

## Post-Earthquake Community Service at SDN Sarampad, Cianjur: The Needs of Existence, Relatedness, Growth (ERG) for Elementary School's Students and Teachers

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### ABSTRACT

The 5.6 magnitudes of earthquake shook Cianjur the last November 2022. The earthquake has shaken the earth of Cianjur and has caused much pain and trauma to citizens in many sectors, including education, especially elementary schools. As planned, the PAS (final exam assessment) would be held simultaneously from December 5 to December 9, 2022. However, the big earthquake at the end of November, has devastated the dreams of every school in Cugenang, Cianjur to follow the PAS. Cugenang regency got a significant impact on the destruction of school buildings and houses. Elementary schools have lost their opportunity to follow the PAS on time and stopped giving education service since then. Therefore, the Directorate General of Higher Education, Research and Technology Ministry of Education, Culture, Research and Technology (Kemendikbudristek) has given the opportunity to some higher education institutions to help Cianjur. SDN Sarampad in Cugenang Region, Cianjur has stopped their education activities since the earthquake because of the limitation of living and the damage to the school buildings. They lost the needs of ERG (existence, relatedness, growth) and have no plan for the PAS anymore. Hence, STM IPMI planned for the ERG Program to students' classes 1, 2, 3, 4, 5, and 6 of SDN Sarampad from the early December to the latest December 2022. In total, there were three visits to SDN Sarampad to support their ERG needs and prepare the students and teachers to continue the educational activities.

**Keywords:** *Existence, Relatedness, Growth, Elementary students, Cianjur.*



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## INTRODUCTION

Many people were deeply saddened by the earthquake that struck Cianjur and the surrounding areas, particularly students who required safe locations to attend school. According to information from the West Java Education Office (Disdik), the M 5.6 Cianjur earthquake may have caused damage to up to 26 high schools, vocational, and SLBN school buildings. These results showed that the earthquake had an impact on 138 classrooms. The Cianjur earthquake affected several locations, and various aid were delivered there. The Cugunan sub-Jamaras district's Village, meanwhile, reportedly received almost little relief. Inews media (2022) claims that it took three days for catastrophe victims in this region to receive assistance, such as groceries and other necessities.

Numerous schools were affected by what happened in Jamaras Village, Cugenang District. In total, 329 school buildings sustained damage up until the end of November 2022, interfering with the learning and teaching activities (KBM) of elementary, middle, and high school pupils. Particularly students in elementary schools who will administer the PAS (Final Semester

Assessment) on December 5, 2022, but after the earthquake on November 21, 2022, several schools were reportedly disrupted, including Sarampad Elementary School in Jamaras Village, Cugenang District, Cianjur, according to an interview with a teacher in that area. There are now 9 teachers working with around 172 students in grades 1 through 6 at SDN Sarampad. These were the situations of SDN Sarampad after the earthquake below:

Housing needs and feelings of safety during an evacuation were significantly impacted by the earthquake that struck Cianjur on November 21. To meet their own demands for self-development, such as student growth and self-development, the inhabitants of Cugenang Village, including the instructors and primary school students, require appropriate learning and teaching activities. Elementary school students are no longer attending class as a result of the earthquake because they have lost their classroom, classroom supplies, and school uniforms. In addition, local instructors who were interviewed said that the earthquake that rocked the kids' minds left the SD Sarampad kids quite disturbed to return to school. Therefore, the concept of ERG (Existence,

