

## Self-Compassion and Mindfulness-Based Psychological First Aid Module: Strategies for Improving the Resilience of Pioneer Whistleblowers of the Children's Forum

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**ABSTRACT.** Resilience is an individual's ability to survive, adapt and recover from stress. Psychological first aid is the initial psychological aid to help people who are suffering and need the support of others. Self-compassion is a kind attitude towards oneself when facing difficulties. Mindfulness is mindfulness of the present moment of life without being bound by a particular point of view. This module serves as an intervention medium to increase resilience among members of the Hasanuddin Tamalla'jua Children's Forum. The research objectives are to: (1) Identify the need for the module, (2) Develop the module prototype, (3) Assess the module's validity, and (4) Evaluate its practicality. The research method used is the Research and Development Analyze, Design, Development, Implementation, and Evaluation (ADDIE) model. Data analysis used descriptive qualitative and quantitative analysis with instruments in the form of questionnaires, interviews, and observations. The results showed that: 1) The resilience of Hasanuddin Tamalla'jua Children's Forum members is not optimal, with difficulties managing emotions, lack of confidence, and adapting; 2) The Psychological First Aid module prototype was designed to improve resilience with a combination of self-compassion and mindfulness, developed using Microsoft Word and Canva Pro; 3) The module is very valid, with 97.2% material validation and 98.6% media; 4) The module is very practical, with a score of 91.6% in the practitioner and small group tests, and is feasible to be tested at the Hasanuddin Tamalla'jua Children's Forum to improve the resilience of its members.

**Keywords:** Psychological First Aid, resilience, module.

**ABSTRAK.** Resiliensi adalah kemampuan individu untuk bertahan hidup, beradaptasi, dan pulih dari stres. Pertolongan pertama psikologis adalah bantuan psikologis awal untuk membantu orang yang sedang menderita dan membutuhkan dukungan orang lain. Belas kasih adalah sikap baik terhadap diri sendiri ketika menghadapi kesulitan. Mindfulness adalah kesadaran akan momen kehidupan saat ini tanpa terikat oleh sudut pandang tertentu. Modul ini berfungsi sebagai media intervensi untuk meningkatkan resiliensi pada anggota Forum Anak Hasanuddin Tamalla'jua. Tujuan penelitian ini adalah untuk: (1) Mengidentifikasi kebutuhan modul, (2) Mengembangkan prototipe modul, (3) Menilai validitas modul, dan (4) Mengevaluasi kepraktisan modul. Metode penelitian yang digunakan adalah model Research and Development Analyze, Design, Development, Implementation, and Evaluation (ADDIE). Analisis data menggunakan analisis deskriptif kualitatif dan kuantitatif dengan instrumen berupa kuesioner, wawancara, dan observasi. Hasil penelitian menunjukkan bahwa: 1) Resiliensi anggota Forum Anak Hasanuddin Tamalla'jua belum optimal, dengan kesulitan mengelola emosi, kurang percaya diri, dan beradaptasi; 2) Prototipe modul Psychological First Aid dirancang untuk meningkatkan resiliensi dengan kombinasi self-compassion dan mindfulness, yang dikembangkan dengan menggunakan Microsoft Word dan Canva Pro; 3) Modul ini sangat valid, dengan validasi materi 97,2% dan media 98,6%; 4) Modul ini sangat praktis, dengan skor 91,6% pada uji praktisi dan kelompok kecil, dan layak diujicobakan di Forum Anak Hasanuddin Tamalla'jua untuk meningkatkan resiliensi anggotanya.

**Kata Kunci:** Pertolongan Pertama Psikologis, resiliensi, modul

## INTRODUCTION

Childhood is the most important period in an individual's development, where they are supposed to grow up in a safe, compassionate, and threat-free environment (Nabila et al., 2023). However, according to Hasibuan et al. (2024) Children are vulnerable to various forms of violence, including physical, sexual, and emotional violence that can have long-term impacts on their physical and mental health. This is in line with the opinion Prastini (2024) that it is not uncommon for children to often be victims of sexual violence, exploitation, and human trafficking, which not only causes physical injuries but also has a profound impact on their psyche and mentality.

