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MORAL AWARENESS-BASED PSYCHOSOCIAL RESILIENCE AMONG STUDENTS WITH SPECIAL NEEDS FOLLOWING FLOODS: A CONCEPTUAL FRAMEWORK FOR LOCAL WISDOM-BASED TRAUMA-INFORMED LEARNING

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***Abstrak*:** *Artikel ini bertujuan merumuskan kerangka konseptual pembelajaran peka trauma berbasis kearifan lokal untuk mendukung pemulihan ketangguhan psikososial dan penguatan kesadaran moral siswa berkebutuhan khusus setelah bencana banjir. Penelitian menggunakan pendekatan konseptual melalui tinjauan pustaka naratif terhadap literatur mengenai pendidikan peka trauma, permainan sebagai sarana pemulihan psikososial, pengalaman pemulihan pascabencana di Indonesia, permainan tradisional dalam pendidikan inklusif, serta perkembangan kesadaran moral anak. Analisis dilakukan dengan mengidentifikasi gagasan utama, membandingkan temuan dan keterbatasan kajian terdahulu, kemudian secara kontekstual menyintesiskannya menjadi rancangan pembelajaran yang relevan dengan kebutuhan siswa. Hasil kajian menghasilkan lima gagasan inti kerangka konseptual, pemetaan enam prinsip pembelajaran peka trauma ke dalam ketentuan perancangan kegiatan, serta alur sesi lima fase yang memadukan aktivitas bermain tradisional, penguatan rasa aman, refleksi moral, dan bimbingan belajar. Kajian ini juga menawarkan pertimbangan etis, penyesuaian kegiatan berdasarkan keragaman kebutuhan siswa, serta rancangan evaluasi yang memperhatikan indikator psikososial, partisipasi, dan kesadaran moral. Namun, bukti empiris yang tersedia masih terbatas, khususnya pada konteks siswa berkebutuhan khusus pascabanjir. Karena tidak melibatkan pengumpulan data lapangan, kerangka yang diusulkan belum dapat dinyatakan efektif dan memerlukan pengujian empiris lebih lanjut.*

Kata Kunci: *Ketangguhan Psikososial, Kesadaran Moral, Siswa Berkebutuhan Khusus, Kearifan Lokal*

***Abstract*:** *This article aims to develop a conceptual framework for local wisdom–based trauma-informed learning to support psychosocial resilience recovery and strengthen moral awareness among students with special needs following floods. The study adopts a conceptual approach through a narrative literature review of trauma-informed education, play as a medium for psychosocial recovery, post-disaster recovery experiences in Indonesia, traditional games in inclusive education, and children's moral development. The analysis identifies key ideas, compares findings and limitations of previous studies, and synthesizes them contextually into a learning design responsive to students' needs. The findings comprise five core conceptual propositions, a mapping of six trauma-informed principles into activity design guidelines, and a five-phase session sequence integrating traditional games, a sense of safety, moral reflection, and academic support. The framework also incorporates ethical considerations, activity adaptations for diverse student needs, and an evaluation design addressing psychosocial indicators, participation, and moral awareness. However, available empirical evidence remains limited, particularly concerning students with special needs after floods. As no field data were collected, the proposed framework cannot yet be considered effective and requires further empirical validation.*

Keywords: *Psychosocial Resilience, Moral Awareness, Students with Special Needs, Local Wisdom*

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INTRODUCTION

The floods that struck Sumatra in late 2025 had widespread impacts on the education sector. A report submitted by the Minister of Primary and Secondary Education to the President on December 15, 2025, recorded 3,274 educational institutions affected across Aceh, North Sumatra, and West Sumatra, including 30 special education schools, with 6,431 classrooms damaged (Kementerian Sekretariat Negara Republik Indonesia, 2025). These figures represent the combined data from three provinces and do not specify the number of affected students. Consequently, they do not adequately reflect the psychosocial burden experienced by students, particularly those attending special needs elementary schools (SDLB).

