

Development of PeCiKu TAHeS Educational Media (Hand Washing Habits and Short Nails for Great and Healthy Children) to Increase Knowledge and Attitudes to Prevent Covid 19 at Tanjungsari 2 Elementary School, Blitar City

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Abstract

Promotion of healthy lifestyle habits of washing hands and short nails in pre-children at Tanjungsari 2 Elementary School is one form of prevention against deviant attitudes and lifestyles. This study used the Pre-Experimental method: The One Group Pretest-Posttest Design. The research subjects consisted of 60 elementary school students in grades 3 and 4 divided into groups of 5 students each as users of the APE Educational Media PeCiKu TAHeS and 30 parents/guardians/teachers, 1 psychologist as an assessor of Educational Media Educational Game Tools PeCiKu TAHeS at Tanjungsari 2 Elementary School Blitar City. The research object was the effectiveness of PeCiKu TAHeS Educational Game Tool (APE) in increasing the hand washing habits and short nails. Collecting data by giving questionnaires before and after being given treatment to measure the hand washing habits and short nails. and a media assessment checklist for media eligibility. The results of the paired sample t-test showed that $p = 0.000$ (because $p < \alpha$) then H_0 was rejected and H_a was accepted, so there was a significant difference in the hand washing habits and short nails before and after being given an intervention in the form of simulation games with PeCiKu TAHeS Educational Game Tool (APE), so it could be concluded that PeCiKu TAHeS Educational Game Tool (APE) was feasible and effective in increasing the habit of washing hands and short nails in schoolchild.

Keywords: Elementary school students, Hand washing habits and short nails, APE PeCiKu TAHeS

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1. INTRODUCTION

Promotion of healthy behavior, the habit of washing hands and short nails is one form of prevention against the risk of disease transmission.

The main mode of transmission of the Covid-19 virus is through person to person through respiratory droplets. Some of these droplets land on the surface and last several days. Some remain suspended in the air for hours. Some may land on the carrier and begin the process without being seen. The droplets can reach about 1 (one) meter, if the cough is

strong and the prevention methods include washing hands, keeping a distance, wearing a mask.

Subjective data prior to the Covid 19 Pandemic on Tuesday, November 12, 2019, from the statement by the Head of the Public Health Division of the Blitar City Health Service to researchers, he made observations at the time in the canteen at SDN Tanjungsari 2, Blitar City, where more than 30 children had snacks and eat in the canteen without washing your hands first.

This research is also a continuation in the context of translating in the form of making educational media from the My Health Report Book, a health information book for SD/MI students at the Ministry of Health of the Republic of Indonesia in 2015, in the book there is a message "Always wash your hands with soap and clean running water, how to wash hands with soap and keep nails short. This book is a reference for children throughout Indonesia to be applied to SD/MI. Because books are reading and children's characters tend to give cognitive messages to children, a game development media is needed to convey messages in the book. Therefore, the researchers developed educational media for the PeCiKu TAHeS simulation game (Habiting for Handwashing and Short Nails for Great and Healthy Children) as a means of playing using the snake and ladder game. This game will be used in groups in the form of simulations (affective, psychomotor), answering questions about hand washing and short nails (cognitive) and attitude statements in the habit of washing hands and short nails (affective). This game is done with some children as players or as pawns, and some act as facilitators. The advantage of this educational media is that health messages are presented in the form of a snake and ladder game which is relatively easy and is known to most elementary school children. It is expected that social interaction and positive interdependence will occur in each participant, and can encourage participants to be more actively involved in the learning process. (Mulyani, 2013)

Learning with the discussion method that is not dominated by the teacher, students can remember 50%, if learning is accompanied by doing an activity, 75% can remember. Practice learning by teaching, able to remember 90%. (Warsono, 2013).