The phenomenon of cases of violence against children in Indonesia is no longer a new thing. Based on data from the Ministry of Women's Empowerment and Child Protection of the Republic of Indonesia, the Online Information System for the Protection of Women and Children (Simfoni PPA) also shows that there are 13,515 cases of violence against women and 16,106 cases of violence against children that occurred in Indonesia in 2023. This figure reflects the high prevalence of violence against children that not only occurs in big cities, but also extends to various regions, including Gowa Regency. Cases of violence against children in Gowa Regency have increased significantly in 2022 - 2023, this is evidenced by empirical data obtained by the service team when implementing the MBKM Mandiri Humanitarian Guidance and Counseling Project at the Hasanuddin Tamalla'jua Children's Forum (FAHASTA) in January-February 2024. The data obtained was in the form of 59 cases of violence against children in 2021, 57 cases in 2022, and 67 cases in 2023, including sexual harassment, neglect, persecution, and bullying.

This situation shows the need for more attention in child protection efforts in Gowa Regency. The Gowa Regency Women's Empowerment and Child Protection Office, which oversees the Hasanuddin Tamalla'jua Children's Forum (FAHASTA), has an active role in overcoming cases of violence against children in Gowa Regency. The Hasanuddin Tamalla'jua Children's Forum (FAHASTA) is a children's organization in Gowa Regency fostered by the Government of the Republic of Indonesia through the Ministry of Women's Empowerment and Child Protection. The Hasanuddin Tamalla'jua Children's Forum (FAHASTA) is an organization that has been operating since 2009 until now which acts as a 2P agent (pioneer and reporter) *problem* children in Gowa Regency (Pandang & Harum, 2024).

Based on the results of an interview with the chairman of the Hasanuddin Tamalla'jua Children's Forum (FAHASTA), he said that FAHASTA plays a role as a 2P agent center (pioneer and reporter) *of children's problems* in Gowa Regency, consisting of junior and senior high school teenagers aged 13-18 years. As a pioneer, FAHASTA acts in fighting for children's rights and becomes a *role model* for her peers. In addition, as a whistleblower, FAHASTA acted to report everything seen, heard, and felt to the Gowa Regency Women's Empowerment and Child Protection Office (DP3A) for joint follow-up.

The role of members of the Hasanuddin Tamalla'jua Children's Forum (FAHASTA) is a complex and challenging responsibility. Involvement in critical issues related to children's rights requires empathy, as well as great courage. Every member of the Hasanuddin Tamalla'jua Children's Forum (FAHASTA) who is still in the adolescent age range, is faced with great challenges in understanding and facing various social problems, in addition to living their lives as teenagers who are still in junior high school.

In facing these challenges, resilience is an important aspect for adolescents because these abilities help individuals survive and adapt under pressure. According to Reivich and Shatte (2003), resilience can help individuals to survive and adapt to something stressful, able to overcome, through, and recover from adversity. This is in line with the opinion of Wolin and Wolin (1995) that resilience can help individuals have the ability to survive in various difficult conditions, varying from the inability to accept themselves to difficult situations. Grotberg (2003) also reveals

that resilience is the universal endurance that a person, group or community has to prevent, minimize, or overcome the harmful effects of a difficulty. Furthermore, Latham & Fisher (2023) emphasized that resilience refers to the ability of individuals, groups, organizations, or systems to cope with stress, face challenges, and recover quickly from disturbances or disruptive events. Therefore, it is important for adolescents, especially those who are members of the Hasanuddin Tamalla'jua Children's Forum (FAHASTA) organization, to have self-resilience or resilience as a provision in facing various challenges and difficulties as 2P agents (pioneers and reporters).

Reivice and Shatte (2002) stated that the characteristics of resilient individuals have the ability to manage emotions well, are optimistic and confident in overcoming all problems and challenges, and dare to get out of their comfort zone. This is also in line with the opinion Ariani & Sujarwo (2024) which explains that the traits of individuals who have optimal resilience such as, have a calmer temperament, which allows them to create better relationships with family and the environment, and have the ability to bounce back from stress, stress, and depression. Further explained by Oktafryadi et al. (2023) that individuals with a high level of resilience generally have good intelligence, problem-solving skills, an easy-going temperament, an adaptive personality, and also have a positive self-image, optimistic nature, upholding good personal and cultural values, and a healthy sense of humor.

