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Psychological preparedness of adolescents for disasters

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Abstract

Background: Indonesia has diverse disaster potential based on its location and Lampung Regency, Lampung Province, recorded 31 disasters from January 1 to August 2023. The latest data for 2024 shows three tornadoes and 15 earthquakes. Adolescents are a vulnerable community when disasters occur. This situation must be anticipated by providing educational videos on tsunami mitigation.
Purpose: To determine psychological preparedness of adolescents for disasters.
Method: This research was quantitative, using a pre-experimental method with a one-group prctest-posttest approach. The population in this study was 81 adolescents aged 10-19 sampling. Data analysis used univariate and bivariate methods using dependent t-tests.
Results: The average knowledge of adolescents about tsunamis before being given educational digital video learning media was 8.3. The average knowledge of adolescents mean of 13.23. The results of data analysis there an effect of digital video leaning media on tsunamis on adolescents knowledge, with a mean of 4.700 and a p-value of 0.000<0.05.
Conclusion: There is an effect of digital video learning media on adolescents knowledge in can provide health education about the dangers of tsunamis, through educational videos or animated disaster response simulation videos.

Keywords: Adolescents Knowledge; Digital Media Video; Psychological Preparedness; Tsunami.

INTRODUCTION

Natural disasters are events resulting from extraordinary natural phenomena and/or human activities that cause loss of life, material damage, and environmental destruction (Purwani & Nurfadilah, 2021). A disaster is defined as a serious disruption to a community that causes widespread losses affecting people, property, and the natural environment, where the resulting impacts exceed the capacity of the affected community to cope using available resources (Salsabila & Dinda, 2021). Indonesia is highly prone to various types of disasters due to its geographical location and geological characteristics (Amri, Bird, Ronan, Haynes, & Towers, 2017). The National Disaster Management Agency (BNPB) recorded 68 natural disaster events during the first week of 2022, specifically from January 1 to January 8, 2022. Flooding is the most frequently occurring disaster caused by hydrometeorological factors (Jusuf, Lalu, Nakoe, Maksum, Hadju, & Aulia, 2023). According to BNPB data in 2022, floods ranked first with a total of 591 cases. These disasters result in both material and non-material losses for the community, including adolescents (Rahiem & Widiastuti, 2020).

Globally, tsunami events in 2024 began in Japan. On January 1, 2024, Japan was struck by a magnitude 7.6 earthquake during the New Year period. The earthquake, centered on the main island of Honshu in Ishikawa Prefecture, was accompanied by tsunami waves ranging from 40 centimeters to 1.2 meters (Budiman, 2023).

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Meanwhile, National Board for Disaster Management recorded 50 disaster events in Lampung Province from January 1 to November 18, 2024. These disasters included 23 flood events, 20 extreme weather events, and 7 forest and land fires. The impacts resulted in 1 missing person, 4 fatalities, 9 injured individuals, and 49,688 people affected and displaced. In terms of physical damage, 414 houses were damaged, consisting of 260 lightly damaged, 96 moderately damaged, and 58 severely damaged houses. Additionally, four public facilities were affected, including two educational institutions, one place of worship, and one healthcare facility (Andaris, Suryanto, & Muskananfola, 2025).

Efforts to prevent and manage flood disasters can be undertaken by preparing before a flood occurs, responding appropriately during the disaster, and conducting evacuation and relocation after the event. Floods are disasters that must be anticipated and mitigated. Environmentally friendly behaviors should be introduced from an early age. Disaster management efforts will be more effective if they are integrated into the education sector. Education plays a crucial role in fostering active participation and public awareness (Nurani, Hapidin, Wulandari, & Sutihat, 2022). Disaster mitigation introduction programs are also beneficial in cultivating positive environmental habits and educating adolescents to understand initial self-rescue measures in the event of a flood. Early disaster mitigation education can minimize psychological impacts by ensuring preparedness from a young age. Introducing flood disaster mitigation provides adolescents with the knowledge to remain alert and respond appropriately when a flood occurs. Disaster mitigation education delivered early enhances adolescents abilities to recognize warning signs, perform self-rescue, and understand appropriate and inappropriate actions after a disaster (Qurrotaini & Nuryanto, 2020).

