

Children's Involvement in Environmental Management Programs to Alleviate Post-Disaster Trauma in West Suli, Luwu Regency

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Abstract

This community service program aims to engage children in environmental management activities to support post-disaster trauma recovery in West Suli. The activities were designed to provide space for emotional expression and psychosocial recovery through educational, recreational, and participatory initiatives, such as environmental education programs, tree planting, and environmental clean-up activities. The implementation method employed a participatory approach based on Asset-Based Community Development, facilitated by the community service team. The main subjects of this program were 18 children in Salubua Village. Data collection techniques included observation, interviews, questionnaires, and documentation. The results indicate that the active involvement of children in the program not only increased their awareness and concern for the environment but also helped reduce anxiety and improve their spirits after the disaster. It is expected that this program can serve as a model for community-based recovery that sustainably integrates environmental aspects with children's mental health.

Keywords: *children; environmental management; post-disaster trauma; psychosocial recovery*

Introduction

Natural disasters, such as floods, can have significant impacts, particularly on affected communities, including children. In Luwu Regency, South Sulawesi, heavy rainfall on April 13, 2025, caused the Suli River to overflow, inundating two districts, West Suli and Suli. As a result, around 700 households were affected, leading to physical damage to homes and

infrastructure, as well as disruptions to the social and economic activities of the community (Source: National Disaster Management Agency [BNPB] Disaster Report and local media). Children are among the most vulnerable groups to the psychological impacts of natural disasters. Floods that threaten and destroy the living environment can leave deep emotional and psychological trauma, potentially affecting children's social, emotional, and academic development.

According to research conducted by the World Health Organization (WHO), natural disasters can cause long-term psychological disorders in children, including anxiety, depression, and post-traumatic stress disorder (PTSD). Post-disaster recovery, however, not only involves physical and material restoration but must also address the psychosocial needs of the community, especially children. Therefore, involving children in environmental management programs can be an effective solution to reduce post-disaster trauma. Through active participation in activities such as environmental clean-ups, tree planting, or rehabilitation of their surroundings, children can feel more connected to the recovery process and gain a sense of agency in improving their environment. WHO reports that approximately 30% of children affected by natural disasters may experience PTSD, which can last for months or even years after the event.

According to UNICEF data, children living in disaster-affected areas often experience more severe psychological impacts, such as anxiety, recurring fears, and feelings of loss. These conditions can influence their social and emotional development. Involving children in post-disaster recovery activities, such as environmental management initiatives, can help reduce anxiety and trauma. Children who engage in recovery activities tend to feel greater control over their situation, which enhances their sense of safety and confidence. Environmental management programs that involve children not only teach them the importance of environmental sustainability but also strengthen their adaptability in facing changes and challenges such as natural disasters.

Luwu Regency, particularly the West Suli district, is rich in natural resources and has significant economic potential. Despite frequently facing challenges from natural disasters, such as the flood on April 13, 2025, the community of West Suli has demonstrated resilience and the ability to manage

its assets, including natural resources, skills, and social networks. This asset management plays an important role in sustaining the community's livelihood.

West Suli possesses abundant natural resources, including agricultural land, fisheries, and forestry. Local communities have utilized agricultural land to cultivate various key commodities such as rice, corn, coffee, and cocoa. Therefore, involving children in environmental management programs is crucial not only to help them cope with post-disaster trauma but also to nurture a generation that cares about the environment and is more resilient in facing future disasters. This is not only about short-term recovery but also an investment in a safer and more sustainable future.

This program introduces a novel approach to post-disaster trauma recovery for children by integrating environmental management activities, such as tree planting, environmental cleanups, and ecological education, with psychosocial rehabilitation efforts. This framework demonstrates that trauma recovery can extend beyond conventional psychological interventions to encompass participatory, environment-oriented activities. Furthermore, the program applies an Asset-Based Community Development (ABCD) approach within the context of pediatric post-disaster trauma recovery. While ABCD typically centers on community asset development, this initiative utilizes the approach as a vehicle to facilitate children's mental recovery through active engagement in environmental endeavors. Consequently, the novelty of this program lies in the integration of ABCD-based environmental management activities as a strategy for post-disaster psychosocial trauma recovery, which concurrently enhances children's emotional well-being and fosters environmental awareness.

Methods

The methodology of this community service program employs the Asset-Based Community Development (ABCD) approach. In the context of this program, ABCD is used to empower children and the community of West Suli in the post-disaster recovery process through environmental management activities. Specifically, children aged 6 to 15 years serve as the primary target group, as this age range is critical for trauma recovery and the development of new skills. The subjects or main focus of this program are 18 children affected by the flood in West Suli District, Luwu Regency. The activities were carried out in one day, on November 15, 2025.