However, based on the results of interviews and observations conducted by researchers, it was found that adolescents who are members of the Hasanuddin Tamalla'jua Children's Forum (FAHASTA) have a less than optimal level of resilience characterized by characteristics, such as difficulties in managing emotions, for example, irritability and despair when facing problems, lack of confidence in solving problems, pessimism, and inability to adapt to stressful situations. This is in line with the opinion of Revich and Shatte (2002) who stated that the characteristics of individuals who are not resilient are characterized such as pessimism, lack of sense of humor, lack of problem-solving skills, and lack of ability to solve problems.

This is due to various factors that result in the resilience of members of the Hasanuddin Tamalla'jua Children's Forum (FAHASTA) is still not optimal in carrying out their role as 2P agents (Pioneers and Reporters). First, 18 out of 20 FAHASTA members have trouble dividing their time between academic demands at school and demands as 2P agents (pioneers and reporters). This is in line with research conducted by Rohmah & Mahrus (2024) which explains that the lack of effective time management skills, coupled with external demands such as high academic load and social or organizational responsibility, can lead to individuals becoming overwhelmed, thus contributing to a decline in academic performance and a low level of resilience in the face of various pressures.

Second, 15 out of 20 FAHASTA members feel required to understand the thoughts and feelings of others while they are also facing personal stress. In line with the opinion Situmorang & Desiningrum (2018) that when individuals feel required to understand the emotions and feelings of others despite facing personal pressure, the ability to effectively manage emotions becomes an important element in supporting the *coping stress* which is adaptive and reduces the negative impact of the pressure. The demand to understand the emotions of others when facing personal stress reflects the aspect of resilience, which is the ability to manage emotions and maintain balance under pressure.

Third, there are 7 out of 20 FAHASTA members who have quite serious personal problems such as, *broken home*, victim *Bullying* and *Toxic Relationship*. Related to this Alham et al. (2024) It also argues that the negative impact on children abandoned by their parents, has behavioral disorders such as, being disrespectful to parents, and difficulty controlling emotions. With resilience, children can be better able to cope with the negative impact of the experience and develop more adaptive behaviors.

The different conditions faced by FAHASTA members reflect that individuals have different levels of resilience. This difference in resilience level is supported by the results of a resilience questionnaire compiled based on the theory of Reivich and Shatte (2002), which has been distributed to 20 members of the Hasanuddin Tamalla'jua Children's Forum (FAHASTA). The data showed that there were 2 (10%) FAHASTA members who had a low level of resilience, 18 people (90%) who had a moderate level of resilience, and no FAHASTA members who had a high level of resilience. This data supports the results of previous interviews and observations, which show that the lack of resilience among FAHASTA members is influenced by various factors. Suboptimal resilience results in individuals not having the ability to face, overcome, and learn the difficulties obtained, so that the role of FAHASTA members is not optimal. This reinforces the urgency to provide interventions or training that can help increase the resilience of FAHASTA members, so that they can carry out their roles as 2P agents (pioneers and pioneers) more optimally.

Based on this urgency, it is very necessary to design and raise a method in development to improve the resilience of members of the Hasanuddin Tamalla'jua Children's Forum (FAHASTA). There are several studies that have developed media using strategies and methods to increase resilience such as research conducted by Yulianti & Wahyuni (2023) that Meaning to expand the media *Workbook* that uses the *Mindful Self-Compassion* (MSC) which only focuses on improving one aspect of resilience, namely the regulation of student emotions at the State University of Jakarta (UNJ) and also research conducted by Nurwendah et al. (2023) who develop training modules *Gratitude* To increase resilience in female inmates in women's correctional institutions.