2. RESEARCH METHODS

The first stage in this research uses the Research and Development method. According to Sugiyono (2013), that research and development methods are methods used to produce certain

products and test the effectiveness of these products. The products developed in this study are educational media products (simulation game PeCiKu TAHeS Game (Tangga Anak Great and Healthy)), including: development of educational media products and testing the effectiveness of these products to achieve an increase in healthy behavior, hand washing habits and short nails in elementary school children. Tanjungsasi 2 Blitar City.

In the second stage, the difference between the dependent variables was tested before and after the intervention was given by using the paired sample t-test statistic test.

Paired samples t-test was used to test the comparison of two paired samples in non-parametric testing with the condition that the data scale was ordinal and the data distribution was not normal. The error rate (α) = 0.05 (5%), with hypothesis testing criteria, namely, if the value of $p < \alpha$, H_0 is rejected, it means that there is a significant difference, and if the value of $p \geq \alpha$, H_0 is accepted, it means that there is no significant difference mean.

3. RESULTS

Research and Development of Education media of TAHeS simulation game : Respondent General Data

3.1. Tabel 1.1 Respondent Age.

No	Respondent Age	Frequency (N)	Procentage (%)
1	7 years	10	16
2	8 years	8	13
3.	9 years	8	13
4.	10 years	34	58
	Total	60	100

From the table above it is known that more than 42% is 10 Years

3.2. Tabel 1.2 habit of washing hands

No	Menstruation / wet dream	Frequency (N)	Procentage (%)
1	yes	59	98
2	No	1	2
	Jumlah	60	100

From the table above it is known that more than 98% are usually wash their hands

3.3. Tabel 1.3 The frequency of washing hands in one day

No	Age	Frequency (N)	Procentage (%)
1	Less than 3times	54	90
2	3 times every meal	6	10
		60	100

From the table above it is known that more than 90% washing their hands less than 3 times a day

3.4. Tabel 1.4 Habbit to start washing hands

No	What have been done	Frequency (N)	Procentage (%)
1	From child	26	43
2	from school	11	18
3	Asked by teachers	10	17
4	Last 2 years	3	5
5	Last 1 year	10	17
		60	100

From the table above it is known that 43% start to wash their hands from child.

3.5. Tabel 1.5 Nail short habbit

No	Activity	Frekuensi (N)	Persentase (%)
1	Short nail	46	77
2	Long nail	14	23
		60	100

From the table above it is known that 58% have cut the nail every long nail.

3.6. Tabel 1.6 Time to cut the nail

No	Activities	Frequency (N)	Percentage (%)
1	Every long nail	35	58

2	Since long nail	25	42
		60	100

From the table above it is known that 58% have cut the nail every long nail.

No	Activities	Frequency (N)	Procentage (%)
1	Since child	48	80
2	Since School	7	12
3	2 years later	5	8
		60	100

From the table above it is know that 80% has cut the nails.

3.7. Tabel 1.8 Family gives facilitation to wash hands

No	Activities	Frequency (N)	Procentage (%)
1	facilitate	39	65
2	Do not facilitate	21	35
		60	100

From the table above it is known that 65% family give facilitation place to wash hands

3.8. Tabel 1.9 Using special place to wash hands

No	Activities	Frequency (N)	Procentage (%)
1	Always	36	60
2	sometimes	14	23
	seldom	4	7
		6	10
		60	100

From the table above it is known that 65%family use special place towash hands in school. Special Data

Assessment of knowledge and attitudes towards the habit of washing hands and short nails in the context of preventing the transmission of Covid 19 at Tanjungsari 2 Public Elementary School Blitar City was carried out by giving questionnaires before and after doing

the PeCiKu TAHeS simulation game, namely by providing educational treatment to 60 students and giving pre and post questions. test.

The researcher's hypothesis used a paired sample t-test with a computer program.

