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Effectiveness of Health Education Using Audiovisual Media on Psychomotor Ability to Wash Hands in Children with Special Needs

Novia Nazirun[1*], Merlina Sari[2]
[1]Universitas Islam Riau, l. Kaharuddin Nst No.113, Simpang Tiga, Kec. Bukit Raya, Kota Pekanbaru, Riau 28284 Indonesia
*E-mail: novianz@edu.uir.ac.id

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Abstract

This study aims to determine the effectiveness of health education using audiovisual media on the psychomotor ability of hand washing in children (with mental retardation). Children with special needs need special care and get a subject called self-development. Children are taught healthy living behaviors. This study used an experimental method with a one-group pre-test and post-test approach consisting of one intervention group. The sampling technique uses a total sampling technique: as many as 25 children were selected in the intervention class. Data analysis using the Wilcoxon Signed Rank test. The results of this study: 1) The level of psychomotor ability to wash hands before being given audiovisual media to children with special needs (Tunagrahita) at SLB Pelita Nusa in Pekanbaru 68% Incapable, 2) The level of psychomotor ability to wash hands after being given audiovisual media to children with special needs (Tunagrahita) at SLB Pelita Nusa in Pekanbaru increased to Independent with 80% of respondents, 3) Audiovisual media learning is effective for improving psychomotor handwashing skills in children with special needs (Tunagrahita) at SLB Pelita Nusa in Pekanbaru, Riau. Based on the study's results, it can be concluded that audiovisual media effectively improves the psychomotor ability of hand washing in children with special needs (Tunagrahita) at SLB Pelita Nusa in Pekanbaru, Riau.

✉ Alamat korespondensi: Jl. Kaharuddin Nst No.113, Simpang Tiga, Kec. Bukit Raya, Kota Pekanbaru
E-mail : novianz@edu.uir.ac.id

INTRODUCTION

Health development in Indonesia is part of national development which aims to increase awareness, willingness, and ability to live a healthy life for everyone to realize the highest degree of public health to achieve a strong country. This public health degree can be recognized, one of which is the Clean and Healthy Living Behavior (PHBS) program. Infections that occur while in a healthcare environment, known as Healthcare-Associated Infections or HAIs, have become a problem for hospitals worldwide because they have become a fairly high cause of death (Wahono et al., 2021).

The number of children with mental disabilities in the world is estimated to be between 1-8% of the total population, while in Indonesia it is estimated that the prevalence rate of children with mental disabilities is 3%. This figure is strengthened by statistical data that shows that in Indonesia, there are 1,750,000-5,250,000 children with mental disabilities. In addition, out of 33 provinces, 14 provinces have a high prevalence of children with mental disabilities, one of which is East Java province which is in second place. The majority of children with mental disabilities in several districts in East Java Province is fairly high and is recorded at 125,190 people.

A child with a mental impairment is a child who has a disorder in his level of intelligence. The special characteristics of a mentally impaired child that distinguish it from other children of his age can be physically visible, which includes a wide face, thick or cleft lips, a gaping mouth open, and a tongue usually sticking out. In addition, children with mental disabilities also experience difficulties in caring for themselves, difficulties in socializing with the surrounding environment, as well as limitations in sensory and movement. Another problem faced by children with mental disabilities is at school age when they are unable to follow lessons properly (Zakarya et al., 2016). Children with special needs are born with special needs that differ from humans, so they need special services. A person with intelligence barriers has confirmed that he is mentally impaired. Children with mental disabilities tend to care less about their environment in the family and the surrounding environment. Society, in general, recognizes cognitive impairment as mentally retarded or mentally retarded or idiotic (SARI et al., 2017).

Mental impairment is a condition in children whose intelligence is below average are characterized by limited intelligence and inadequacy of social communication. Learning methods in children with mental disabilities must be by their ability to learn effectively. The method used in improving the skills of children with mental disabilities certainly uses entertaining learning methods (Ahmad, 2018). To understand mentally impaired or mentally disabled children, it is better first to understand the concept of Mental Age (MA). Mental age is a mental ability possessed by a child at a certain age. For example, a child who has six years of age will have capabilities

that are commensurate with the abilities of a typical six-year-old. This means that a six-year-old child will have a six-year MA. If a child has an MA higher than his age (Chronology Age), then the child has above-average mental abilities or intelligence (Princess, 2021).