Based on the above presentation, the researcher intends to develop a module that focuses on improving Resilience, by creating a variety of interesting activities through a strategy *Psychological First Aid* by using the *self compassion* and *Mindfulness*. Through this module, the researcher implements training and mentoring as a means to improve understanding and skills for the Hasanuddin Tamalla'jua Children's Forum (FAHASTA). In addition, the module concept developed in this study uses the ICARE model which stands for *Introduction, Connection, Application, Reflection, and Extension*. ICARE is a learning model that focuses on instilling concepts through the application of students' knowledge (Handayani et al., 2021). Module development *Psychological First Aid* via the *self compassion* and *Mindfulness* get Increase Member Resilience The Hasanuddin Tamalla'jua Children's Forum (FAHASTA) which acts as a center for 2P agents (pioneers and reporters), so that they are able to strengthen individual capacity in facing life challenges and carrying out their roles optimally.

## LITERATURE

Resilience is the ability of individuals to survive, adapt, cope with pressure, and recover from adversity (Reivich & Shatte, 2002). This concept is not only about overcoming difficulties, but also finding new ways to deal with change and learning from experiences to strengthen yourself in the future. Grotberg (1995) Calling resilience the human capacity to face, overcome, and be strengthened by life's difficulties. Wolin and Wolin (1995) emphasized that resilience involves the ability to survive in difficult conditions by utilizing internal and environmental forces. Kase et al. (2023) added that resilience includes the ability to face challenges, learn from experience, and understand unpleasant situations. Reivich & Shatte (2002) also explained that there are seven aspects of resilience, these aspects include the regulation of emotions (*emotional regulation*), Impulse Control (*impulse control*), Optimism (*optimism*), causal analysis (*causal analysis*) empathy (*empathy*), Self-efficacy (*self efficacy*), and achievements (*reaching out*).

In the context of strengthening resilience, Psychological First Aid (PFA) is an effective intervention. Psychological First Aid (PFA) is a humane approach to providing psychosocial support to individuals experiencing traumatic events or crises, aiming to reduce stress, increase a

sense of security, self-control, and hope, and prevent the risk of long-term psychopathology (WHO, 2013; Hermosilla et al., 2023). PFA is designed to help individuals, including children, cope with trauma and stress from disasters, accidents, or critical situations, with practical foundational skills to prevent more serious mental disorders (Gemilang & Santoso, 2021; Indasari et al., 2020). Originally applied to victims of natural disasters, PFA can now be used to address short-term stress or anxiety and is carried out by various professions, such as counselors, teachers, social workers, and other rescue workers (Aji et al., 2022). According to the WHO (2011), the Psychological First Aid (PFA) framework includes three main principles: *Look* (seeing), i.e. observing signs of stress or trauma through active observation of individual behaviors and reactions; *Listen* (listening), i.e. listening with empathy to understand their experiences and help with the recovery process; and *Link* (connect), which is directing individuals to appropriate resources and support, such as mental health services or support organizations, to help them cope with stress and trauma.

In practice, the effectiveness of PFA can be enhanced by *self-compassion* and *mindfulness* approaches. *Self-compassion* is the ability to be kind and loving to oneself in the face of suffering, failure, or shortcoming, understanding that it is a natural part of human life (Neff, 2003, 2015). This concept, which derives from Buddhist philosophy, reflects attention and concern for oneself when facing life's challenges, without excessive criticism, as well as increasing social comfort, wisdom, and emotional intelligence (Kotera & Gordon, 2021; Renggani & Wideasavitri, 2018; Dreisoerner et al., 2021). According to Neff (2022), self-compassion consists of three main components: *self-kindness*, *common humanity* and *Mindfulness*, which are interconnected. *Self-kindness* is the ability to accept and understand oneself without judgment, to give oneself tenderness when facing difficulties, and to avoid excessive criticism. *Common humanity* is the awareness that challenges and failures are a natural part of human life, which helps individuals feel connected to others and reduce self-isolation. *Mindfulness* is a full awareness of the current condition without focusing too much on negative experiences, allowing the individual to face reality objectively, while *over-identification* can make negative emotions uncontrollable.