This knowledge serves as an effort to minimize losses caused by disasters. Various media can be utilized to introduce flood disaster mitigation to adolescents. One effective medium for fostering adolescents preparedness in facing flood disasters is the use of engaging digital learning videos. Introducing flood disaster mitigation through digital video-based learning also facilitates parents and educators in delivering disaster-related material to adolescents. The use of learning videos can function as a tool to articulate and reflect ideas, allowing them to be developed and understood collectively (Cherrington & Loveridge, 2024). Attractive learning videos increase adolescents enthusiasm and comprehension of flood disaster mitigation content. This study focuses on introducing flood disaster mitigation through digital learning video media. The researchers conducted an in-depth exploration of both the visual presentation and content of the learning videos and also sought feedback from parents and teachers regarding the use of digital learning video media for introducing flood disaster mitigation to adolescents. Through this study, it is expected that adolescents will be prepared and able to demonstrate appropriate responses when faced with disaster situations that are unpredictable and can occur at any time and in any place (Afridzal, 2018).

Pre-survey data collected on January 25, 2025, in Katibung District, South Lampung Regency, involved 10 adolescents aged 10 to 14 years. Two respondents (20%) stated that they knew what a tsunami was but did not understand how to respond to it, while the remaining eight respondents (80%) reported that they did not understand what a tsunami is or how to handle such a disaster. The use of educational videos in tsunami disaster management had never been implemented in this area. This is particularly concerning given that South Lampung Regency is a tsunami-prone region. Therefore, the implementation of tsunami disaster management programs in South Lampung Regency is crucial, especially during the pre-disaster phase, which is considered to be insufficiently optimized. This study also aims to examine the extent of collaboration and efforts undertaken by various stakeholders in anticipating tsunami disasters that may occur at any time (Fukkink & Tavecchio, 2020).

RESEARCH METHO

This study uses a quantitative method with a Pre-Experimental research design with a One group Pretest-Posttest approach. The research variables are digital media for learning videos and adolescents knowledge. The population in this study were 81 adolescents aged 10-19 years in Katibung District,

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South Lampung Regency in 2025. The research sample consisted of 30 adolescents aged 10-19 years. The data collection instrument used was a questionnaire on Knowledge of Tsunami Disasters and adolescents psychology with 21 questions with a value of 0 = no, 1 = Yes, a minimum score of 0, a maximum of 21. This questionnaire has been tested for validity and rehabilitation with the results of the product moment correlation value of r-table value of 30 respondents 30-2 = 28 so that r-table value is 0.312. The r-table value is valid if it is greater than the r-table, if the result is otherwise it is declared invalid. Of the 25 questions tested in previous research, there were 4 questions that had r-count values < r-table, namely numbers 3, 4, 11 and 12. So only 21 questions can be used as a research measuring tool. The Cronbach's Alpha value in the reliability test was obtained 0.703> 0.05, which means that overall, the questionnaire was suitable for use as a research measuring tool. An ethical letter was obtained from MALAHAYATI UNIVERSITY with Ethics number No.4889/EC/KEP-UNMAL/VI/2025.

RESEARCH RESULTS

Table 1. Distribution of Respondent Characteristics (N= 81)

Variable	Results
Age (Mean±SD)(Range)(Year)(n/%)	(9.9±1.1)(9-12)
9	14/46.7
10	9/30.0
11	3/10.0
12	4/13.3
Gender (n/%)	
Male	15/50.0
Female	15/50.0

This table presents the demographic characteristics of the respondents, including age and gender. The mean age of participants was 9.9 ± 1.1 years, with an age range of 9–12 years. Most respondents were 9 years old (46.7%). The gender distribution was equal, with males and females each comprising 50.0% of the sample.