The following are the sequential phases of the Asset-Based Community Development (ABCD) method applied in this program:

1. Discovery (Asset Identification) during this phase, the team:

Assessed the psychological and environmental conditions of children in the post-disaster setting of Salubua Village. Identified existing community and individual assets, which included the children's inherent enthusiasm for play and learning, remnants of the surrounding environment viable for utilization, and extant social support from community members and volunteers. So, demonstrated that the children possess significant latent potential for trauma recovery through structured social and environmental activities.

2. Dream

In this phase, children are encouraged to articulate their post-disaster emotions and express their aspirations regarding the environment and their subsequent lives. Furthermore, they are guided to conceptualize and depict the "ideal" conditions they desire for their future well-being.

3. Design

Based on the identified assets and the children's aspirations, the team structured a series of interventions comprising tree planting, environmental clean-up initiatives, and game-based ecological education. These activities were systematically designed to be engaging, to foster active participation, and to concurrently facilitate psychosocial trauma recovery.

4. Destiny (Implementation and Action)

This phase marks the actual execution of the program, characterized by the following components: children directly participate in environmental activities under the guidance of facilitators and the community service team. The implementation is carried out through a participatory, group-based approach. During this stage, positive social interactions occur, which enhance self-confidence and facilitate trauma diversion through productive, hands-on activities.

To gather accurate and relevant data related to the program, several data collection techniques were utilized, including interviews, questionnaires, observations, and documentation. To ensure the accuracy and validity of the collected data, source triangulation was employed as a validation technique to verify the findings. Data obtained through in-depth interviews and observations were analyzed using a thematic analysis approach, while survey data were analyzed quantitatively. The following table outlines the

measurement dimensions, indicators, and item distribution utilized in the research questionnaire:

Table 1. Questionnaire specification matrix for child psychosocial recovery and environmental awareness.

Dimension / Aspect	Indicator	Item Number
Emotional well-being	Feelings of pleasure, emotional tranquility, and happiness	1, 2, 10
Trauma recovery / Negative experience diversion	Distraction from disaster experiences and reduction of trauma-related emotional burden	7
Pro-environmental behavior and responsibility	Environmental concern and awareness of ecological preservation	3
Social skills	Cooperation, social relations, and social connectedness	4, 8
Self-confidence and self-expression	Expressive assertiveness and self-confidence	5
Learning motivation and positive engagement	Learning motivation and enthusiasm for activity participation	6, 9

Result

1. Overview of the Community Service Location in West Suli

The first phase of the community service method using the Asset-Based Community Development (ABCD) approach is the *discovery* phase. In this phase, the PKM team interacts with the community to identify hidden assets that can be utilized in the recovery program, including an overview of the community service location in West Suli. The total area of West Suli District is recorded at 153.50 km², or approximately 5.12% of the total area of Luwu Regency. Kaladi Darussalam Village is the largest village/urban area within the district, covering 40.18 km², which accounts for 26.18% of the total area of West Suli District.

West Suli is a district consisting of one urban village and seven rural villages, one of which is Salubua. The district is located in the northern part of Palopo City and is part of the Tana Luwu region, with an area of 19.79 km².

Salubua is a village located in West Suli District, Luwu Regency, South Sulawesi, Indonesia, situated approximately 3 kilometers from the district capital.

Salubua is the most populous area in West Suli District, with a total population of 2,084 residents, accounting for 19.96% of the district's population, and a population density of 104.36 people per km².

Based on observations and information from the Village Office, there are currently no disaster preparedness or mitigation facilities in Salubua, including disaster warning signs or evacuation routes. Therefore, this community service program is expected to enhance the readiness of residents in the event of a disaster, particularly flooding.

The primary type of road surface in Salubua is asphalt, which is accessible to motor vehicles, including four-wheeled vehicles. Observations in the area indicate that the most prominent regional assets are cloves and cocoa, two plantation commodities with high economic value and long-term development potential. This condition aligns with the main livelihood of the community, as most residents work as farmers, making agricultural activities the backbone of the local economy.

The presence of cloves and cocoa not only provides opportunities to increase residents' income but also opens possibilities for developing downstream processing industries and broader marketing networks. With optimal utilization of these regional assets, Salubua holds significant potential to improve community welfare and strengthen its position as a leading plantation-producing area.

