



Emotional Learning Strategy to Enhance the Psychological Resilience of Landslide Disaster Victims

Sutarman^{1a}

¹ Syekh Yusuf Islamic University, Tangerang, Indonesia

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ABSTRACT

The landslide disaster in Munjul Village, Purwakarta, had a significant impact on the psychological well-being of the affected community. Many victims experienced trauma, anxiety, and a sense of hopelessness, underscoring the need for a strategic approach to restore their psychological resilience. This study aims to examine the emotional learning strategies implemented to enhance the psychological resilience of disaster victims. A qualitative case study approach was employed. Data were collected through in-depth interviews, observations, and documentation involving victims, volunteers, and psychosocial support personnel. The findings indicate that effective emotional learning strategies include emotional recognition, emotion regulation training, social support, and community-based reflective activities. Integrating emotional learning into post-disaster recovery activities has been shown to help victims manage their emotions, make sense of traumatic experiences, and improve their resilience and adaptability to new conditions. These findings have significant implications for the development of psychosocial intervention programs grounded in emotional education approaches.

Keywords: disaster victims, emotional learning, landslides, psychological resilience.



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1. Introduction

Natural disasters do not only cause physical and environmental destruction, but also inflict profound psychological consequences on affected populations. One of the common disasters in Indonesia, especially in hilly and mountainous areas, is landslides. Munjul Village in Purwakarta Regency is one of the regions frequently impacted by such events. Victims often suffer from trauma, anxiety, and emotional instability, which eventually leads to a decline in their quality of life and psychological resilience (Dewi, D. J. K., 2024).

Psychological resilience refers to an individual's capacity to recover from stress and trauma, and adapt to life even in adverse conditions. Strengthening this resilience is critical in post-disaster interventions. One promising approach to build psychological resilience among disaster victims is the implementation of emotional learning strategies. Emotional learning equips individuals with the ability to recognize, understand, and regulate their emotions, while also fostering self-confidence, self-regulation, and constructive responses to stress (Genc, F. Z., Yildiz, S., Kaya, E., & Bilgili, N., 2022).

It is essential to design structured emotional learning strategies tailored to the victims' needs and practicable by disaster facilitators, educators, or psychosocial volunteers. This study aims to explore and analyze the implementation of emotional learning strategies in Munjul Village, and evaluate their effectiveness in enhancing the psychological resilience of landslide disaster victims (Krishna, R. N., Spencer, C., Ronan, K., & Alisic, E., 2022).



Figure 1 Destroyed resident's house

(Source: PDPI 2025 document)

By conducting a field-based case study, this research contributes theoretically and practically to the domains of disaster education and psychology, especially in developing humanistic and context-based emotional recovery programs. The findings are expected to serve as a reference for designing more systematic and sustainable emotional education interventions for disaster-affected communities elsewhere (Bonanno, G. A., 2004).

1.1. Emotional Learning

Emotional learning is a systematic process that helps individuals recognize, understand, and manage emotions in a healthy and adaptive manner. According to Goleman (1995), emotional intelligence comprises five key components: self-awareness, emotional regulation, self-motivation, empathy, and social skills. In educational contexts, emotional learning strategies aim to develop individuals who can manage stress, foster positive social relationships, and make responsible decisions (Meichenbaum, D., & Melissa., 2008).

These strategies may include direct approaches such as emotional recognition training, relaxation techniques, and self-confidence enhancement, as well as indirect approaches like group guidance, reflective experience, and the creation of supportive environments (Masten, A. S., & Shaffer, A., 2006).

1.2. Psychological Resilience

Psychological resilience refers to one's ability to recover from stressful or traumatic life experiences, including natural disasters. Reivich and Shatté (2002) identify seven core elements of resilience: emotion regulation, impulse control, optimism, causal analysis, empathy, self-efficacy, and goal achievement. For disaster victims, psychological resilience is vital in the recovery process. It is not only shaped by individual strength but also supported by social networks, belief systems, and a conducive healing environment.