Children with special needs are particularly vulnerable during disasters. A review by Peek and Stough (2010) identified several vulnerability factors, including higher poverty rates, greater exposure to hazards, the risk of trauma or separation from caregivers, increased burdens on parents, and poorer recovery outcomes. They also noted that these risks could be reduced through medical, family, social, and educational protection, as well as the rapid restoration of social networks. However, the authors themselves acknowledged that empirical evidence remained limited and that much of their review was speculative.

Schools often serve as the primary entry point for children's mental health support. However, many schools encounter difficulties in implementing trauma-informed educational practices due to various implementation barriers (Mullin et al., 2024). Meanwhile, several post-disaster recovery initiatives in Indonesia have incorporated games and play-based activities as psychosocial approaches. Hide-and-seek was used to support the recovery of elementary school students following the Semeru eruption (Aisyah & Badriyah, 2026). Non-formal education involving storytelling, participatory activities, and play therapy was implemented for young children who survived flooding in Aceh Tamiang (Syafitri et al., 2026). Similarly, group exercise and trauma-healing learning models were reportedly implemented among elementary school students following floods in Langsa and Langkat (Darandi et al., 2026; Hasanah & Hidayat, 2026). Although these approaches have been implemented, the psychosocial recovery needs of students with special needs require particular attention because of their diverse characteristics, adaptive abilities, and responses to traumatic experiences. Therefore, the urgency of this research lies in the need to develop an inclusive, contextual, and responsive conceptual framework for trauma-informed learning that addresses the needs of students with special needs following floods. Such a framework is needed to guide educators in designing learning activities that not only support psychosocial recovery but also integrate local wisdom and strengthen moral awareness as part of developing students' resilience.

Based on the literature review conducted, the research gap was identified in the absence of studies that comprehensively integrate three main components: local wisdom represented by traditional games from North Sumatra, the principles of trauma-informed learning, and the specific needs of students with special needs in the context of post-flood recovery. Furthermore, the previous studies reviewed tended to emphasize psychosocial recovery activities through games and participatory activities, whereas strengthening moral awareness as a foundation for developing psychosocial resilience was not explicitly reported as a primary focus. This gap was identified within the scope of the literature reviewed and does not imply that similar studies have never been conducted. Based on this gap, this article aims to: (1) formulate the principles and components of a conceptual

framework for trauma-informed learning based on local wisdom that positions moral awareness as a foundation for developing psychosocial resilience among students with special needs following floods; (2) describe the sequence of learning sessions, the role of learning guidance, and indicators of psychosocial resilience recovery; and (3) develop ethical considerations and an evaluation design as a foundation for future research. As a conceptual study, this article does not present empirical field data or claim the effectiveness of the proposed framework before it has undergone empirical testing.

LITERATURE REVIEW

Trauma-informed approach. The Substance Abuse and Mental Health Services Administration (SAMHSA, 2014) conceptualizes trauma through three elements: the event, the experience of the event, and its effects. According to SAMHSA (2014), the trauma-informed approach is based on six principles: safety; trustworthiness and transparency; peer support; collaboration and mutuality; empowerment, voice, and choice; and cultural, historical, and gender issues. These six principles are employed in this article as a design framework rather than as diagnostic tools. Mullin et al. (2024) demonstrated that their implementation in schools faces numerous barriers and recommended an implementation framework to organize such efforts. Therefore, the proposed framework needs to incorporate realistic implementation procedures for special education teachers.

Play as a medium for recovery. A qualitative meta-synthesis of five articles and one thesis on play-based assessment among children with traumatic experiences identified two themes: vulnerability to trauma, including reenacting events, depicting death, and expressing fear and insecurity; and mastery over trauma, including neutralizing threats, creating superhero figures, and returning to routines (Kafaeizad Tehrani et al., 2024). These findings indicate that play can evoke painful experiences while simultaneously providing opportunities for recovery. Therefore, facilitators need appropriate training, and children should not be forced to recount or reenact their traumatic experiences.

Evidence from post-disaster contexts in Indonesia remains preliminary. A qualitative phenomenological study following the Semeru eruption reported that a hide-and-seek program consisting of preparation, opening, activity, and closing phases helped children express their feelings, reduce anxiety, and concentrate in the classroom (Aisyah & Badriyah, 2026). A community service initiative in Aceh Tamiang reported that children who had initially withdrawn became more cheerful and willing to interact (Syafitri et al., 2026). Single-group pretest–posttest studies reported improvements in psychosocial scores among 98 students in Langsa (Darandi et al., 2026) and increased learning interest among 50 students in Langkat following a four-week program involving play, storytelling, art, and discussion (Hasanah & Hidayat, 2026). Because these studies did not include comparison groups, the observed improvements cannot be conclusively attributed to the programs.

