

TRAUMA AND SUBJECTIVE PRIMARY EXPERIENCE, ADAPTIVE LEARNING

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Abstract

This research aims to find out the extent of the role of parents, church psychiatrists or spiritual communities, friends or relations and even people who are very important in helping children in implementing appropriate or efficient learning strategies for children who experience this trauma. This research uses qualitative methods and interviews. In this study, researchers found responses from the interviewees when explaining the right learning strategies for traumatized children, the interviewees considered that the strategies that need to be done or pursued look at the age and education of children from the primary level, secondary level and even the upper level in approaching and making children aware of who is the focus of attention but not the center of attention that makes children able to tell what they are experiencing. Researchers conducted qualitative research by conducting interviews with Misiology students, International Reformed Evangelical College, housewives and teachers of SMK Negeri 2 Muara Teweh, IAKN Palangka Raya students.

Keywords: adaptive learning, subjective primary experience, trauma

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INTRODUCTION

Approaching traumatized children requires an effective strategy or method. Adapting to the age level and education level of children from primary level, secondary level and even higher level (Darma et al., 2023; Erika et al., 2023; Ligan, 2022; Loheni et al., 2023; Magdalena et al., 2022; Malau, 2021, 2023; Munte, Natalia, et al., 2023; Munte & Wirawan, 2022; Pahan, 2020, 2021; PAHAN et al., 2011, 2014; Pahan & Prasetya, 2023; Rosen et al., 2023; Tirayoh et al., 2023; Trisiana et al., 2023; Wahyudi et al., 2023; Wirawan, 2021; Wirawan et al., 2023). Parents are the main center or play an important role in the growth and development of children by approaching, paying attention and caring more about children, because this problem is the parents who become a child's educational forum first, it is questionable how parents educate children so that they have a strategy for this traumatized child.

Counseling teachers or counselors play a role at school in guiding children by paying attention so that children are open to counseling teachers or counselors (Adellia et al., 2023; Colina, 2015, 2016, 2021; Dandi & Veronica, 2023; Darnita & Triadi, 2022, 2023; Eribka et al., 2023; Fransisko et al., 2024; Hendrik et al., 2022; Jasiah et al., 2023; Lumbanraja, 2021; Mamarimbing et al., 2023; Mariani, 2020, 2022b, 2022a, 2023; Meilan & Mariani, 2023; Melliani, Christian, et al., 2023; Melliani, Munthe, et al., 2023; Mualimin et al., 2022; Octaviana et al., 2023; Palit et al., 2023; Pengky et al., 2023; Pradita & Veronica, 2023; Pramana et al., 2023; Rosen et al., 2023; Samuel et al., 2023; Saputri et al., 2023; Sarmauli et al., 2022; Siburian et al., 2023; Silipta et al., 2021, 2023; Sinta et al., 2023; Sulistyowati et al., 2022; Susanto et al., 2022; Timan Herdi Ginting et al., 2022; Triadi, n.d., 2022; Triadi, Pongoh, et al., 2022; Triadi, Prihadi, et al., 2022; Veronica, 2022). The church, which is a place for caring, sharing and praying through pastors or servants of God and spiritual communities, plays an important role. A learning strategy is a series of activity plans that include the use of methods and the utilization of various resources or strengths in a learning and arranged to achieve a specific goal.

The relationship between parents and children must be one of intimacy, so that children can open up to their parents and not to strangers who can spread painful rumors (Fitriana et al., 2023; Kurniati et al., 2023; Melliani, Munthe, et al., 2023; Munte, 2023; Munte, Natalia, et al., 2023; Munte, Saputra, et al., 2023; Munte, 2017, 2018a, 2018b, 2021, 2022c, 2022b, 2022a; Munte & Monica, 2023; Prasetiawati, 2022; Riska et al., 2023; Simanjuntak, 2019; Sriwijayanti, 2023; Tekerop et al., 2019; Trisiana et al., 2023). Qualified teachers are needed in this case, who do not contribute to the child's trauma and become a burden for the teacher, but who are able to be a teacher not only to explain the material, but also to be an example and guide the child.

Counselors also play a role with children, because when they talk to a counselor, they can open up (Andiny, 2020, 2023; Anggreni, 2023; Dandung et al., 2022; Darnita

& Triadi, 2022, 2023; Jasiah et al., 2023; Kamayuda & Sulistyowati, 2015; Lana et al., 2023; Lumbanraja, 2021; Lumbantobing, 2022; Merdiasi, 2013, 2022; Merdiasi et al., 2017, 2022; Merdiasi & Kristiani, 2021; Mualimin et al., 2022; Nugrahhu, 2020, 2021, 2022; Nugrahhu et al., 2023; Reggina & Indriani, 2023; Sepniwati, 2022; Sulistyowati et al., 2021, 2022; Teriasi et al., 2022; Tobing, 2015; Triadi, n.d., 2022; Triadi, Pongoh, et al., 2022; Triadi, Prihadi, et al., 2022; Utami, 2022; Utami et al., n.d.; Wahyudi et al., 2023; Wulan, 2005, 2023; Wulan & Sanjaya, 2022).