Tabel 1.11 Normality Test

T-Test		Paired Samples Statistics			
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test	17.9000	60	1.99746	.25787
	Post-Test	20.7667	60	1.56624	.20220

Paired Samples Correlations

T-Test		Paired Samples Statistics		
		N	Correlation	Std. Error Mean
Pair 1	Pre-Test	60	-.203	.121
	Post-Test	60		

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pre Test - Post Test	-2.86667	2.77682	.35849	-3.58400	-2.14934	-7.997	59	.000

The results of the paired sample t-test are known that $p = 0.000$ (because $p < \alpha$) then H_0 is rejected and H_a is accepted which means there is a significant difference between knowledge and attitudes towards the habit of washing hands and short nails in order to prevent the transmission of Covid 19 in State Elementary Schools Tanjungsari 2 Blitar City before and after the intervention was given in the form of a simulation game with the PeCiKu TAHeS Educational Game Tool (Habitat Washing Hands and Short Nails for Great and Healthy Children)

TAHeS Media Product Ratings

The assessment is carried out by the psychological institution Blue, which is a non-governmental organization, independent, non-political and not under the auspices of government agencies and other institutions.

The assessment was carried out 2 times in each trial, with the categorization of scores of 3 Eligible, 2 Fairly Eligible, and 1 less feasible, the following results were obtained:

1. Trial Results 1

Table 1.12. Assessment of aspects of message content and learning

No	Aspek yang dinilai			
		3	2	1
1	Kualitas isipesan/ materi dalam media edukasi			
	1) Sesuai tujuan pembelajaran	√		
	2) Lengkap dengan ide	√		
	3) Kebenaran materi		√	
	4) Mudah untuk dipahami		√	
	5) Sistematis, sesuai alur logika dan jelas	√		
	6) Menyentuh perasaan (emosi)		√	
	7) Sesuai perkembangan jiwa sasaran	√		
	8) Menimbulkan daya tarik sasaran	√		
	9) Mendorong sasaran untuk bertindak		√	
2	Kualitas pembelajaran Sasaran Edukasi			
	1) Merangsang timbulnya partisipasi dalam belajar	√		
	2) Merangsang tumbuhnya kerjasama dalam belajar		√	
	3) Menimbulkan saling ketergantungan positif dalam belajar	√		
	4) Merasa lebih bergairah dan bersemangat untuk belajar	√		
	5) Lebih fleksibel dalam mencapai tujuan belajar	√		
	6) Media lebih interaktif	√		
	7) Mendapatkan sumber belajar lebih memadai		√	
	8) Mudah dalam melaksanakan proses belajar	√		
	9) Pembelajaran berpusat pada sasaran edukasi	√		
	10) Evaluasi belajar mengacu pada tujuan pembelajaran		√	
	11) Memberi umpan balik terhadap hasil evaluasi		√	

Based on table 1.12 Assessment of message content and learning aspects in trial 1 (one) there are still 8 assessment items or 40% which are declared quite feasible.

Table 1.13 Assessment of aspects of graphic engineering

No	Aspek yang dinilai			
		3	2	1
	Kualitas Rekayasa Grafika			
1	Komunikatif			
	1) Visualisasi mudah diterima sasaran edukasi		√	
	2) Pesan yang disampaikan mendalam		√	
	3) Ikon, gambar dan elemen visual diminati sasaran		√	
	4) Pesan visual mudah dipahami dan nyaman dilihat	√		
	5) Pesan visual sederhana dan menarik	√		
2	Kreatif			
	1) Visualisasi disajikan secara unik dan menarik	√		
	2) Objek, warna, huruf, dan <i>layout</i> original		√	
	3) Pesan disusun secara sistematis		√	
	4) Susunan tata letak navigasi luwes (fleksibel)		√	
3	Sederhana			
	1) Kejelasan isi pesan mudah diingat		√	
	2) Isi pesan dapat dipersepsi lebih komprehensif		√	
4	Kesatuan (Unity)			
	1) Bahasa visual harmonis, utuh, dan senada		√	
	2) Isi pesan bermuansa visual tematik	√		
5	Penggambaran Objek			
	1) Gambar dapat memperjelas pesan / informasi		√	
6	Kesesuaian Pemilihan Warna			
	1) Perpaduan warna harmoni		√	
	2) Menimbulkan kesan beda		√	
7	Tipografi (Font dan Susunan Huruf)			
	1) Ukuran huruf		√	
	2) Bentuk/ jenis huruf		√	
	3) Kualitas gambar	√		
	4) Ukuran gambar	√		
	5) Spasi/ ruang kosong		√	
	6) Sampul		√	
8	Tata Letak (Layout)			
	1) Penataan teks dan gambar lebih komunikatif dan efektif		√	
9	Navigasi (Ikon)			
	1) Ikon dirancang sederhana, berkarakter, dan menarik		√	