Mindfulness itself is a condition in which the individual consciously and focused on paying attention to the present moment without judgment, with intention, attention, and an open attitude (Kabat-Zinn, 2001). This technique helps individuals focus on current experiences, develop tolerance for difficult emotions, and accept reality with awareness and clarity (Artati & Wahyuni, 2023). Although it does not always provide a sense of satisfaction, mindfulness reflects full attention to the situation at hand (Moeller et al. 2020). According to Kabat-Zinn, (2001), the state of mindfulness involves four main aspects: the ability to set attention to focus on the present moment deliberately and without judgment; be present-oriented with full awareness of what is happening around you; awareness of past experiences as lessons for the future; and an attitude of accepting without labeling the experience as "good" or "bad," and not overestimating.

The integration of PFA, self-compassion and mindfulness in psychological interventions can strengthen individuals' resilience in dealing with difficult situations. PFA provides initial support in responding to trauma and stress, while self-compassion helps individuals not to blame themselves and develop feelings of self-compassion. Meanwhile, mindfulness allows individuals to be more present in the present moment, manage emotions better, and build stronger mental resilience. Thus, the combination of these three approaches can create a more holistic strategy in improving resilience and psychological well-being of individuals.

## METHODOLOGY

This research is development research using the ADDIE model developed by Lee and Owens which consists of 5 stages (1) Analysis, the analysis stage consists of needs assessment and front

end analysis, (2) Design, (3) Development, (4) Implementation, (5) Evaluation (Lee & Owens, 2004).

The data collection technique was carried out using a questionnaire, which consisted of a material and media validation questionnaire and a Module practicality questionnaire. The material validation questionnaire aims to assess whether the material about resilience in the module is in accordance with the problems faced by members of the Hasanuddin Tamalla'jua Children's Forum, and the media validation aims to adapt the module format components to predetermined elements, as well as the suitability of the presentation components to predetermined criteria. This questionnaire is given to experts to identify improvements that need to be made to make the module more suitable for use. Module validity testing is carried out through discussions and direct interviews with experts to determine necessary improvements.

After going through the validation stage, this module was revised and then tested to determine the level of practicality (usability). The trial was carried out on a limited scale on 20 members of the Hasanuddin Tamalla'jua Children's Forum. The practicality questionnaire consists of two questionnaires, namely the module questionnaire and the student response questionnaire regarding the practicality of the module.

## **FINDINGS**

### **Overview of the Needs for the Development of the Psychological First Aid Module**

#### **Analysis Stage**

##### *Need assessment*

At the needs analysis stage, data was obtained from 20 members of the Hasanuddin Tamalla'jua Children's Forum. Based on the results of the need assessment, it was found that the level of resilience of FAHASTA members is still less than optimal, characterized by characteristics, such as difficulties in managing emotions, such as irritability and despair when facing problems, lack of confidence, and inability to adapt to stressful situations. which is caused by the fact that 18 out of 20 FAHASTA members have difficulty dividing their time between academic demands at school and demands as 2P agents (Pioneers and Reporters), 15 out of 20 FAHASTA members also sometimes feel required to understand the condition of others when in difficult situations, and 7 out of 20 FAHASTA members have quite serious personal problems such as broken homes, victims of bullying, and toxic relationships, resilience problems experienced by members of the Hasanuddi Tamalla'jua Children's Forum.

This is strengthened based on the results of a questionnaire that has been distributed to 20 members of the Hasanuddin Tamalla'jua Children's Forum (FAHASTA). The data showed that there were 2 (10%) FAHASTA members who had a low level of resilience, 18 people (90%) who had a moderate level of resilience, and no FAHASTA members who had a high level of resilience. Therefore, in responding to these problems, it is necessary to provide intervention in the form of modules containing interesting activities with the aim of increasing the resilience of members of the Hasanuddin Tamalla'jua Children's Forum as 2P agents (Reporter Pioneers), which can then be used by members of the Hasanuddi Tamalla'jua Children's Forum when recruiting new members.

However, these results are still descriptive in nature without any comparison before and after intervention to show a significant increase in resilience. Therefore, interventions in the form of modules containing interesting activities need to be developed to increase the resilience of FAHASTA members as 2P agents.

### *Front-end analysis*

After the concept of the content of the material is prepared, the next step is to analyze the type of media to be made, including the design and shape of the media to be developed. The following are the results of the analysis of the media criteria developed.