The church or spiritual community is clearly the right community in this case and is able to encourage and pray for each other (Angellyna & Tumbol, 2022; Rahmelia, Prasetiawati, et al., 2023; Setinawati et al., 2021; Surya, 2020, 2021, 2023a, 2023b; Susila, 2022c, 2022a, 2022b; Susila & Pradita, 2022; Susila & Risvan, 2022; M. T. Telhalia, 2017b, 2017a; T. Telhalia, 2016, 2023; T. Telhalia & Natalia, 2021, 2022; S. Tumbol, 2020; TUMBOL, 2022; S. N. Tumbol & Wainarisi, 2023; Wainarisi, 2021c, 2021d, 2021a, 2021b; Wainarisi et al., 2022a, 2022b; Wainarisi, 2023; Wainarisi et al., 2023; Wainarisi & Tumbol, 2022a, 2022b; WK GINTER et al., 2009). The researcher would like to thank all the resource persons, students of Misiology, International Reformed Evangelical Seminary, housewives and teachers of SMK Negeri 2 Muara Teweh and students, IAKN Palangka Raya who were willing to be interviewed either via smartphone or in person.

RESEARCH METHOD

This research is a qualitative research, data collection is done through face-to-face interviews and telephone. The first and second interviews were conducted by cell phone in the evening through the willingness of the informant to be interviewed, and the willingness of the informant to meet in person for the third informant conducted in the hostel in the afternoon, people who understand how the strategy should be done. After an agreement was reached, the interview process took place. The next stage is to record the interview using an audio recorder. Then the next process the researcher makes a transcript of the interview what the informant says everything is written down which then the researcher takes the main or important point and concerns the whole found by informants one to three.

The researchers live in Palangka Raya and the first informant lives in Jakarta, the second informant lives in Muara Teweh and the third informant lives in Palangka Raya. This is a variety of thoughts expressed from each point of view, such as what is an appropriate learning strategy for children who are traumatized both from age and education level to adapt to children so that it is easier to approach children. Researchers see that this learning strategy has factors, application, explanation and effects that affect this child.

RESULT AND DISCUSSION

According to the first informant, Rckgho (pseudonym), a student of misiology at one of the theological schools in Jakarta, answered the question about learning strategies for traumatized children:

The first interviewee Rckgho gave his opinion on the main role of parents in educating children, especially traumatized children (Apandie et al., 2022; Apandie & Rahmelia, 2020; Batuwaal et al., 2019; Kristin et al., 2022; Langi et al., n.d.; Mukuan et al., 2022; Pongoh, n.d., 2022a, 2022b; Rahmelia et al., 2022; Rahmelia, Prasetiawati, et al., 2023; Rahmelia, Prihadi, et al., 2023; Rahmelia, 2020; Rahmelia & Apandie, 2023; Rahmelia & Prasetiawati, 2021; Suratinoyo et al., 2019; Tampung et al., 2023; Triadi, Pongoh, et al., 2022). They emphasized the importance of extra sensitivity and attention from parents and the church environment. In the context of Christian principles, understanding the condition of traumatized children is also the responsibility of the church. So, overall, the emphasis on early identification, the role of parents, and the support of the church are key to educating children who face challenges (Rckgho/wawancara/16102023).

Interviewee one Rckgho argues that the role of parents, schools, churches and the environment is important in educating children, especially those who have been traumatized (Apandie & Rahmelia, 2022; Colina, 2015, 2016, 2021; Ginting, 2010; Mariani et al., 2023; Pransinartha, 2022; Pransinartha et al., 2023; Rahmelia & Agustina, 2022; Rosen et al., 2023; D. A. Saputra et al., 2023; Sari & Ginting, 2023; Sarmauli et al., 2022; M. T. Sarmauli, n.d., 2020; S. Sarmauli, 2016; S. Sarmauli & Pransinartha, 2022; Timan Herdi Ginting et al., 2022). They also highlighted the impact of the digital environment and the role of teachers and village or church leaders. The main points are sensitivity to the condition of children, looking at the toxicity of the environment, and the contribution of all elements of society to the growth of children.(Rckgho/wawancara/16102023)

According to the second resource person, Sknyany, the impact of changes in teenage behavior and how these conditions affect children, especially those who have experienced trauma. There is an understanding that we as brothers and sisters or fellow Christians need to look deeper and take positive action. There is an awareness of the negative effects, such as the neglect of education and the breakdown of family conditions. However, the importance of educating children is not only through words, but also by setting a positive example, such as showing life examples that resemble Christian values. In conclusion, the proper handling of these negative effects can prevent the repetition of mistakes in the next generation (Sknyany/wawancara/16102023).

