan keluarga. Kesiapsiagaan psikososial anak dan dukungan keluarga diukur menggunakan kuesioner tervalidasi dan reliabel. Analisis data menggunakan paired t-test/Wilcoxon dan uji korelasi. Hasil: Terdapat peningkatan signifikan pada kesiapsiagaan psikososial anak setelah intervensi edukasi keperawatan terintegrasi (<math>p &lt; 0,05</math>). Dukungan keluarga menunjukkan hubungan bermakna dengan kesiapsiagaan psikososial anak. Simpulan: Edukasi keperawatan terintegrasi efektif meningkatkan kesiapsiagaan psikososial anak usia sekolah dasar di wilayah rawan bencana. Implikasi/Originalitas: Studi ini menawarkan model edukasi keperawatan berbasis anak yang mengintegrasikan sekolah, keluarga, dan komunitas sebagai pendekatan inovatif dan aplikatif. Berpotensi diimplementasikan secara luas dalam program Usaha Kesehatan Sekolah (UKS) dan layanan keperawatan komunitas sebagai bagian dari upaya pengurangan risiko bencana yang berkelanjutan dan berorientasi kesehatan masyarakat.</p>
	<p><b>ABSTRACT</b></p> <p><i>Background: Indonesia faces increasing hydrometeorological disasters, particularly floods and landslides, which significantly affect children's mental health and disaster preparedness. Existing preparedness programs largely focus on physical safety, while psychosocial preparedness remains insufficiently integrated into health and educational services. An integrated nursing education approach involving schools, families, and communities offers a promising strategy to address this gap. Objective: This</i></p>

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*study aimed to analyze the effectiveness of integrated nursing education in strengthening psychosocial preparedness among elementary school children living in flood- and landslide-prone areas. Methods: A quasi-experimental study with a one-group pretest–posttest design and correlational analysis was conducted among elementary school children in disaster-prone areas selected using purposive sampling. An integrated nursing education intervention included disaster awareness education, emotional regulation, simple coping strategies, preparedness simulations, and family involvement. Children’s psychosocial preparedness and family support were measured using validated and reliable questionnaires. Data were analyzed using paired t-test/Wilcoxon and correlation analysis. Results: Children’s psychosocial preparedness significantly improved following the integrated nursing education intervention ( $p < 0.05$ ). Family support demonstrated a significant association with children’s psychosocial preparedness. Conclusion: Integrated nursing education effectively improves the psychosocial preparedness of elementary school children in disaster-prone areas. Implications/Originality: This study proposes a child-centered integrated nursing education model that bridges schools, families, and communities. The model is scalable and has strong potential for implementation within School Health Programs and community nursing services as part of sustainable, community-based disaster risk reduction.*

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*\*Corresponding Author: [dwi@staff.poltekkesbandung.ac.id](mailto:dwi@staff.poltekkesbandung.ac.id)*

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