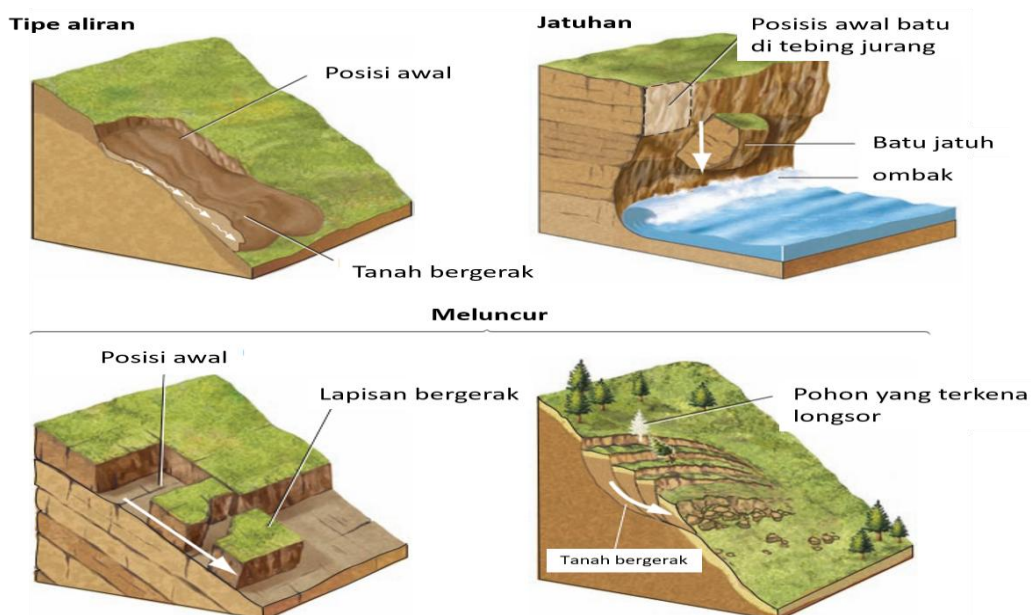


Figure 2 Moving slope land theory

(Source: Geos on the blog)



1.3. Psychological Impact of Landslides

Landslide disasters may lead to serious psychological issues such as anxiety, depression, trauma, and post-traumatic stress disorder (PTSD). Victims who lose their homes, family members, or suffer physical injuries are likely to experience severe psychological stress. Therefore, psychosocial intervention is essential to support their mental recovery (Hobfoll et al., 2007).

Emotional learning strategies are expected to offer a space for victims to express and understand their emotions, while promoting healthier coping mechanisms in the aftermath of disasters (Silove, 2005).

1.4. Integrating Emotional Learning in Post-Disaster Contexts

The integration of emotional learning strategies in post-disaster settings involves a psycho-pedagogical approach, which combines educational principles with psychological interventions. According to CASEL (Collaborative for Academic, Social, and Emotional Learning), social-emotional learning (SEL) programs can help disaster-affected individuals develop the intra- and interpersonal skills necessary to face crisis situations adaptively (UNESCO, 2025).

In the context of Munjul Village, this can be achieved through emotional support groups, psychological empowerment training, community-based counseling, and the provision of safe spaces for emotional expression (Harris, R., Birtill, P., & Pownall, M., 2024).

2. Methodology

This research adopts a qualitative approach with a case study design. The qualitative method provides a deep understanding of the emotional learning strategies applied to landslide victims and their impact on psychological resilience. A case study was chosen due to the study's focus on a specific location Munjul Village, Purwakarta Regency which experienced a significant landslide disaster (Harris, R., Pownall, M., Thompson, C., Newell, S. J., & Blundell Birtill, P., 2021).

The study was conducted in Munjul Village, Tegalwaru District, Purwakarta Regency, West Java. The site was selected purposively because it was affected by a landslide and had both physical and psychological impacts on the community. The research was carried out over a three-month period, from June to July 2025.

Subjects and Objects of Research

- 1) Subjects: Landslide victims participating in emotional learning activities, facilitators or volunteers involved in the process, and local community leaders.
- 2) Objects: Emotional learning strategies and their impact on victims' psychological resilience.



2.1. Data Collection Techniques

To ensure comprehensive and valid data, the following methods were used:

- 1) Observation: Direct observation of emotional learning sessions, victim participation, emotional expression, and group dynamics.
- 2) In-depth Interviews: Semi-structured interviews with victims, facilitators, and community leaders to explore experiences, perceptions, and outcomes of the emotional learning strategies.
- 3) Documentation: Collection of supporting documents such as activity reports, photographs, victim journals, and local media coverage related to post-disaster activities.

2.2. Informant Selection

Informants were selected using purposive sampling, based on specific criteria relevant to the research objectives:

- 1) Victims who participated in emotional learning activities for at least one month.
- 2) Facilitators directly involved in psychosocial support.
- 3) Community leaders with knowledge of the social and psychological conditions of affected residents.

The number of informants was determined by the principle of saturation—when no new data emerged (European School Education Platform, 2024).

2.3. Data Analysis Techniques

Data analysis followed the Miles and Huberman model, involving three key stages:

- 1) Data Reduction: Filtering, summarizing, and simplifying data from observations, interviews, and documentation to focus on key issues.
- 2) Data Display: Organizing data into narrative, matrix, or diagram formats to reveal relationships and patterns.
- 3) Conclusion Drawing and Verification: Developing findings through iterative interpretation and verifying them using triangulation to ensure validity.