Equalization of the right to provide equal education for normal students and students with mental disabilities will minimize the gap in educational participation rates for students with mental disabilities. Students with special needs with mental disabilities have different characteristics from one student to another. These students have developmental and special disorders in the provision of services, both in their care and learning, and must apply various strategies and methods by adjusting their conditions of students (Datul Ishmi, 2021). Mentally disabled children have a low level of intelligence compared to normal children in general, have obstacles in adjusting to their environment, are less able to think abstractly, and are incapable of everything, one of which is in self-care independently (Irdamurni, 2018). One of the self-care coaching efforts that can be done in mentally disabled children is hand washing. Handwashing is a problem in the self-care ability of mentally disabled children (Zakarya et al., 2016).

Disease prevention efforts can be done by washing hands with soap. Our two hands are the main pathways for disease germs to enter the body because the hands are the limbs most often directly related to the nose and mouth. Diseases generally arise from germed hands, so it is necessary to wash hands. Washing hands using soap and clean water can eliminate or reduce microorganisms that stick to the hands. Hands passed without soap will still leave germs and microorganisms (Rismawanti et al., 2016).

Handwashing with Soap (CTPS) is one of the sanitary measures of cleaning hands and fingers using water and soap to be clean and is also one of the efforts to prevent disease. washing hands with soap is one of the most effective ways to prevent diarrheal diseases and ARI, both of which are the leading causes of child death. Every year, as many as 3.5 million children worldwide die before age five from diarrheal diseases and ARI (Itsna et al., 2018). Handwashing using soap (CTPS) and running water by applying six steps of handwashing movements for 20 seconds is a mandatory habit (Af et al., 2022). Knowledge of handwashing with soap (CTPS) in children is very important, so the good health education is needed. Health education with audiovisual media will increase knowledge of handwashing with soap because children can hear and see firsthand handwashing with soap properly and correctly. The habit of Indonesians washing their hands with soap is still relatively low; the indication can be seen in the high prevalence of diarrheal diseases (Saputri & Suryati, 2019).

Video media is learning in the form of moving images that are projected with a projector or computer so that the image looks alive. Videos can be seen and heard to provide information, teach skills, make it easier to understand less clear concepts, and others

(Ramdani, 2020). Video media is in great demand among children, most children are interested in viewing videos or watching moving pictures on cellphone screens, laptops, and TVs.

Through the video of the steps to wash hands, students are expected to be able to focus on learning and be able to practice hand washing. Therefore, an appropriate technique and method are needed to improve children's independence in washing their hands. With effective and interesting learning methods, it is hoped that students will be motivated to learn and can help improve knowledge and practice by providing health education with audiovisual media.

According to the Ministry of Health of the Republic of Indonesia and WHO, nutritional status is a condition caused by a balance between the intake of nutrients from food and the nutritional needs needed by the body for metabolism. Nutritional status is a measure of success in fulfilling nutrition for a child indicated by the child's weight and height (Dewi & Sarbini, 2010). Nutritional status is the health status produced by balancing nutrient needs and inputs. Children are one of the assets of human resources in the future that need special attention. The improvement and improvement of children's quality of life is one of the important efforts for the survival of a nation. The quality of life of children can be seen in their health through a state of good nutritional status and is one of the indicators of development. Nutritional status measures success in fulfilling nutrition for children (Pahlevi, 2012).

Nutritional status assessment can be divided into two, namely direct nutritional status assessment and indirect nutritional status assessment. Nutritional status assessment is divided into several groups: anthropometry, clinical, biochemical, and biophysical. Indirect assessment of nutritional status includes food consumption surveys, vital statistics, and ecological factors. Among all the ways of assessing nutritional status, anthropometric measurements are relatively easy to implement. Body Mass Index (BMI) is the most common measuring instrument used to define the weight status of children, adolescents, and adults. There are four categories of BMI for children: underweight, normal, overweight, and obesity (Sartika, 2010).

Mentally disabled children have various health problems, one of which is self-care; in self-care, there are aspects of handwashing that are important to prevent various diseases. An interesting method, it can help provide health education in supporting the material so it can be delivered properly. This study aims to determine the effectiveness of health education using audiovisual media on the psychomotor ability of hand washing in children (with mental retardation). Children with special needs need special care and get a special subject called self-development; children are taught healthy living behaviors.