From the results of the questionnaire given to 20 members of the Hasanuddin Tamalla'jua Children's Forum, the results of the media needs analysis were obtained as follows: 1) The media to be developed is in the form of a printed module that will be used by members of the Hasanuddin Tamalla'jua Children's Forum to increase resilience. 2) The size of the A4 module, by means of systematic delivery of material. 3) The style of material delivery is illustrative and narrative. 4) The language used is semi-formal language so that it is easier to understand but still based on the preparation of scientific sentences. 5) The selection of letters uses letter collaboration, the examination of sub-chapters is larger than the content with an easy-to-read size and pays attention to the collaboration of several appropriate typefaces. 6) Color selection uses several color palettes with a combination of harmonious, somewhat pastel colors to make the visual effect on the product more lively by using a blue base. And there will also be pictures/illustrations that can give a good visual impression. 7) This module is made in the form of a printed module, this is due to the response from the respondents who said that it is better to develop the module in printed form, because if you use an electronic module, it has more limitations and interference than other applications. 8) The module also provides a barcode to multiply the sheets of activities to be carried out.

### **Prototype of the Psychological First Aid Module**

#### *Design Stage*

At the design stage, a *psychological first aid module* is prepared related to the topics obtained in accordance with the needs analysis. In the following table 1, the topic, and the coverage of each aspect in the design activity of the *psychological first aid module* that was developed, are explained.

**Table 1. Topic Design and Module Sub-Topic Design**

Strategy	Method	Aspects	Topic	Activity
<i>Psychological First Aid (Look, Listen, and Link)</i>	<i>Self Compassion</i>	<i>Self-Efficacy</i>	Topic 1 <i>(All About Me)</i>	<i>How I See My Self About Me</i>
		Optimism		<i>Like and Dislike</i>
		<i>Self-Efficacy</i>		<i>My Action</i>
		Implus Control		
	<i>Mindfulness</i>	Empathy	Topic 2 <i>(How Do You Tell)</i>	Let's Tell a Story
		7 Aspects of Resilience		Monopoly Talk and Action
		7 Aspects of Resilience		Snake Ladder Ressilience Roadmap
		<i>Self-Efficacy</i>		<i>Appreciation Tree</i>



## Validity Level of the Psychological First Aid Module

### Development Stage

At this stage, the module is developed topics and activities in accordance with the analysis and design stages, starting from the cover, introduction, implementation procedures, reflection and closing.

### Introduction

This introduction contains initial information related to the topic to be discussed and serves to provide an overview of the topic to be studied. The introduction contains a brief explanation of the background, objectives, and preparation of the facilitator on each topic.

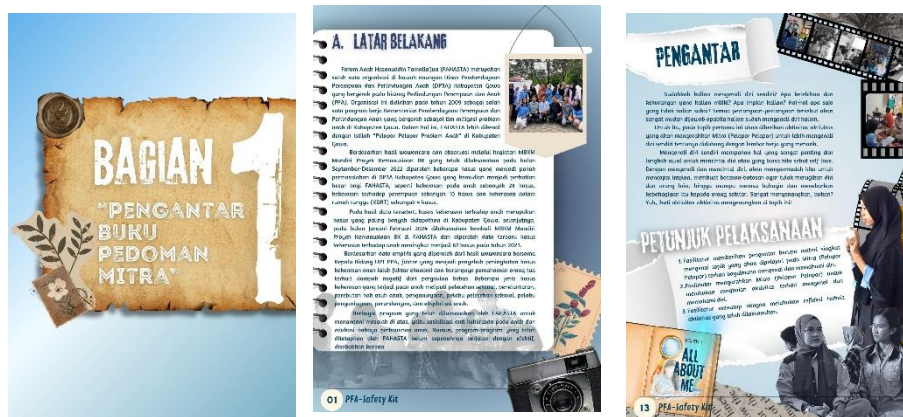


Figure 1 Introductory Display

### Purpose and Benefits

The display in this section contains the goals and benefits that are to be achieved from the development of the *psychological first aid module* in general and also in the existing condition of the members of the Hasanuddin Tamalla'jua Children's Forum.