2. Efforts to Involve Flood-Affected Children in West Suli in Tree Seedling Distribution and Planting Programs

The second phase of the community service method using Asset-Based Community Development (ABCD) is the *dream* phase. In this phase, the PKM team strives to transform traumatic experiences into hopes for the future. The tree seedling distribution and planting activity were carried out as an effort to increase community awareness of environmental issues through the distribution and planting of seedlings in Salubua Village, West Suli. This program involved the village government, children, and residents. The activity is part of a broader initiative for greening and environmental disaster

mitigation, particularly aimed at reducing erosion risk and improving air quality around residential areas.

The seedlings used in this activity were obtained from the Luwu Regency Agriculture Office as a form of collaboration between the village government and the agency to support environmental conservation efforts. Through this partnership, a total of 30 tree seedlings were distributed for the program. The event began with a brief orientation on the importance of greening and proper planting techniques. Subsequently, the seedlings were distributed to residents, farmer groups, and environmental volunteers. Planting was then carried out at several strategic locations, including along village roads, vacant land areas, and landslide-prone sites.



Figure 1. Seedling Handover by the Luwu Regency Agriculture Office

The third phase of the community service method using Asset-Based Community Development (ABCD) is the *design* phase. Phase 3, the design phase, focused on planning the PKM activities in West Suli, specifically the tree seedling distribution and planting program. This activity was carried out over one full day, on November 15, 2025, in Salubua Village, West Suli District, Luwu Regency.

The tree planting activity is expected to provide long-term benefits for the environment in West Suli and serve as an initial step toward creating a greener and more beautiful area. The village government expressed the hope that the community will continue to care for and maintain the seedlings that have been planted.

In addition to possessing regional assets such as cloves and cocoa, Salubua also received additional tree seedlings from the Luwu Agriculture Office, including nutmeg, ketapang, and breadfruit trees. The presence of these diverse plant species not only provides economic opportunities for the majority of residents who work as farmers but also offers significant ecological benefits. These trees can increase vegetation cover, strengthen soil structure, and reduce the risk of natural disasters such as landslides and erosion, which frequently occur in areas with sloping terrain or high rainfall. For example, ketapang and breadfruit trees have strong roots that help anchor the soil, while nutmeg and clove trees contribute to the stability of plantation ecosystems. By optimizing the planting and management of these trees, Salubua can strengthen both its economic resilience and environmental capacity to withstand potential disasters.



Figure 2. Participation of the PKM Team and Children in Tree Seedling Planting

After a flood, children often feel powerless. Tree planting provides an opportunity for children to see that their small actions can contribute to preventing future floods, for example, through water absorption and soil stabilization. Selecting seedlings, planting them, watering, and caring for them enhances children's self-confidence and independence. Tree planting by children in West Suli is closely linked to post-flood trauma recovery because it supports emotional healing, increases a sense of empowerment, strengthens social bonds, provides disaster mitigation education, and restores damaged

environments. All of these factors are essential for long-term psychological recovery in children.

3. The Impact of Children's Involvement in Environmental Management on Reducing Anxiety and Enhancing Psychosocial Well-Being

Destiny is the final stage in the ABCD cycle. While the previous stages focus on discovering strengths (*discover*), building dreams (*dream*), and planning actions (*design*), the destiny stage is when the community truly implements the plans into action and fosters sustainability. This phase involves actualizing program plans, ensuring continuity, strengthening local leadership, and celebrating the achievements that have been accomplished.

The achievements of the tree seedling distribution and planting program include the formation of a children's group to serve as a plant care team, ensuring that the seedlings are planted, watered, and monitored for growth. The community has begun to understand and experience the benefits of vegetation as a long-term flood risk reducer. Through tree planting, the village's natural assets have increased by adding both productive plants and erosion-control vegetation, supporting environmental sustainability. Plant care activities have become a routine, carried out at least once a month by residents and schoolchildren, fostering a collective commitment that greening is a shared responsibility rather than a temporary program.

Table 2. Results of the Children's Response Questionnaire toward Environmental Management Activities

No	Pernyataan	Rata-rata Skor
1	Saya merasa senang ikut kegiatan pengelolaan lingkungan.	4,70
2	Saya merasa lebih tenang setelah ikut kegiatan ini.	4,60
3	Saya jadi lebih peduli terhadap lingkungan.	4,66
4	Saya bisa bekerja sama dengan teman dalam kegiatan.	4,68
5	Saya merasa lebih berani mengungkapkan pendapat setelah ikut kegiatan.	4,62
6	Saya jadi lebih semangat untuk ke sekolah atau belajar.	4,64