2.4. Validity Techniques

To ensure data validity, four criteria from Lincoln and Guba were applied:

- 1) Credibility: Achieved through triangulation of sources, techniques, and time, as well as member checking with informants.
- 2) Transferability: Detailed description of the research context to allow application in similar settings.
- 3) Dependability: Systematic and transparent documentation of the entire research process.
- 4) Confirmability: Ensuring findings are based on factual data rather than researcher bias.



3. Result and Discussions

3.1. Result

3.1.1. Overview of the Research Site

Munjul Village, located in Tegalwaru District, Purwakarta Regency, was severely affected by a landslide disaster in early 2025. The incident resulted in the destruction of residential homes, disruption of local economic activities, and significant psychological distress among residents. In the aftermath, several humanitarian organizations and volunteer groups collaborated with the village authorities to implement psychosocial support programs, one of which utilized emotional learning strategies to aid in the recovery process. Maynard, B. R., Farina, A., Dell, N. A., & Kelly, M. S. (2019).



Figure 3 Punjul Village, Victim of Landslide

(Source: PDPI 2025 document)

3.1.2. Implementation of Emotional Learning Strategies

3.1.2.1. Emotional Self-Awareness

The initial phase of the emotional learning program focused on helping survivors identify and understand the emotions they were experiencing primarily fear, anxiety, anger, sadness, and grief. Facilitators created a safe space where participants could express their feelings through methods such as emotional journaling, expressive drawing, and small group discussion (Moran, 2004).

Many participants reported a sense of relief after sharing their experiences without fear of judgment. This step was essential in normalizing their emotional responses and emphasizing that such emotions were valid and should be acknowledged rather than suppressed.



3.1.2.2. Regulation of Negative Emotions

Once participants became more emotionally aware, they were introduced to techniques for managing negative emotions. These included:

- 1) Deep breathing and basic meditation,
- 2) Progressive muscle relaxation exercises,
- 3) Positive visualization and self-affirmation practices.



Figure 4 Volunteer Lecturers and Village Officials

(Source: PDPI 2025 document)

Group sessions also incorporated role-playing exercises to simulate emotionally triggering scenarios and practice coping mechanisms. Several participants who had previously experienced panic attacks or insomnia began to report improved emotional control and sleep quality after consistent participation.

3.1.2.3. Social Reinforcement and Emotional Support

The program also emphasized social bonding through collaborative, community-based activities such as communal clean-ups, shared cooking sessions, and educational games. These activities fostered empathy, mutual support, and a sense of solidarity among participants.

Facilitators encouraged the exchange of encouraging messages and stories of personal growth before and after the disaster, helping to instill hope and strengthen community resilience.

3.1.2.4. Restoration of Meaning and Life Motivation

This aspect of the strategy addressed spiritual and existential recovery, particularly for those who experienced profound losses. Through reflective dialogue, inspirational storytelling, and religious guidance, participants were encouraged to rediscover life's meaning, purpose, and inner strength.

One participant shared: I used to feel like my life was over, but now I realize I still have my family, and I can begin to rebuild.



3.1.2.5. Changes in Psychological Resilience

Based on observations and in-depth interviews, the emotional learning strategy had a positive impact on the psychological resilience of the victims. Key changes included:

- 1) Improved Emotional Regulation
 - a. Participants demonstrated better control over fear, anxiety, and anger.
 - b. Symptoms of post-traumatic stress, such as sleep disturbances and appetite loss, began to subside.
- 2) Renewed Optimism and Hope
 - a. Victims started setting short-term goals, such as repairing their homes or seeking new sources of income.
 - b. Daily functioning and motivation to engage in routine activities noticeably improved.
- 3) Stronger Social Connections
 - a. There was an increase in mutual support and cooperation among residents.
 - b. Peer support groups formed during the program continued to operate independently afterward.
- 4) Increased Self-Reliance
 - a. Survivors became more proactive in solving post-disaster challenges.
 - b. Some even volunteered to assist others still experiencing trauma.

3.1.2.6. Supporting and Inhibiting Factors

- 1) Supporting Factors:
 - a. Presence of skilled, empathetic facilitators,
 - b. Strong support from village authorities and community leaders,
 - c. Active participation and willingness to change among survivors.
- 2) Inhibiting Factors:
 - a. Deep psychological trauma in some participants requiring clinical intervention,
 - b. Dependency on external aid,
 - c. Scheduling conflicts with survivors' work commitments.