A child can be traumatized by many factors. Internal factors such as genetics and a personal trait of being easily frightened and overly worried can play an important role. Environmental factors, especially if the environment is prone to physical bullying, can also contribute (Ahmad Ardillah Rahman et al., 2021; Darnita & Triadi, 2022, 2023; Eribka et al., 2023; Inriani, 2021a, 2021b; Jasiah et al., 2023;

Kurniati et al., 2023; Melliani, Munthe, et al., 2023; Mualimin et al., 2022; Pahan, 2020, 2021; PAHAN et al., 2011, 2014; Pahan & Prasetya, 2023; Salmanezer et al., 2023; Sanasintani, 2019, 2020; S. Sanasintani, 2022; S. P. Sanasintani, 2020; E. J. Saputra et al., 2023; Seruyanti et al., 2023; Sihombing, 2015, 2019, 2022; Silipta et al., 2021, 2023; Simanjuntak, 2019; Sopiani et al., 2023; Sulistyowati et al., 2022; Triadi, n.d., 2022; Triadi, Pongoh, et al., 2022; Triadi, Prihadi, et al., 2022). Physical bullying can be dangerous because it can make a person feel insulted and insecure, which can exacerbate the trauma. Overall, the environment and the individual's internal factors interact and can affect a child's learning and daily life.

The importance of strategies to help traumatized children, such as electrical trauma. The strategy emphasized is the cooperation of all parties involved, including teachers, students, and special counselors (Kristin et al., 2022; Merdias, 2013, 2022; Merdias et al., 2017, 2022; Merdias & Kristiani, 2021; Merilyn, 2018, 2020; PAHAN et al., 2014; Pattiasina et al., 2022; Pattiasina, 2021; Prakosa, 2022; Prakosa et al., 2023; Prasetiawati, 2020, 2022; Rahmelia, Prasetiawati, et al., 2023; Rahmelia & Prasetiawati, 2021; Sepniwati, 2022; Siten, 2023; Sriwijayanti, 2020c, 2020a, 2020b, 2023; SUGIYANTO et al., 2014; Teriasi et al., 2022). This cooperation is seen as important to gradually reduce the child's trauma. The suggested approach is not to force immediate recovery, but rather to understand the factors behind the trauma. By involving all parties, including classroom learning and special support from counselors, it is hoped that children can slowly recover and put their traumatic experiences behind them. This strategy emphasizes understanding, support, and gradual improvement to achieve ultimate recovery (Sknyany/wewancara/16102023)

Meanwhile, according to the third resource person, Jldnkhsojh, the importance of strategies to help children who experience trauma, such as trauma to electricity. The strategy emphasized is the cooperation of all parties involved, including teachers, students, and special counselors. This cooperation is seen as important to gradually reduce the child's trauma. The suggested approach is not to force immediate recovery, but rather to understand the factors behind the trauma. By involving all parties, including classroom learning and special support from counselors, it is hoped that children can slowly recover and put their traumatic experiences behind them. This strategy emphasizes understanding, support, and gradual improvement to achieve ultimate recovery.

It has been found that many children are traumatized by various conditions such as being alienated, avoiding others, or coming from broken homes. Factors such as lack of role models, economics, and frustration also play a role. The problem is the lack of concern of those around them. In this context, our role as students, educators, teachers, private workers or concerned individuals is crucial to have the passion to educate the next generations. We need to raise awareness and help them overcome the difficulties they face.

By involving all parties, including classroom learning and special support from counselors, it is hoped that children can slowly recover and put their traumatic experiences behind them. This strategy emphasizes understanding, support, and gradual improvement to achieve ultimate recovery.(Jldnkhsojh/wewancara/161o2023)

Strategies are needed to help traumatized children, such as those traumatized by electricity. The strategy emphasized is the cooperation of all parties involved, including teachers, students, and special counselors. This cooperation is considered important to gradually reduce the child's trauma. The suggested approach is not to force immediate recovery, but rather to understand the factors behind the trauma.

CONCLUSION

So, in conclusion from the data that has been presented, that the learning strategy for traumatized children is the first step before the implementation of the strategy, of course it is necessary to know what is the background of this child, what he likes to hang out with, like with his closest people or his parents and take an approach, attention, sympathy, empathy so that this child wants to open up.

Traumatized children certainly become quiet and insecure individuals, due to internal and external pressures, which means that it is indeed from the child or his family that is too restrictive, divorced parents and domestic violence, this child is difficult to trust with other people. Existing strategies are adapted to the age and level of education.

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