7	Kegiatan ini membuat saya lupa sejenak tentang kejadian bencana.	4,63
8	Kegiatan ini membuat saya merasa lebih dekat dengan teman dan guru.	4,67
9	Saya ingin mengikuti kegiatan serupa lagi di masa depan.	4,70
10	Kegiatan ini membantu saya merasa lebih bahagia.	4,68

Overall, based on the results of the questionnaires distributed to the children, the average total score across all statements was 4.65, which falls into the Strongly Agree (SA) category. This indicates that the majority of respondents had a very positive perception and experienced significant benefits after participating in the activities. Based on the analysis, it can be concluded that the program was considered highly successful by the respondents. Indicators of this success include:

- a. Emotional impact and high motivation: respondents felt happier, calmer, and more motivated to participate in similar activities in the future.
- b. Positive attitude changes: There was a noticeable increase in environmental awareness, which is the core objective of this program.
- c. Improvement in social skills: the activities were proven effective in enhancing teamwork, social bonding, and confidence in expressing opinions.

These findings are further substantiated by observational data. Based on observations conducted during the implementation of the community-based environmental management activities, positive behavioral modifications were evident among the participating children. At the onset of the program, a segment of the children exhibited passive and hesitant behaviors, tending to restrict themselves to small, isolated groups. However, as environment-focused activities—such as tree planting and environmental cleanups—progressed, the children increasingly demonstrated active engagement. The children appeared more confident in interacting with both their peers and facilitators. They displayed high enthusiasm throughout the activities, as evidenced by their spirited participation in collecting waste and collaborating within their respective groups. Furthermore, their facial expressions became

noticeably more cheerful, reflecting a substantial reduction in emotional tension compared to the initial phase of the intervention.

By the conclusion of the program, social interactions among the children had intensified, characterized by spontaneous cooperation without direct instructions and a proactive willingness to assist one another. This trajectory strongly indicates an enhancement in the children's psychosocial and emotional dimensions following their involvement in these environmentally-based initiatives.

Children's involvement in environmental management not only provides ecological benefits but also serves as an effective psychosocial recovery strategy. Through direct interaction with nature, group collaboration, and action-based activities, children experience reduced anxiety, an increased sense of safety, strengthened social relationships, and enhanced self-confidence. Ultimately, this program helps children in West Suli rebuild their psychological well-being and view the future with greater optimism.



Figure 3. Distribution of Gift Packages for Children in Salubua Village

Thus, the Destiny phase marks the success of the asset-based empowerment program, in which the West Suli community can maintain, develop, and celebrate the achievements that have been accomplished.

Discussion

1. Efforts to Involve Flood-Affected Children in West Suli in Tree Seedling Distribution and Planting Programs

The PKM program in West Suli focused on assisting flood-affected children to transition from traumatic experiences toward the formation of new hopes regarding a safe and sustainable environment. The activities were facilitated through games, small group discussions, ice-breaking sessions, and visual activities such as drawing and storytelling. These activities were

designed to redirect children's attention from traumatic experiences toward a future-oriented positive outlook.

This finding is consistent with a study by Dewiyanti et al. (2025) on post-disaster trauma healing in Luwu Regency. Their research demonstrated that play therapy—incorporating activities such as coloring, playing with balls, and playing with dolls—effectively reduced children's anxiety and encouraged them to be more active, enthusiastic, and open in their post-disaster interactions. The similarity with the present study lies in the utilization of a play-based approach as a child-centered medium for psychosocial recovery.

The findings of this study are further supported by Wardiansyah (2026) regarding the application of play therapy among flood-affected children in Pidie Jaya. The results indicated that group games, singing, drawing, and storytelling effectively enhanced self-confidence and socialization skills, while helping children express their emotions more healthily. This demonstrates that play-based approaches serve as an effective strategy for accelerating children's psychosocial recovery in post-disaster settings.

Psychologically, this approach aligns with child resilience theory, which states that children need emotional support, spaces for expression, and restorative experiences to regain psychological stability (Masten, 2014). By providing a safe outlet for expression, children can reinterpret their flood experiences not merely as threats but as motivation for improving their environment. The PKM activities generated several concrete hopes expressed by the children and the community, including:

- a. Restoration and improvement of the Salubua area, including replanting trees or providing seedlings to restore the environmental condition.
- b. Creation of a safe environment for children, allowing them to grow and play without fear
- c. Increased community resilience in facing potential future disasters.
- d. Strengthening social support within the community, fostering unity after experiencing a crisis.