Table 2. Influence on Adolescent Knowledge

Knowledge	*Mean*	*SD*	*SE*	*CI; 95%*
Pretest	8.3	1.408	0.257	8.01-9.06
Postest	13.23	1.406	0.257	12.71-13.76

This table shows the mean knowledge scores of participants before and after the intervention. The pretest mean score was 8.3 (SD = 1.408), while the posttest mean score increased to 13.23 (SD = 1.406). The results indicate an improvement in participants' knowledge following the intervention, with 95% confidence intervals of 8.01–9.06 for the pretest and 12.71–13.76 for the posttest.

Table 3. Paired t-Test Results

Variable	*Mean± SD*	*SE*	*t*	*P-value**
Pretest-Postest	4.700±2.003	0.366	12.55	0.000

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Based on table 3 above, it can be explained that the average difference in the mean before and after the intervention was given with a value of 4.700. The results of the bivariate data analysis using the t-test obtained a p-value of 0.000 < 0.05, so it can be concluded that there is an influence of digital video learning media on adolescents knowledge.

DISCUSSION

The average level of adolescents knowledge about tsunamis prior to receiving digital learning video-based education in Katibung District, South Lampung Regency, in 2025 was 8.3. Before receiving educational counseling, the community's knowledge level was categorized as moderate (54.12%), while after the counseling it increased to a good category (77.51%) (Faizal, 2020). Digital media in the form of videos can be used as learning resources to introduce flood disaster mitigation to early childhood learners. Adolescents demonstrated improved understanding of flood disasters and their risk factors after viewing digital learning videos (Mahmudah & Fauzia, 2022). Prior to the educational intervention, 200 adolescents (82.0%) had low levels of knowledge, whereas after the intervention, 221 adolescents (90.6%) were categorized as having adequate knowledge. In terms of attitudes, before education 204 adolescents (83.6%) exhibited negative attitudes, while after education 221 adolescents (90.6%) showed positive attitudes.

Knowledge is the result of "knowing," which occurs after individuals sense a particular object (Rahman, Sakurai, & Munadi, 2017). Sensory perception occurs through the five human senses: sight, hearing, smell, taste, and touch. Most human knowledge is acquired through the eyes and ears, namely through seeing and hearing. Furthermore, knowledge is also obtained through experience and learning processes in both formal and informal education (Notoatmodjo, 2022). Other studies reported that the calculated t-value exceeded the t-table value (2.105 > 2.05) or a significance value of 0.045, which is less than 0.05. These results indicate that digital media significantly influence the introduction of flood disaster mitigation for early childhood learners (Aini, Fitriani, & Juwita, 2024). Additional research also demonstrated that digital video-based media can be used as learning resources to introduce earthquake disaster mitigation to young adolescents. Adolescents showed increased understanding of earthquake disasters and associated risk factors after watching digital learning videos (Insany et al., 2024).

In this study, the average number of correct answers among respondents during the first measurement was eight. This result was attributed to limited access to information. According to the researchers, information is essential for increasing knowledge, as information received can change attitudes and behaviors through sensory perception. Knowledge consists of several levels, including knowing, which refers to the ability to recall previously learned material; understanding, which is the ability to correctly explain and interpret known objects or concepts; and application, which is the ability to use learned material in specific situations and conditions. The development of disaster-related knowledge among individuals who demonstrate preparedness is indicated by an understanding of environmental conditions in their place of residence. These conditions include knowledge of past disaster events, potential disasters in the area, and both existing and potential impacts (Rustam, Mutthalib, & Rahman, 2022).

The average level of adolescents knowledge about tsunamis increased to 13.23 after receiving digital learning video-based education. Other studies reported that the average level of community preparedness behavior after receiving education was 26.95, with a standard deviation of 1.468 (Septiani et al., 2024). Educational games have also been used as socialization media for earthquake disaster mitigation among adolescents with autism. High celebration levels during observational testing indicated that the developed game met aesthetic design criteria, particularly challenge elements, while high learning outcome scores confirmed alignment with discovery-based aesthetic design principles (Kurniawan, Mahtarami, & Rakhmawati, 2017). Furthermore, the development of digital comics as educational media for natural disaster mitigation has been reported as a valuable reference for schools with limited use of instructional media, particularly in Lebak Regency, Banten (Ratnasari & Ginanjar, 2019).