Traditional games and students with special needs. Traditional games from North Sumatra, such as marsitekka, margala, and dakoan, have been associated with the Batak Toba, Karo, Mandailing, and Deli Malay communities and have been reported to promote contextual learning while strengthening the values of mutual cooperation and tolerance (Widayati & Maha, 2025). Among children with intellectual disabilities, the implementation of traditional games in learning was reported to improve gross motor skills in three special education schools in Central Sulawesi (BuluBaan et al., 2025). However, the article's webpage contains inconsistent

details regarding the number of participants and types of games. Therefore, it is used only to support the general concept rather than specific numerical findings or particular games. None of these sources examined the use of traditional North Sumatran games for trauma recovery among students with special needs.

Moral awareness. In this article, moral awareness is used as a working concept referring to children's sensitivity to the effects of their actions on others, including empathy, care, fairness, and responsibility. This definition was formulated by the authors. A review of 20 studies indicated that individuals with intellectual disabilities may progress through stages of moral reasoning more slowly and are less likely to reach advanced stages. However, these differences diminish when groups are matched according to cognitive ability, and the authors highlighted methodological weaknesses in the reviewed studies (Langdon et al., 2010). Among children affected by disasters, an analysis of 117 letters written by third-grade students following Hurricane Katrina revealed concrete and self-centered thinking, as well as anger, concern for others, and empathy. The authors recommended concrete creative activities, such as writing and playing (Millner & Clark, 2009). That study involved children without disabilities in the United States and was published in an archive designated for historical reference only. Therefore, it is used solely to provide a general illustration. Among young children with special needs, the traditional game of engklek (hopscotch), combined with picture cards, was reported to improve social skills (Susanti et al., 2025). However, the significance details presented on the article's webpage appear to contain errors. Consequently, only the general direction of the findings is considered. These findings imply that moral awareness among students with special needs should be developed through concrete experiences during play rather than through abstract moral dilemmas.

METHOD

This research is a conceptual study employing a narrative literature review. Sources were identified through online searches using keywords related to trauma-informed education, traditional games, post-flood psychosocial recovery, children with special needs in disasters, traditional North Sumatran games, and children's moral awareness. The inclusion criteria were direct relevance to at least one of these topics, accessibility, and verifiable publication information. Fourteen sources were used, consisting of thirteen scientific or academic publications and one official government report. The literature search was not systematic, and the quality of the studies was not formally assessed. Therefore, its coverage is limited, and the findings constitute a preliminary framework.

The analysis was conducted in four steps. First, the six principles of the trauma-informed approach were translated into requirements for designing activities. Second, findings from post-disaster studies and traditional games were mapped into session components. Third, moral awareness was formulated as a working concept and linked to the session components. Fourth, ethical risks and evaluation requirements were formulated. The authors' reasoning was distinguished from findings reported in the literature by explicitly identifying it.

RESULTS AND DISCUSSION

Evidence synthesis. Table 1 summarizes four post-disaster studies and two studies involving children with special needs, along with their limitations. The general pattern indicates that programs involving play, storytelling, and group activities were reported to be beneficial. However, their research designs consisted of qualitative studies, community service activities, or single-group studies. None of the studies specifically targeted students

with special needs following floods.