Based on table 1.13. In the assessment of aspects of graphic engineering in the 1 (one) trial, there are still 18 75% assessment items which are declared quite feasible

1. Trial Results 2

Table 1.14 Assessment of aspects of message content and learning

No	Aspek yang dinilai			
		3	2	1
1	Kualitas isipesan/ materi dalam media edukasi			
	4) Sesuai tujuan pembelajaran	√		
	5) Lengkap dengan ide	√		
	6) Kebenaran materi	√		
	7) Mudah untuk dipahami	√		
	8) Sistematis, sesuai alur logika dan jelas	√		
	9) Menyentuh perasaan (emosi)	√		
	10) Sesuai perkembangan jiwa sasaran	√		
	11) Menimbulkan daya tarik sasaran	√		
	12) Mendorong sasaran untuk bertindak	√		
2	Kualitas pembelajaran Sasaran Edukasi			
	1) Merangsang timbulnya partisipasi dalam belajar		√	
	2) Merangsang tumbuhnya kerjasama dalam belajar	√		
	3) Menimbulkan saling ketergantungan positif dalam belajar	√		
	4) Merasa lebih bergairah dan bersemangat untuk belajar	√		
	5) Lebih fleksibel dalam mencapai tujuan belajar	√		
	6) Media lebih interaktif	√		
	7) Mendapatkan sumber belajar lebih memadai	√		
	8) Mudah dalam melaksanakan proses belajar	√		
	9) Pembelajaran berpusat pada sasaran edukasi	√		
	10) Evaluasi belajar mengacu pada tujuan pembelajaran	√		
	11) Memberi umpan balik terhadap hasil evaluasi		√	

Based on table 1.14 Assessment of message content and learning aspects in the 2 (two) trial of 18 assessment items 90% was declared feasible.

Table 1.15. Assessment of aspects of graphic engineering

No	Aspek yang dinilai			
		3	2	1
	Kualitas Rekayasa Grafika			
1	Komunikatif			
	6) Visualisasi mudah diterima sasaran edukasi		√	
	7) Pesan yang disampaikan mendalam	√		
	8) Ikon, gambar dan elemen visual diminati sasaran	√		
	9) Pesan visual mudah dipahami dan nyaman dilihat	√		
	10) Pesan visual sederhana dan menarik	√		
2	Kreatif			
	5) Visualisasi disajikan secara unik dan menarik	√		
	6) Objek, warna, huruf, dan <i>layout</i> original	√		
	7) Pesan disusun secara sistematis	√		
	8) Susunan tata letak navigasi luwes (fleksibel)	√		
3	Sederhana			
	3) Kejelasan isi pesan mudah diingat	√		
	4) Isi pesan dapat dipersepsi lebih komprehensif	√		
4	Kesatuan (Unity)			
	3) Bahasa visual harmonis, utuh, dan senada	√		
	4) Isi pesan bermuansa visual tematik	√		
5	Penggambaran Objek			
	2) Gambar dapat memperjelas pesan / informasi		√	
6	Kesesuaian Pemilihan Warna			
	3) Perpaduan warna harmoni	√		
	4) Menimbulkan kesan beda	√		
7	Tipografi (Font dan Susunan Huruf)			
	b. Ukuran huruf	√		
	c. Bentuk/ jenis huruf	√		
	d. Kualitas gambar		√	
	e. Ukuran gambar	√		
	f. Spasi/ ruang kosong	√		
	g. Sampul	√		
8	Tata Letak (Layout)			
	2) Penataan teks dan gambar lebih komunikatif dan efektif	√		
9	Navigasi (Ikon)			
	2) Ikon dirancang sederhana, berkarakter, dan menarik	√		