METHODS

The research design used in this study was to use a pre-experimental type

experimental research design with a pre-test post-test group design approach, namely a research design that did not use a comparison group (control) but carried out the first observation (pre-test), which allowed testing changes that occurred after the experiment (treatment) (Zakarya et al., 2016; Ramadan & Juniarti, 2020).

A population is a generalized area consisting of objects or subjects with certain qualities and characteristics determined by the researcher to be studied and then drawn conclusions. The population in this study was children with special needs (mentally impaired) at the Pelita Nusa Pekanbaru Extraordinary School, which numbered 90 children. The total number was divided into three classes, but for those who were respondents to the study, only in the integrated intervention class, which numbered 30 children. A sample is part of the number and characteristics possessed by that population. When the population is large, researchers are unlikely to study everything in the population, and the sample in this study was 25 children.

Data analysis used a univariate nail and a bivariate analysis. This study analyzed the success rate of washing hands before and after being given audiovisual media. All the characteristics of respondents in this study include gender, age, religion, class, and variables of handwashing success in mentally disabled children. The variables that will be analyzed in this study are the ability to self-isolate pre-test and post-test handwashing, where these variables include ordinal data. This analysis uses non-parametric tests because the type of measurement scale uses ordinal data. Ordinal data is expressed in categories, but the position of the data is not equal in degree because it is expressed in a ranking scale. Ordinal data were obtained from pre-tests and post-tests of handwashing self-sufficiency abilities categorized as incapable, able with assistance, and capable without assistance.

FINDINGS AND DISCUSSION

Findings

The research used in this study used a pre-experimental type experimental research design with a pre-test post-test one-group design approach, namely a research design that did not use a comparison group (control). However, a first observation (pre-test) was carried out, allowing testing changes that occurred after the experiment (treatment).

Identifying the Level of Psychomotor Ability to Wash Hands before Being Given Audiovisual Media to Children with Special Needs (Tunarahita) at SLB Pelita Nusa Pekanbaru

The study results on the ability of 30 respondents given audiovisual media psychomotor ability to wash their hands in children with special needs (Tunarahita).

Table 1. Results of Research on 25 Respondents before being given Audiovisual Media

Handwashing Psychomotor Ability Level	Frequency	Presentation (%)
Incapable	17	68 %
Able with Help	5	20 %

Self-sufficient	3	12 %
Total	**25**	**100 %**

Based on table 1, it can be seen that the level of psychomotor ability to wash hands in Children with Special Needs (Tunagrahita) at SLB Pelita Nusa in Pekanbaru, Riau, before being given audiovisual media where the results of the 25 respondents were the highest percentage, namely in underprivileged students totaling 17 respondents (68%) and the lowest percentage results at the independent level amounted to 3 respondents (12%).

Identifying Changes in the Level of Psychomotor Ability to Wash Hands after being given Audiovisual Media to Children with Special Needs (Tunarahita) at SLB Pelita Nusa Pekanbaru

The study results on the ability of 30 respondents after being given audiovisual media on the psychomotor ability of hand washing in children with special needs (Tunagrahita).

Table 2. Results of Research on 25 Respondents after being given Audiovisual Media

Handwashing Psychomotor Ability Level	**Frequency**	**Presentation (%)**
Incapable	2	8 %
Able with Help	3	12 %
Self-sufficient	20	80 %
Total	**25**	**100 %**

Based on table 2, it can be seen that the level of psychomotor ability to wash hands in Children with Special Needs (Tunagrahita) at SLB Pelita Nusa in Pekanbaru, Riau, after being given audiovisual media where the results of 25 respondents the highest percentage, namely in students who were unable to reduce to 2 respondents (8%) and the percentage results at the self-serving level rose to 20 respondents (80%).

Analyzing the effectiveness of audiovisual media on the Level of Psychomotor Ability to Wash Hands in Children with Special Needs (Tunagrahita) at SLB Pelita Nusa Pekanbaru

The following are the results of identifying audiovisual media's effectiveness on hand washing's psychomotor ability in children with special needs (Tunagrahita) at SLB Pelita Nusa in Pekanbaru, Riau.