Figure 2 View of Goals and Benefits

### Implementation Procedure

The implementation procedure in the *psychological first aid module* contains an introduction to each topic, implementation instructions, the purpose of each activity, the flow of activities and the equipment that will be used in each activity



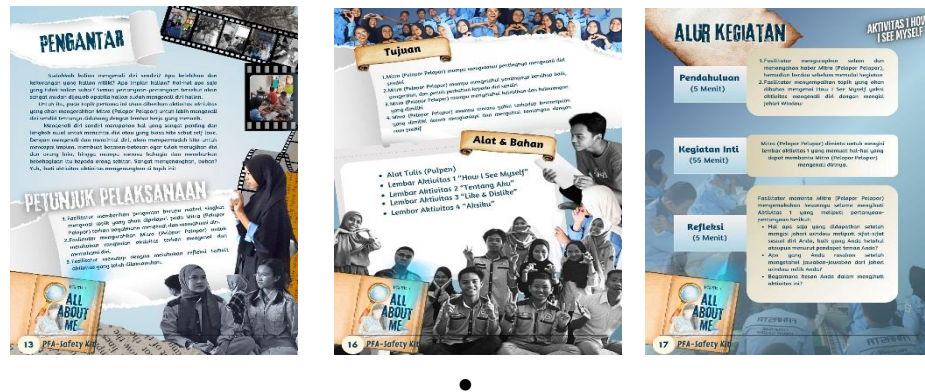


Figure 3 Implementation Procedure

### Reflections and Important Messages

Reflection on the *psychological first aid* module serves to help members of the Hasanuddin Tamalla'jua Children's Forum internalize and assess their understanding and experience after carrying out activities. Through reflection, students are invited to think critically about what they have learned and how the material can be applied in daily life. Furthermore, the important message in the *psychological first aid* module serves to highlight key information or concepts that must be understood and remembered by members of the Hasanuddin Tamalla'jua Children's Forum.



Figure 4 Display of Reflections and Important Messages

### Cover

On the closing page contains conclusions and suggestions as well as photos and complete identities of the compilers of the psychological first aid module. The appearance of the cover and organizer is as follows.



Figure 5 Closing Display

Furthermore, an instrument was developed to validate the feasibility of the module by material and media experts.

Table 2. Material Expert Validation Results

It	Indicators	Score	Percentage	Validity Level
1.	Relevance of material according to resilience indicators	4	100%	Highly Valid
2.	Materials presented systematically	4	100%	Highly Valid
3.	Clarity of each material on the topic presented	4	100%	Highly Valid
4.	Materials are in accordance with the needs of the target	4	100%	Highly Valid
5.	The scope of the material is related to the sub-theme discussed	3	75%	Valid
6.	The topics presented are clear and specific	4	100%	Highly Valid
7.	The use of the language used is easy to understand	4	100%	Highly Valid
8.	Easy-to-understand sequencing of material	4	100%	Highly Valid
9.	Selection of various materials presented in the form of very interesting activities	4	100%	Highly Valid
Total Score			35	
Average			3,8	
Percentage			97,2 %	
Criterion			Highly Valid	

Based on the validation test with the material validator as many as 9 assessment indicators, the data obtained is on a very valid criterion with a score of 97.2%, meaning that *this psychological first aid module* has met the validity requirements so that it is declared feasible and can be used according to the set results

**Table 3. Media Expert Validation Results**

It	Indicators	Score	Percentage	Ket
1.	Precise color blending	4	100%	Highly Valid
2.	Modules can be understood easily	3	75%	Valid
3.	Clarity across media	4	100%	Highly Valid
4.	Activities of each interesting topic	4	100%	Highly Valid
5.	Accuracy in choosing <i>the</i> font of the writing in the module	4	100%	Highly Valid
6.	Creative activity sheets	4	100%	Highly Valid
7.	Innovative gaming media	4	100%	Highly Valid
8.	Text is legible clearly	4	100%	Highly Valid
9.	Clarity of instructions	4	100%	Highly Valid
10.	Ease of using modules	3	75%	Valid
<b>Total Score</b>			<b>38</b>	
<b>Average</b>			<b>3,8</b>	
<b>Percentage</b>			<b>95%</b>	
<b>Criterion</b>			<b>Highly Valid</b>	

Based on the validation test with media I validators as many as 10 assessment indicators, the data obtained is in the very **valid category** with a score of 95%, meaning that *this psychological first aid module* has met the validity requirements so that it is declared **feasible** and can be used according to the set results.