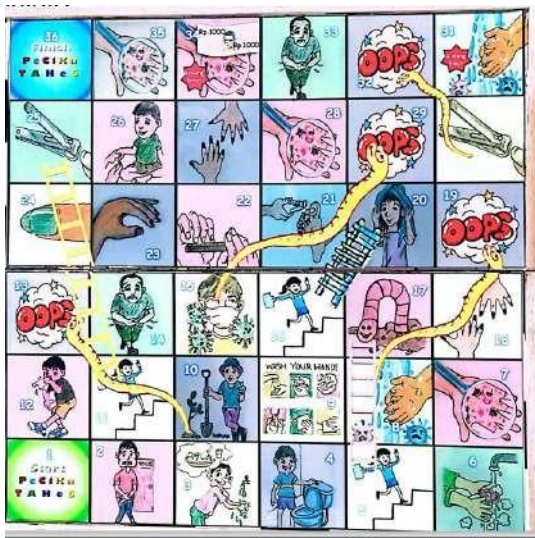
Based on table 1.15 Assessment of aspects of graphic engineering in the trial 2 (two) 21 assessment items 88% declared feasible.

The product of the TAHeS game educational media development tool in the form of a snake and ladder game picture box named PeCiKu TAHeS consists of a series of snakes and ladders containing 36 boxes and Unesco standard sizes of 15.5 Cm, x 23 Cm, Window 19x 14

Cm, with a card pocket containing a set of songs, poetry/rhymes, and other challenges for a number of players, Sticker playing 47 Cm x 47 Cm., start and end/peak no material/questions are reported with an asterisk finish in boxes number 34 and 31 to speed up the finish if the dice number exceeds the finish box. The side of the card in stages (like a diary) functions to make it easier to find sheets according to the required number.

The cover design reads the questions & instructions for PeCiKu TAHeS (Tagga, a great and healthy child, with the habit of washing hands and short nails, some examples of images of the contents of the educational media model for the PeCiKu TAHeS simulation game.

The TAHeS book which has been adapted to the contents of the material/message based on the My Health Report book Health information book for students at the SD/MI level of the Ministry of Health of the Republic of Indonesia in 2015, nine proposals for adolescent reproductive competencies from the Health Office of Blitar City in 2018.



Gb. 1. 1 Snake Ladder Tahes Display



Gb. 1. 2 Snake Ladder Tahes Box



Gb. 1.3. Gudie Book Os Tahes Snake Ladder

4. DISCUSSION

In the needs analysis stage, the researcher conducted a Focus Group Discussion (FGD) with the Head of the Public Health Division, the Head of the Promotion Section of the Blitar City Health Office, the holder of the Health Promotion program at the Sukorejo UPT Health Center, the Principal, the homeroom teacher, the class 3 and 4 homeroom representatives in elementary schools. Tanjungsari Country 2 Blitar City, Media Engineering Consultant and Bluebird Blitar Psychology Institute.

Educational Game Tool (APE) PeCiKu TAHeS (Habitat Washing Hands and Short Nails for Great and Healthy Children) uses the main reference based on the source book of my health report card, the health record book of elementary/MI students at the Ministry of Health in 2015, my report card provides lessons on preventing the occurrence sexual harassment/violence.