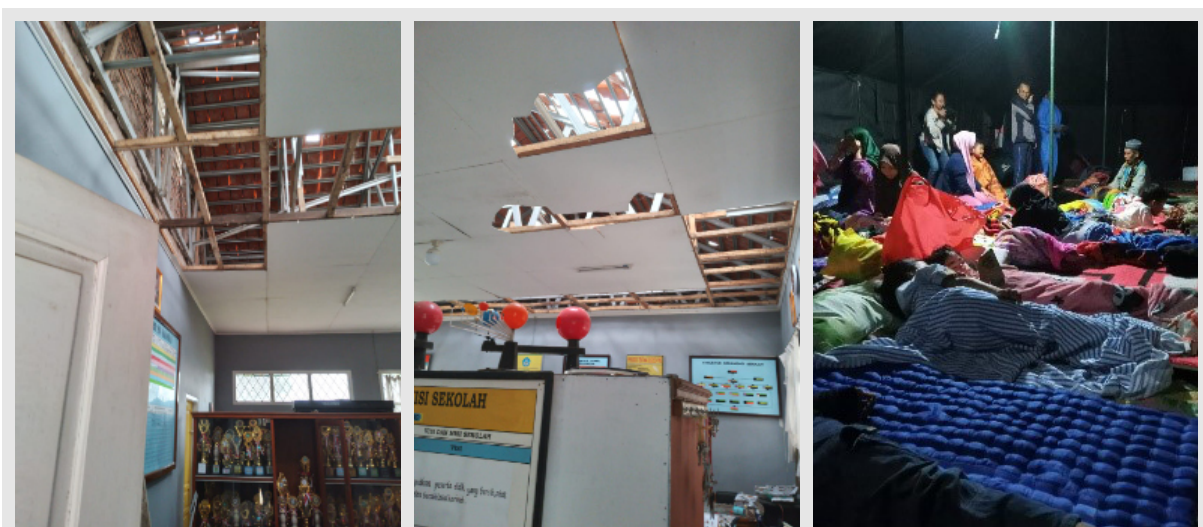
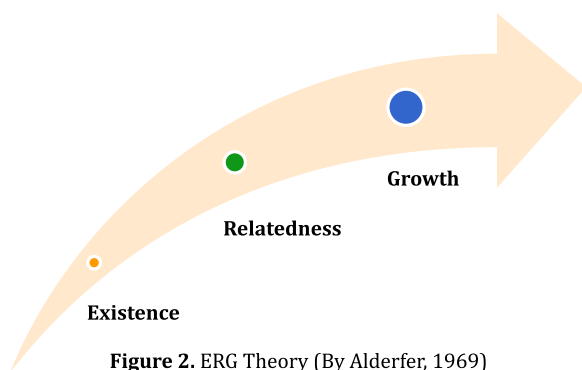


Figure 1. SDN Sarampad and Refugees Situations After the Earthquake  
Source: Direct Observation (2022)

Relatedness, Growth) have been developed to support students and teachers at SDN Sarampad, Cugenang district, Cianjur.

Human needs are reclassified according to the ERG theory (Alderfer, 1969), which can be used as a promising replacement for Maslow's need hierarchy. Existence is at the bottom of the need hierarchy, where Maslow's physiology and safety needs are categorized (Diep et al, 2019). Requirements for interpersonal connections are akin to "relatedness," while needs for self-actualization and self-esteem are similar to "development" in terms of what people want personally (Diep et al, 2019; Acquah et al, 2021). The ERG theory can be seen below:



Therefore, a program that is an effective post-earthquake learning approach is required for the instructors and students of SDN Sarampad in Jamaras Village, Kec. Cugenang, Cianjur, particularly in gaining KD from students and the spirit of leadership for teachers in teaching. The problem's formulation, which is this activity's top priority are:

- a. How should the teachers and students of SDN Sarampad in Jamaras Village, Kec. Cugenang, Cianjur, be cared for in terms of their *existence needs* following the earthquake?
- b. After the earthquake, how can teachers and students at SDN Sarampad in Jamaras Village, Kec. Cugenang, Cianjur, address their requirements in terms of *relatedness needs*?

- c. How should instructors and students at SDN Sarampad in Jamaras Village, Kec. Cugenang, Cianjur, be assisted in their *growth needs* following the earthquake?

## METHODS

The stages of implementing this program are as follows:

1. Activity planning:
  - a. Observing the needs of partners and matching them with the fields of management, creativity, and critical thinking of a leader (thought leadership).
  - b. Developing the core of the program: providing solutions to partner problems.
  - c. Design training program proposals and curricula (description and program objectives)
  - d. Develop training materials.
  - e. Determine the field technical team.
  - f. Determine sources.
  - g. Determine target partners (Sarampad Elementary School in Jamaras Village, Cugenang District, Cianjur)
  - h. Determine the number of participants: 9 teachers and 172 students at SDN Sarampad in Jamaras Village, Kec. Cugenang, Cianjur.
  - i. Determine the activity timeline (date, time, and place of training)
  - j. Develop a training budget plan.
2. Implementation of programs:
  - a. Socialization of the program to principals of SDN Sarampad in Jamaras Village, Kec. Cugenang, Cianjur
  - b. Prepare materials and equipment (musical instruments, props, physical materials to donate)
  - c. The training will be held from 12-27 December 2022
3. Evaluation of programs:
  - a. Questionnaire to teachers
  - b. Online monitorin