3.2. Discussion

3.2.1. Relevance of Emotional Learning in Post-Disaster Contexts

This study affirms that emotional learning strategies are highly relevant in helping landslide survivors in Munjul Village rebuild their psychological resilience. Emotional learning addresses the complex emotional challenges victims face trauma, grief, hopelessness, and fear of the future rather than focusing solely on physical or material recovery.

By providing a safe environment for participants to acknowledge and accept their emotions, this approach aligns with Goleman's (1995) theory of emotional intelligence, which emphasizes self-awareness and emotional regulation as essential components of psychological well-being. Emotional learning served as a gateway to early trauma recovery (Sánchez & Xiong, 2025).



3.2.3. Impact of Emotional Learning on Psychological Resilience

Psychological resilience refers to the ability to bounce back from adversity through adaptive, healthy strategies. This study found that emotional learning improved several key aspects of resilience among victims:

- 1) Emotional Regulation: Survivors learned to manage distress through breathing techniques and relaxation exercises.
- 2) Optimism and Renewed Purpose: Reflective and spiritual components of the program rekindled a belief in a better future, consistent with Reivich & Shatté's (2002) resilience model.
- 3) Social Support: Group-based activities strengthened emotional ties and social safety nets.
- 4) Self-Reliance: Participants began taking active roles in their own recovery and the well-being of others in their community.



Figure 4 PDPI Leaders Providing Assistance

(Source: PDPI 2025 document)

3.2.4. Role of Facilitators and the Social Environment

The presence of empathetic and well-trained facilitators was critical in creating a psychologically safe environment. Their understanding of trauma dynamics enabled victims to explore and process emotions effectively. Additionally, community leaders and local officials played a vital role in legitimizing the program and encouraging community participation.

A responsive social environment fostered a sense of belonging and mutual responsibility elements emphasized in community psychology approaches to disaster recovery.

3.2.5. Challenges in Implementation

Despite the program's overall success, several challenges emerged:

- 1) Limited time and resources for program implementation,
- 2) Cases of severe trauma requiring professional psychological services,
- 3) Fluctuating participation rates due to economic migration and work commitments.



These challenges highlight the need for flexible, long-term support systems integrated into disaster response planning.

3.2.6. Novelty Of The Study

This study presents several key innovations in the fields of educational psychology and disaster recovery, particularly in its application of emotional learning strategies for psychological resilience among natural disaster victims:

3.2.7. Integrating Emotional Learning into Post-Disaster Recovery

A core innovation lies in adapting emotional learning traditionally applied in formal educational settings to the context of disaster recovery. While post-disaster interventions often prioritize logistics and medical care, emotional and psychological support is typically reserved for clinical or therapeutic approaches. This study demonstrates that educational, low-cost, and participatory emotional learning can serve as an effective alternative for trauma care at the community level (Sánchez & Xiong, 2025).

3.2.8. Community-Based, Culturally Adapted Approach

The emotional learning strategy was tailored to the cultural context and local wisdom of Munjul Village, making it more accessible and acceptable to residents. This model leverages social, cultural, and spiritual strengths of the community rather than relying solely on external professionals, offering a replicable framework for similar disaster-prone regions.

3.2.9. Emphasis on Psychological Resilience as a Core Outcome

Unlike studies that focus merely on program activities or psychosocial processes, this research highlights psychological resilience as the primary measure of success. By using resilience as a key indicator, the study adds depth and long-term value to disaster intervention models, ensuring that survivors are not only treated but empowered (Sánchez & Xiong, 2025).

3.2.10. Advancement of Non-Clinical Psychosocial Interventions

The study provides evidence that emotional learning, when facilitated by trained non-psychologists such as teachers, community figures, or volunteers, can still effectively support trauma recovery. This has important implications for developing scalable, resource-efficient psychosocial interventions in emergency settings.

3.2.11. Case Study in an Under-Researched Region

This is one of the few studies to explore emotional learning as a disaster recovery tool in Munjul Village or similar Indonesian communities. It fills a research gap and offers a foundation for future community-based humanitarian programs rooted in emotional education.



4. Conclusion

This study concludes that emotional learning strategies play a significant role in enhancing the psychological resilience of landslide disaster victims in Munjul Village, Purwakarta. Victims who participated in structured emotional learning activities—such as emotional recognition exercises, stress management sessions, and group reflection—showed marked improvements in emotional stability, self-awareness, and social connection. These strategies helped individuals to better manage trauma, reduce anxiety, and rebuild a sense of hope and meaning in their lives post-disaster.

Furthermore, the implementation of emotional learning was found to be most effective when it was community-based, culturally sensitive, and facilitated by trained personnel who understood the psychological dynamics of disaster recovery. The development of emotional resilience among victims was also supported by strong community participation, religious and spiritual reinforcement, and the presence of social support systems.

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