The Foccus Group Discussion (FGD) has also recommended that the PeCiKu TAHeS Educational Game Tool (APE) (Habitat Washing Hands and Short Nails for Great and Healthy Children) can be used for the media in order to increase knowledge of PeCiKu TAHeS (Habitat for Washing Hands and Short Nails) Great and Healthy Children's Ladder), namely:

- 1) Additional punishment when playing
- 2) Improved on electronics/IT
- 3) Good, interesting, character and effective
- 4) Become a learning media in class
- 5) Question sentences, equipped with question marks
- 6) Language is easy for students to understand
- 7) Good and suitable for learning

The Educational Game Tool (APE) for the simulation game PeCiKu TAHeS (Habitat for Washing Hands and Short Nails for Great and Healthy Children) has an impact on changes in knowledge and attitudes of Washing Hands and Short Nails.

Design of Educational Game Tool (APE) PeCiKu TAHeS (Habitat Washing Hands and Short Nails and Ladders for Great and Healthy Children) in the form of a picture sticker (patterned like a snake and ladder), game manual, dice, 4 pieces of pawn shapes with different colors, consisting of 36 squares /box match.

Media Educational Game Tool (APE) PeCiKu TAHeS (Habitat Washing Hands and Short Nails for Great and Healthy Children's Ladder) contains material books, rules of the game, 24 questions with key answers/statements and their reasons, 12 question words, and supporting cards.

Design images in plots/boxes containing illustration images that illustrate questions or instructions related to handwashing and short fingernails habituation material, images of snakes as a sign to go down to the lower square, pictures of stairs to go up consisting of 4 plots as a sign to go up to a higher and final number/plot. in the plot number 36 which is the top tile and the star box in plots number 34 and 31 indicates the end of the game, you are entitled to the first winner in the PeCiKu TAHeS simulation game.

The results of the quality assessment of the PeCiKu TAHeS Educational Game Tool (Habitat for Handwashing and Short Nails for Great and Healthy Children) were obtained from 30 respondents (teachers and parents of students who are members of the school association) who participated in the discussion process and student simulation activities on when the treatment was carried out using a checklist questionnaire (instrument attached), and the assessment was based on the results as follows:

Assessment of the PeCiKu TAHeS Educational Game Tool (APE) (Habiting for Handwashing and Short Nails for Great and Healthy Children) from the material aspect, the quality of the message/material content mostly stated that it was appropriate in all

aspects, namely according to the learning objectives, complete with ideas, material truth, easy to be understood, systematic according to logical and clear lines, touching feelings, in accordance with the development of the target's soul, causing target attraction and encouraging targets to act, namely 21-29 (70% - 97%) n=30.

Most of the assessments of the quality of learning target education assessed appropriate on the aspect of stimulating participation in learning, stimulating the growth of cooperation in learning, creating positive interdependence in learning, feeling more passionate and eager to learn, more flexible in achieving learning goals, more interactive media, getting learning resources are more adequate, easy to carry out the learning process, learning is centered on educational goals, learning evaluation refers to learning objectives and provides feedback on the evaluation results, namely 22-30 (73%-100%) n=30

The assessment of the communicative aspect of the media mostly assessed that it was feasible on the Visualization aspect that was easily accepted by educational targets, the message conveyed was deep, the image and visual icons were of interest to the target, the message was easy to understand and comfortable to see, the message was simple and interesting, namely 24-29 (80%-97%) n=30.

Most of the creative aspect assessments assessed that the visualization aspect was presented in a unique and interesting way, object warrants letters and original layouts, systematic disuse messages and flexible (flexible) navigation layouts, namely 26-30 (87%-100%) n=30.

The assessment of the simplicity aspect mostly assessed that it was appropriate in the aspect of clarity of message content and content that could be perceived as more comprehensive, namely 26-27 (87%-90%) n=30.

The assessment of the aspect of the unity of the media mostly assessed that it was appropriate for the aspect of visual language that was intact and harmonious, the content of the message with thematic visual nuances was 24-27 (80% -90%) n=30.

Teori kerucut pengalaman (Dale's Cone Experience) bahwa Alat Permainan Edukasi (APE) The assessment of the aspect of the depiction of media objects, most of them judged that the aspect of the image was able to clarify the message/information, namely 29 (97%) n=30.