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Knowledge is an essential domain in shaping an individual's actions (overt behavior). Cognitive processes include memory, thinking, perception, symbolic reasoning, and problem-solving (Syam et al., 2021). According to the Indonesian Dictionary (2015), knowledge is defined as everything that is known or related to subject matter. Knowledge categories include the ability to recall specific and general information, methods and processes, or to remember patterns, structures, symptoms, or events (Rusfiana & Lestari, 2021).

In this study, all respondents experienced an increase in knowledge, as evidenced by the increase in mean scores from 8.3 before education to 13.05 after education. These findings support the assertion that educational counseling can effectively improve knowledge (Ririnisahawaitun, Wirastri, & Ikhwani, 2022). According to the researchers' assumptions, community preparedness in facing tsunami disasters has begun to improve, as participants actively followed the educational sessions and paid close attention to the simulations conducted. Positive behavior leads to positive outcomes, enabling communities to respond to flood disasters effectively without significant difficulty. The community has gained knowledge regarding evacuation routes and appropriate actions to take during tsunami events (Widiyanto et al., 2020).

Bivariate data analysis using a t-test revealed a p-value of 0.000, which is less than 0.05, indicating a significant effect of digital learning video media on adolescents knowledge. Behavioral change can be achieved through various strategies, typically preceded by changes in knowledge and attitudes. One method to facilitate such knowledge change is health education counseling (Sari et al., 2021). Health education counseling is an activity based on learning principles that aims to improve community knowledge and motivation, either to achieve desired living conditions or to understand how to attain them, both individually and collectively. Statistical test results also showed a p-value of 0.000, indicating a significant effect of educational interventions on community preparedness behavior in facing flood disasters in Bonjol District, Pasaman Regency, in 2017 (Prasetya et al., 2018). Expert evaluations revealed that 95% of media experts and 92.5% of content experts rated the developed product favorably. Product effectiveness testing involving 20 adolescents yielded a score of 92%, indicating that the media is appropriate and effective in enhancing knowledge of flood disaster mitigation among adolescents aged 5–6 years (Yusmaniar & Munawwarah, 2024).

According to the researchers, video media are a form of audiovisual media that rely on visual and auditory senses. Theoretically, behavioral change occurs through three stages: knowledge, attitude, and behavior. Before adopting a new behavior, individuals must first understand the meaning and benefits of that behavior for themselves (Neolaka & Neolaka, 2025). Knowledge is a crucial determinant in shaping overt behavior, as it forms the foundation for attitudes. Attitude reflects an individual's readiness to respond to objects in their environment based on personal evaluation. After acquiring knowledge of a stimulus or object, individuals form judgments or opinions, which are then expected to be followed by practice or action (Kusnadi, 2019).

Engaging media can enhance confidence and accelerate cognitive, affective, and psychomotor changes. Disaster education videos are a form of audiovisual health promotion media that support improvements in disaster-related knowledge and attitudes within the community (Hamzah, Anggoro, & Puryono, 2021). Animated video media are more effective than traditional teaching methods because animation can convey concepts that cannot be directly observed (Rumambi & Sari, 2023). Such media enhance adolescents attention, concentration, and imagination, encouraging them to apply learned concepts and ultimately develop better knowledge. Therefore, the researchers conclude that animated video media are more effective in improving elementary school adolescents knowledge of tsunami evacuation preparedness (Meilianda et al., 2019).

CONCLUSION

Based on the research results, the average knowledge of adolescents about tsunamis before being given education through digital learning video media was 8.3. After being given intervention in the form of digital learning video media, there was an increase in adolescents average knowledge to 13.23. The results of bivariate data analysis using

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the t-test showed a p-value of 0.000 (<0.05), so it can be concluded that digital learning video media has a significant effect on increasing adolescents knowledge about tsunamis.

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