Table 3. Results of Identification of the Effectiveness of Audiovisual Media on the Level of Psychomotor Ability to Wash Hands in Children

	Incapable	Able with Help	Can	Total	Sig (2-tried)

	F	%	F	%	F	%	%	
PreTest (n-30)	17	68%	5	20%	3	12%	100%	0.000
PostTest (n-30)	2	8%	3	12%	20	80%	100%	

Based on table 3, it can be seen that most of the children with a score of 20 respondents (80%) and a small number of children with a capable score at the time of the pre-test were three respondents (12%), which means that there was an increase in the psychomotor ability of hand washing in respondents. The results of the Wilcoxon statistical test found that the sig result (0.000), because the p-value < 0.05, then statistically H1 was accepted, which means that audiovisual media learning is effective for improving the psychomotor ability of hand washing in children with special needs (Tunagrahita) at SLB Pelita Nusa in Pekanbaru, Riau.

Discussion

The discussion in this study is presented in the form of a narrative based on the results of data collection with a questionnaire checklist and observations of respondents, so the researcher will discuss the influence of audiovisual media on improving the ability of psychomotor hand washing in children with special needs (Tunagrahita) at SLB Pelita Nusa in Pekanbaru, Riau.

Level of Psychomotor Ability to Wash Hands before Being Given Audiovisual Media to Children with Special Needs (Tunagrahita) at SLB Pelita Nusa Pekanbaru

The results showed that the psychomotor ability of hand washing in Children with Special Needs (Tunagrahita) at SLB Pelita Nusa in Pekanbaru before being given audiovisual media was mostly Incapable, as evidenced in table 1 there were 17 respondents (68%).

Researchers argue that a child's inability to wash their hands can be due to a lack of learning and exercise. According to previous research (Rizky, 2017), interesting and fun learning strategies in schools will better help children understand the material. Researchers argue that a child's good level of knowledge will also support their ability in an activity. According to the theory (Neli et al., 2020), a child who is often exposed and often given exercise can affect the ability to absorb an activity so that his ability to remember the form of activity will also be even better.

Children with special needs need special treatment because of developmental disorders and abnormalities experienced by children. Related to the term disability, children with special needs with mental disabilities are children who have limitations in one of several abilities, both physical, mental, emotional, and social, and have obstacles in thinking, experience slowness in language development, and limitations in motor skills, their attention

is easily switched so that academic abilities are very lacking and slow to do activities in daily life, so in everyday life still, need intensive help from outside because the self-care ability is still low.

Children who experience limitations or discharges, whether physical, mental-intellectual, social, or emotional, significantly affect their growth or development processes compared to other children the same age as them (Desningrum, 2007; Ramadan & Ningrum, 2019). The habit of washing hands regularly needs to be trained in children because if they are used to it, children will remember to wash their hands, such as before eating, after playing, after defecation, and others. Therefore, washing hands is necessary because it provides excellent benefits in preventing various diseases such as diarrhea, ARI, dysentery, intestinal worm skin, and others (Rangga Tanari et al., 2020).

In addition, according to the theory (Al island & Nugroho, 2015; Ramadan et al., 2020), Children of mental retardation have many limitations, the first being physical limitations such as lack of coordination, gross and fine motor movements that have not been maximized, lack of sensitivity and physical abnormalities in the hands. Moreover, mentally disabled children also have cognitive limitations, namely weak memory, sequencing ability, ability to apply, and the ability to receive lessons. This theory was proven when researchers found difficulties in respondents when washing hands because in doing hand washing, it is necessary to remember the steps of hand washing and proper coordination of hand movements.

From some of the theories explained above, many limitations in mentally disabled children affect their ability to carry out their daily activities, including washing their hands. Therefore, researchers argue that to improve the ability to handwash independence in respondents, a learning strategy that is fun, interesting, and easy to understand by respondents is needed so that researchers provide alternative solutions to provide audiovisual media methods about handwashing to respondents.

Level of Psychomotor Ability to Wash Hands after being given Audiovisual Media to Children with Special Needs (Tunagrahita) at SLB Pelita Nusa Pekanbaru

The results showed the psychomotor ability to wash hands in children with special needs (Tunagrahita) at SLB Pelita Nusa in Pekanbaru after being given audiovisual media, mostly independent, as evidenced in table 2 there were 20 respondents (80%). From the researchers' observations, respondents were very interested in the handwashing videos provided so that children could focus on the videos and understand each content of the videos.

Researchers argue that an educator's role influences the increase in respondents' ability to handwash. According to (Zein, 2016), the role of the teacher is to assist students in overcoming difficulties during the learning process in addition to maintaining, directing, and guiding students to grow and develop according to their potential.

