

EFFECTIVENESS OF EDUCATION TO INCREASE KNOWLEDGE ABOUT WORMS WITH ROLE-PLAY METHODS FOR PREVENTING STUNTING IN ELEMENTARY SCHOOL STUDENTS IN PADANGLAMPE, INDONESIA

Arman¹, Wa Ode Sri Asnaniar², Sumiaty³

¹Faculty of Public Health, Universitas Muslim Indonesia, Indonesia (arman.arman@umi.ac.id)

²Faculty of Public Health, Universitas of Muslim Indonesia, (waode.sriasnaniar@umi.ac.id)

³Faculty of Public Health, Universitas of Muslim Indonesia, Indonesia (sumiaty.sumiaty@umi.ac.id)

BACKGROUND :

Worm infection is the entry of parasites in the form of worms into the human body. This infection causes a decrease in the nutritional status, body resistance, intelligence, and productivity of children. The study aimed to analyze the effectiveness of knowledge about worms with the role-play method in preventing stunting in elementary school students in Padanglampe.

METHOD :

Type of quasi-experimental research using a comparison group (control). The experimental group was given education on role-play models (playing snakes and ladders), and the control group was given education with brochure media. The population was students of SDN No. 13 Padanglampe Village, and the sample in this study was 30 students in Grade 4 of Elementary School. The sampling technique was purposeful sampling. Data collection used a questionnaire. Pre and post-tests were carried out. Data analysis used a paired t-test.

RESULTS & DISCUSSION:

The results of the study showed that the average increase in student knowledge using the role-play method (snakes and ladders) was 7.73 points, while the average increase in student knowledge using the brochure method was 3.53 points. Changes in knowledge about worms with the role-play method (snakes and ladders) and brochures in preventing stunting in students with a sig. (2-tailed) of 0.000 < 0.05. The Snakes and Ladders media proved to be more effective in increasing the knowledge scores of elementary school students about preventing worms; this can occur due to the nature of elementary school children in the intellectual period or the school harmony period.

CONCLUSION : Students' knowledge about worms before and after being given intervention using role-play media (snakes and ladders) is more effective than the brochure media.

KEYWORDS : Education; Knowledge; Role-Play; Stunting