These hopes align with the concept of future envisioning in ABCD theory, which emphasizes that sustainable change begins with a community's ability to imagine an ideal condition based on the assets they possess (Kretzmann & McKnight, 1993). Additionally, visual activities such as drawing games and storytelling play a crucial role in helping children process

traumatic experiences. According to art-based therapy theory, creative activities assist children in expressing emotions and constructing new, more positive narratives about the future (Malchiodi, 2012).

The tree seedling distribution and planting activity in Salubua Village are part of efforts to promote greening and environmental disaster mitigation following the flood. This activity involved the village government, the PKM Team, the Luwu Regency Agriculture Office, children, and the local community. Overall, the program aimed not only at restoring the physical environment but also at supporting the social and psychological recovery of flood-affected children. The active participation of the community, including children, demonstrates that greening activities can serve as an environmental learning platform while also enhancing social awareness.

This finding is consistent with a study by Nasution et al. (2025) on the implementation of biopore technology and greening programs in Bandar Lampung City. Their research demonstrated that reforestation efforts integrated with active community participation constitute an effective strategy for flood mitigation. The success of the program was measured not only by the reduction in waterlogging but also by increased community awareness regarding sustainable environmental preservation. The similarity with the present study lies in the collaboration among universities, local governments, and the community in executing greening initiatives as a form of community-based disaster mitigation.

From the Asset-Based Community Development (ABCD) perspective, community involvement leverages local assets, such as human resources, land, and partnerships with the Agriculture Office to create sustainable positive change (Kretzmann & McKnight, 1993). The distribution of tree seedlings to residents, farmer groups, and environmental volunteers reinforces a sense of collective ownership over the greening program. When the community feels they have a role in environmental activities, the likelihood of program sustainability increases. This aligns with community participation theory, which states that active involvement enhances commitment to maintaining program outcomes (Arnstein, 1969).

In the post-flood context of West Suli, this effort represents a strategic step toward reducing the risk of recurring floods. The collaboration between the village government and the Luwu Regency Agriculture Office also exemplifies collaborative governance, where multiple stakeholders support

environmental management collectively. Environmental psychology literature indicates that children's interaction with nature can improve mental health, reduce stress, and foster a sense of calm (Louv, 2008). Thus, tree planting is not only an ecological activity but also a form of natural therapy for children.

2. The Impact of Children's Involvement in Environmental Management on Reducing Anxiety and Enhancing Psychosocial Well-Being

Based on the activities that have been carried out, the impacts of these activities can be identified. The formation of a children's group as a plant care team indicates that the community has taken ownership of the program (community ownership). This activity also enriches natural assets through the planting of productive and erosion-control vegetation, in line with the ABCD approach, which emphasizes strengthening local assets, both human and environmental. Sustainability is maintained through routine plant maintenance activities conducted on a monthly basis. This routine fosters social bonding among residents and children and cultivates a collective commitment to environmental stewardship. According to Kaye (2003), repeated practices within a community can strengthen social norms and establish a new culture—in this case, a culture of greening and flood mitigation.

The results of this study are also supported by research conducted by Rahmawati, Peachilia, Hanifah, and Humaedi (2024) regarding the implementation of the Asset-Based Community Development (ABCD) approach in community empowerment within the Cigadung Tourism Village. The study explains that the success of the ABCD approach is determined by the community's ability to map, utilize, and develop local assets, thereby fostering a shared responsibility toward program sustainability. This condition is also evident in the current study through the formation of a children's group that routinely maintains plants as a form of strengthening both human and environmental assets.

Activities such as tree planting, environmental cleaning, and river maintenance provide therapeutic effects. Interaction with nature triggers physiological relaxation responses, in accordance with eco-therapy and attention restoration theory (Kaplan & Kaplan, 1989), which suggests that contact with nature can reduce anxiety and improve emotional regulation. Before the program began, many children tended to withdraw due to trauma. However, through group activities, children began to rebuild social

connectedness, helping one another, sharing tasks, and encouraging each other.

Conclusion and Suggestion

The PKM activities successfully helped flood-affected children in West Suli transform their traumatic experiences into positive hopes for the future. Through games, discussions, and creative activities, children were facilitated to envision a safe, clean, and child-friendly environment. This process not only reduced fear but also fostered self-confidence, motivation, and awareness that they have a role in protecting the environment.

The tree seedling planting activity helps restore the environment while also serving as a psychological therapy medium for children, as it provides them with an opportunity to play an active role in rehabilitating the village and preventing future floods. Tree planting and environmental cleaning activities should be established as a monthly agenda for the village. Plant maintenance and drainage cleanliness need to be monitored by the village environmental team to ensure that ecological benefits and flood prevention are sustained over time.

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