In the process of effective learning, teachers or educators also play a role in the selection of learning strategies and methods. In the video media modeling method, there is an element of practice in the learning process, the teacher as an instructor who gives examples or demonstrates handwashing movements followed by respondents and carried out repeatedly. According to (Adiputra et al., 2021), exercise is the improvement of potential by repeating a certain activity and habituation in the process, which can produce unnoticed, fast, and precise actions.

In addition to the role of educators or teachers, some factors that can affect learning are intelligence, motivation, family circumstances, teaching methods, learning media, environment, and training opportunities (Darim, 2020; Iskandar & Ramadan, 2019)According to research by Dari (Irdamurni, 2018), the exercise method using learning videos can improve handwashing skills for mentally disabled students.

So the strategy of using learning methods in mentally disabled children using audiovisual media and assisted by the role of a teacher is likely to be appropriate because, with the existence of interesting methods and the role of a teacher as a facilitator, respondents can concentrate more on the learning process. Health education is all efforts to help achieve an optimal degree of health. Hand washing is the activity of cleaning dirt that adheres to the skin using soap and running water. Health education can also be provided through audiovisual methods, using video, where children can see and hear, to demonstrate what has been obtained (Rahmawati et al., 2016).

Changes before and after being given Audiovisual Media to Children with Special Needs (Tunagrahita) at SLB Pelita Nusa Pekanbaru

Based on table 3, it can be seen that the results of the analysis using software (SPSS 22) with the Wilcoxon test show the results of Sig (0.000) or $p \leq 0.05$ so that H1 is accepted and H0 is rejected, which means learning audiovisual media to improve the psychomotor ability to wash hands in children with special needs (Tunagrahita) at SLB Pelita Nusa in Pekanbaru, it is proven that most of the children with a score of 20 respondents (80%) and a small number of children Able to at the time of the pre-test there were three respondents (12%) which means that there was an increase in the psychomotor ability of hand washing in respondents.

The video teaches children through audiovisual media so that it can stimulate children to be able to focus and improve cognitive, psychomotor, and affective abilities in children. This is also in accordance with (Rejeki et al., 2020) that the use of learning media appropriately, will help students in absorbing the material presented and improve learning performance. Learning media is a forum and teaching material that the speaker will deliver. The goal is to achieve an effective and efficient learning process.

This study showed improved psychomotor ability to handwash all respondents, recorded in the Wilcoxon Positive Ranks 22 test. The value of the

psychomotor ability to handwash in respondents is likely to be influenced by parental parenting at home. This is reinforced by a study (Zumantara, 2016) entitled "The Relationship of Parental Parenting to the Ability of Children with Mild Mental Impairment to Wash Their Hands" that the role of parents for children with special needs is very important because it can develop children's abilities. Parenting will indirectly affect children's habits at home and school, one of which is the habit of washing hands.

From the various theories above that are likely to influence the occurrence of changes in the psychomotor ability to wash hands before and after being given audiovisual media to children with special needs (Tunagrahita) at SLB Pelita Nusa in Pekanbaru, students with mild mental retardation there are various factors such as mental and physical limitations, length of schooling, age characteristics of respondents, selection of learning strategies and the role of teachers and parents in guiding mentally retarded children to helping to improve their abilities so that they can one day live independently and not rely on the help of others.

There are limitations of intellectual intelligence, even sometimes physical and emotional, which cause the length of the learning process or guidance that must be given. Children with special needs with mental disabilities also need attention in Clean and Healthy Living Behavior, where hand washing activities are the simplest activities but can prevent the transmission of infectious diseases. Overcoming the problem of self-care learning with Clean Behavior and Healthy Living, especially washing hands with soap in children with mental impairment (Suharsono et al., 2017).

CONCLUSION

The conclusion of the study shows that: 1) The level of psychomotor ability to wash hands before being given audiovisual media to children with special needs (Tunagrahita) at SLB Pelita Nusa in Pekanbaru, most of them are Incapable, 2) The level of psychomotor ability to wash hands before being given audiovisual media to children with special needs (Tunagrahita) at SLB Pelita Nusa in Pekanbaru, most of them are able or Independent, 3) Audiovisual media learning is effective for improving psychomotor handwashing skills in children with special needs (Tunagrahita) at SLB Pelita Nusa in Pekanbaru, Riau.

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