Table 1. Synthesis of Supporting Studies and Their Limitations

Study	Context and Design	Reported Findings	Notes
Aisyah & Badriyah (2026)	Elementary school students following the Semeru eruption; qualitative study; hide-and-seek game	Emotional expression, reduced anxiety, and improved classroom focus	Not flood-related; did not involve students with special needs; no comparison group
Syafitri et al. (2026)	Early childhood children affected by flooding in Aceh Tamiang; community service program	Children became more cheerful and willing to interact	Did not involve children with special needs; no quantitative measures
Darandi et al. (2026)	98 elementary school students affected by flooding in Langsa; one-group pretest–posttest design; physical exercise	Psychosocial scores increased from approximately 36.9 to 40.5	Did not use traditional games; no comparison group
Hasanah & Hidayat (2026)	50 elementary school students affected by flooding in Langkat; one-group design; play, storytelling, and art activities	Learning interest scores increased from approximately 60 to 82	Measured learning interest rather than resilience; no comparison group
Susanti et al. (2025)	Inclusive early childhood education in Malang; research and development; traditional hopscotch game using picture cards	Improved social skills	Not flood-related; focused on early childhood; inconsistent reporting of statistical significance
BuluBaan et al. (2025)	Children with intellectual disabilities in three special schools; traditional games	Improved gross motor skills	Did not address trauma or disasters; inconsistent page information

Rumusan kerangka. Kerangka yang diusulkan bertumpu pada lima gagasan. Pertama, permainan tradisional ditransformasi, bukan dimainkan apa adanya: aturan, ruang, dan tingkat kompetisi disesuaikan dengan kebutuhan siswa berkebutuhan khusus dan kondisi psikologis setelah banjir. Kedua, setiap sesi mengikuti prinsip peka trauma (SAMHSA, 2014). Ketiga, bimbingan belajar menjadi wadah yang menghubungkan pengalaman bermain dengan keterampilan belajar dan rutinitas sekolah. Keempat, pemulihan diukur sebagai ketangguhan psikososial, yaitu rasa aman, keterlibatan, pengelolaan emosi, dan relasi sosial. Kelima, kesadaran moral, yaitu empati, kepedulian, keadilan, dan tanggung jawab, dilatih melalui pengalaman konkret dalam permainan dan diposisikan sebagai dasar ketangguhan psikososial. Hubungan antara kesadaran moral dan ketangguhan ini merupakan hipotesis kerja yang belum dibuktikan oleh pustaka yang kami baca. Gagasan pertama, ketiga, keempat, dan kelima merupakan penalaran penulis yang perlu diuji, sedangkan gagasan kedua bersumber dari kerangka SAMHSA.

Pemetaan prinsip ke perancangan. Tabel 2 menerjemahkan enam prinsip menjadi ketentuan praktis. Adaptasi untuk siswa berkebutuhan khusus, misalnya jenis hambatan dan kebutuhan sensorik masing-masing siswa, harus ditetapkan bersama guru kelas dan orangtua. Peek dan Stough (2010) menekankan bahwa dukungan keluarga, sosial, dan pendidikan serta pemulihan jejaring sosial dapat mengurangi risiko, sehingga kerangka melibatkan orangtua dan komunitas sejak awal.

Tabel 2. Pemetaan prinsip peka trauma ke ketentuan perancangan

Principles (SAMHSA, 2014)	Design Provisions Within the Framework	Status
Safety	A calm environment, consistent session routines, no elimination or punishment, and a stop signal that students may use at any time	Authors' reasoning
Trustworthiness and Transparency	Teachers explain the sequence of activities using language and assistive tools appropriate to students' diverse disabilities	Authors' reasoning
Peer Support	Paired or small-group games emphasizing cooperation	Authors' reasoning; aligned with the value of mutual

		cooperation (Widayati & Maha, 2025)
Collaboration and Mutuality	Adaptations are collaboratively designed by special education teachers, parents, and local cultural practitioners	Authors' reasoning
Empowerment, Voice, and Choice	Students may choose their roles or games and have the right to decline participation	Authors' reasoning
Cultural, Historical, and Gender Issues	Games are drawn from local cultural traditions, with adaptations determined collaboratively with cultural practitioners	Aligned with Widayati & Maha (2025)