### **Practicality of the Psychological First Aid Module**

#### *Implementation Stage*

At this stage, the module was revised according to the input of experts, then continued with a small group trial to 20 members of the Hasanuddin Tamalla'jua Children's Forum to find out the practicality test of the module. The module practicality test was also carried out by the Head of PPA who is the Trustee of the Hasanuddin Tamalla'jua Children's Forum.

Based on weighting using *the Likert* scale, the maximum score is 72. Meanwhile, the number of scores obtained from the study was 65. So based on the data, the *overall level* is  $(65:72) \times 100\% = 90.27\%$ . Based on the criteria that have been set, the *Psychological First Aid module* that was created is included in the very practical criteria. In addition, the results of *the psychological first aid module* score that has been assessed in the small group test, obtained a score with a total percentage score of 93% with very practical criteria. The results of the practicality test show that the media is considered very helpful in increasing the resilience of members of the Anak Hasanuddin Tamalla'jua Forum and the provision of initial psychological support for their peers is seen from the aspects of the usefulness, feasibility, and accuracy of the media.

### *Evaluation Stage*

At this stage, the modules that have been tested for feasibility and suitability are evaluated regarding all aspects that have been developed. This stage was carried out by carrying out (*Focus group discussion*) FGD with 20 FAHASTA members. Based on the FGD, improvements were obtained on the cover, content about reflection to the members of the Hasanuddin Tamalla'jua Children's Forum, the selection of appropriate images and the results were obtained that this module can be applied to new members of the Hasanuddin Tamalla'jua Children's Forum.

## **DISCUSSION**

This study successfully developed Psychological First Aid designed to increase the resilience of Hasanuddin Tamalla'jua Children's Forum (FAHASTA) members. Compared to previous research, this module shows advantages in the ICARE-based approach that provides a more interactive and structured learning experience compared to conventional learning models that only focus on passive delivery of materials (Dewinda et al., 2024). Although previous research has proven that the module can improve individual resilience, this study specifically targets adolescents who are members of FAHASTA, who have high social roles and face multiple pressures due to organizational responsibilities and personal problems. The findings of this study corroborate the argument of Sinulingga et al. (2024) that resilience is not only important for dealing with pressure, but also plays a role in increasing individual effectiveness in carrying out social roles.

The success of this module development is supported by the validation results which show that the module is very feasible to use. Material experts and media experts provided constructive feedback to improve the content and appearance of the module to achieve optimal results. This validation is reinforced by the criteria of Rizarizki et al. (2021), which states that learning media is categorized as valid if it meets the eligibility aspects of content, language, presentation, graphics, and benefits. In addition, Astuti et al. (2022) emphasized that validity testing is needed so that learning products can effectively meet user needs. After the validation stage, a practicality test was also conducted to measure the extent to which this module can be applied in real situations. As a result, the module received a high score from the Head of PPA as the supervisor of FAHASTA as well as a positive response from FAHASTA members themselves. Small group trials indicated that the module was easy to use, interesting, and effective in increasing resilience and skills in providing early psychological support. This is in line with the opinion of Tampubolon & Manurung (2022), which states that interactive multimedia-based learning media is said to be practical if it obtains a practicality questionnaire score above 61%, and this module meets these criteria.

Although the results of this study showed effectiveness in increasing resilience, further analysis revealed that the improvements occurred more significantly in certain aspects, such as self-efficacy, empathy, and optimism, while other aspects, such as impulse control, still required additional, more intensive intervention. Apart from that, there are several limitations in this research, including the sample coverage which is only limited to FAHASTA members, so the results obtained cannot yet be generalized to a wider population or different age groups. Therefore, further research is recommended to expand the scope of the study by testing the effectiveness of this module on groups of adolescents from various social backgrounds and different institutions. In addition, the development of digital adaptation can also be a strategic step to increase accessibility and discontinuation of module use, so that its benefits can be felt by more individuals in various social contexts.

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