## RESULT AND DISCUSSION

The entire PKM ERG process at SDN Sarampad took 27 days, including Saturdays and Sundays when the team worked nonstop to create proposals, produce reports, and even print books. Regarding point 3 (Implementation of Main Activities), 172 students at SD Sarampad participated in eight activities for community service, which are as follows:

- a. **Music-related activities:** Students in grades 1, 2, 3, 4, 5, and 6 are invited to learn about music's tones and lyrical sounds.
- b. **Individual drawing expressions from students:** Grades 1, 2, and 3 are asked to depict their favorite things (as per the book Thematic: My Favorites); Grades 4,5, and 6 are asked to depict what they would like to do (according to the book Thematic: My Dreams).
- c. **Student self-expression through singing groups:** Young people are asked to do inventive movements while singing the national anthem.
- d. **Inter-class collaboration fosters a sense of community among students.** Students are split into two large groups, representing grades 1, 2, and 3 and grades 4,5 and 6, to work on drawings and assist one another in teaching arithmetic to their respective classes.
- e. **Teacher engagement and reinforcement:** Teachers in every class give the kids a lot of encouragement. This is thought to heighten the desire for instructors to relate to one another throughout the post-quake recovery phase.
- f. **The intention is for students to reach their drawn goals, which are explained to them.** The group emphasized that every student has the right to and responsibility for pursuing their aspirations and objectives.
- g. **Parental participation as family support:**

many earthquake-affected families participated in relatedness events and offered assistance to students who were in class.

- h. **Activities are incorporated through the teaching of the flute and pianika musical instruments,** with the music teacher providing usage examples.

Specifically, the fulfillment of ERG activities can be seen below:

1. **Existence:** The physical supports have been distributed to SDN Sarampad From December 15 to December 23, 2022. The physical support are divided into three instruments:
  - a. Individual students: package of stationary, bags, pianika, flute, small chairs, etc.
  - b. Teachers: package of stationary, bags, calculator and few flute and pianika.
  - c. School: tarp, whiteboard, stationaryThis is the proof of existence activities:



Figure 3. Existence Activities at SDN Sarampad

2. **Relatedness:** the 8 activities were including students, teachers, and parents to stay connected after the earthquake. The details of relatedness activities can be seen on the Figure 4.



Figure 4. Relatedness Activities at SDN Sarampad



**Figure 2.** The Proofs of Eight Activies at SDN Sarampad

**3. Growth:** the music for healing activities and learning without gadget can be a growing mindset and soul activities for teachers. Students can play pianica to increase their music abilities after the earthquake. The details of growth activities can be seen below:

Therefore, the activities are continue to be monitored, the following picture was the proof of the effectiveness of the program. Students can learn again and improve their ability in music in the future.



**Figure 5.** Growth Activities at SDN Sarampad



**Figure 6.** The evaluation of ERG Program at SDN Sarampad

As the feedback or evaluation, the students and teachers were really happy with the ERG activities. The questionnaires were distributed on the spot and mostly gave the point of "Very Helpful", and none gave the term of "unhelpful".

## **CONCLUSION AND RECOMMENDATION**

There are some conclusions of the ERG activities at SDN Sarampad:

1. The whole activities of ERG (Existence, Relatedness and Growth) were successfully

1. held at SDN Sarampad especially from planning, implementation, and evaluation. As for the planning, it has begun from December 2, 2022 to December 14, 2022, and implementation has been held on December 15, 16, and 23, 2022. The evaluation of the program has been held from December 19 until now (December 28, 2022).
  2. One of the outputs is this journal and YouTube videos reports.
  3. The book and HAKI are still in progress.
  4. The process of monitoring will be held in the long run to SDN Sarampad.
- However, there are some limitations of the study such as limitation of time and object of the study (only one school). Therefore, some recommendation might be as follow:
1. To continue these activities, especially monitoring, in the long run, to get in touch with the students and teachers in the future.
  2. To create English classes to all grades and classes to achieve a growth mindset for the school.
  3. If there is another budget in the future, we will improve the ERG activities in many schools in Cianjur.

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