Session Sequence. The main finding in this aspect is the formulation of a trauma-informed learning model based on local wisdom through five phases of activities that integrate psychosocial recovery, the strengthening of moral awareness, and learning guidance for students with special needs following floods. The session structure was developed by adapting the four phases reported in the post-eruption hide-and-seek program (Aisyah & Badriyah, 2026), namely preparation, opening, activities, and closing, with the addition of a learning guidance phase. The five phases include: (1) Preparation, in which teachers prepare the learning environment, materials, and task assignments while assessing each student's condition and needs; (2) Opening, which involves greeting routines and introducing the sequence of activities to establish a sense of safety and predictability; (3) Activities, consisting of modified traditional games, such as *marsitekka*, *margala*, or *dakoan*, with simplified rules and the integration of moral values through activities such as taking turns, helping peers, and sharing materials; (4) Learning Guidance, involving brief activities that connect play experiences with basic academic skills, such as counting and letter recognition; and (5) Closing, consisting of simple reflection using picture cards to identify feelings and positive behaviors, followed by calming activities. The technical details of the games still require participatory development involving teachers and cultural practitioners to ensure their suitability for students' characteristics.

Ethical and Safety Considerations. The main finding in this aspect is the importance of establishing psychological safety, the protection of children's rights, and the accommodation of individual needs as fundamental principles in implementing the trauma-informed learning framework. Given that play activities may evoke painful emotional experiences (Kafaeizad Tehrani et al., 2024), learning activities should not require students to recount or reenact flood-related events. Teachers need to be capable of recognizing signs of persistent distress and referring students to qualified professionals when necessary. The implementation of activities must also consider parental or guardian consent, students' assent according to their level of understanding, and the protection of personal data confidentiality. Thus, the proposed learning framework is positioned as a form of educational and psychosocial support rather than a substitute for professional psychological services.

Evaluation Design. The main finding in the evaluation aspect is the formulation of multidimensional indicators that connect psychosocial resilience, moral awareness, and learning engagement as a basis for empirical testing of the learning framework. Future evaluations are recommended to employ research designs that allow for stronger testing than single-group studies, such as single-subject designs or quasi-experimental designs with comparison groups. The proposed indicators include a sense of safety, engagement in activities, emotional regulation, social interaction, empathy and helping behaviors, adherence to shared rules, attendance, and learning participation. Considering that the development of moral reasoning among students with special needs may vary according to individual conditions (Langdon et al., 2010), the assessment of moral awareness should focus on observing concrete behaviors rather than using abstract moral dilemmas. Evaluation instruments need to undergo validation by experts in special education and child psychology before implementation. This study has not established quantitative achievement targets because the proposed framework remains conceptual and requires empirical testing to determine its feasibility and effectiveness.

CONCLUSION

This article proposes a conceptual framework for trauma-informed learning based on local wisdom, using traditional North

Sumatran games as examples and learning guidance as a means of supporting the recovery of psychosocial resilience grounded in moral awareness among students with special needs following floods. The framework integrates the six principles of the trauma-informed approach, adaptations of traditional games, moral awareness as a foundation for resilience, a five-phase session sequence, and ethical and evaluation considerations. The supporting evidence remains preliminary, and none of the reviewed studies specifically targeted students with special needs following floods; therefore, the effectiveness of the proposed framework cannot yet be claimed. The next steps involve developing game adaptations collaboratively with special education teachers, parents, and cultural practitioners, validating the instruments, and testing the framework using a research design that includes a comparison group.

DECLARATION

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Conflict of Interest

The authors declare that there are no financial or non-financial conflicts of interest that could have influenced the conduct of the research, data analysis, interpretation of findings, or the preparation and publication of this manuscript.

AI Declaration

The authors hereby declare that no Artificial Intelligence (AI) tools were used in the preparation, writing, analysis, or editing of this manuscript.

Ethical Clearance

This study did not require formal ethical clearance because it did not involve any medical or clinical interventions. Data collection was conducted voluntarily with the informed consent of all participants, ensuring the confidentiality of their identities and the full protection of their personal data through anonymization.

Data Availability Statement

The data supporting the findings of this study are available from the corresponding author upon reasonable request.

Author Contributions

Conceptualization: [J, RLHP]; Methodology: [J]; Validation: [J, RLHP, PBKS]; Formal Analysis: [J, RLHP]; Investigation: [J, PBKS]; Resources: [PBKS]; Data Curation: [RLHP]; Writing—Original Draft Preparation: [J, PBKS]; Writing—Review & Editing: [J, RLHP, PBKS]; Visualization: [PBKS]. All authors have read and approved the published version of the manuscript.

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