The assessment on the suitability aspect of the selection of media colors mostly assessed that it was appropriate in the aspect of color harmony and creating a different impression, namely 28 (93%) n = 30.

The assessment of the typographical aspect of the media mostly assessed that it was appropriate on the aspects of font size, shape/typeface, image quality, image size, whitespace/blank space, cover, namely 21-25 (70%-93%) n=30.

The assessment of layout and image aspects is more communicative and effective, most of them judge that the arrangement of text and images is more communicative and effective, namely 21-15 (70%-93%) n=30.

The assessment of the navigation aspect of the icon is designed to be simple, characterized and attractive, most of which are worthy, namely 28 (93%) n = 30.

The principle of the PeCiKu TAHeS Educational Game Tool (APE) model (Habiting for Handwashing and Short Nails for Great and Healthy Children) as the implementation of the My Health Report book, Elementary/MI Level Student Health Information Book, the Indonesian Ministry of Health (Ministry of Health of the Republic of Indonesia 2015) using the game method which emphasizes the discussion method, answering the same questions from the facilitator who is answered repeatedly from the players according to the illustrations on the media and the same answers while playing the game and creates an impression for students that it is educational, fun, exciting, trains cohesiveness, increases brotherhood, is more lively and creates creativity, answering and listening repeatedly with questions, playing a role as a result of not washing hands and not cutting nails, conveying the opinions of the participants of PeCiKu TAHeS (Habiting Washing Hands and Short Nails for Great and Healthy Children). (Habit of

Washing Hands and Nails Pen the Great and Healthy Children's Ladder) can improve knowledge and attitudes of SD/MI students can improve knowledge and attitudes very well and can change knowledge and attitudes for the better.

PE) PeCiKu TAHeS (Habiting for Handwashing and Short Nails for Great and Healthy Children) has the experience of learning to listen repeatedly, read, see illustrations of handwashing habits, short nails, play a role as a result of not washing hands and short nails will meet the theoretical criteria cones after reading will be remembered 10%, listening will be remembered 20%, seeing pictures will be remembered 30%, involved in the discussion will be remembered 50% and role playing will be remembered 90%.

Based on the categories that will be remembered in all components of the PeCiKu TAHeS Educational Game Tool (Habitat for Washing Hands and Short Nails for Great and Healthy Children), then the habit of washing hands and short nails for SD/MI children is a habit of washing hands and short nails is a behavior that It is hoped that it can prevent the risk of transmission, especially during the Covid 19 pandemic, it will reduce the risk of Covid 19 transmission.

The PeCiKu TAHeS Educational Game Tool (APE) is one of the efforts to prevent the risk of disease transmission, especially during a pandemic that effectively prevents the risk of Covid 19 transmission.

The composition of respondents based on age shows that almost half of the respondents (41.7%) are 10 years old, 98% make the habit of washing their hands, they make the habit of washing their hands 3 times every meal (35%), starting to wash their hands, most of them have been done since childhood (43%), accustomed to having short nails (76%), cutting nails every long nail at most (58%, starting the habit of cutting nails since childhood (80%), getting hand washing facilities from family (65%), using a washing machine special hands (60%), using special hand washing facilities in schools (65%).

L. Green's theory there are several factors that influence changes 1) Predisposing, namely awareness of the importance of washing hands and short nails and the perception that it is not easy to get sick because of the habit of washing hands and short nails 2) Enabling, namely availability and the perception of inadequate hand washing facilities both at school and at home as well as the provision of nail cutting equipment 3) Reinforcing Motivation: there are regulations/recommendations for washing hands and short nails.

The positive impact of the covid 19 pandemic has also been a lot of changes made by students and the school, namely there is a predisposing factor in the form of hand washing habits both at home and at school 98% even though the frequency is still relatively low, namely washing hands more than 3 times a day 35% which should be done every time after holding

objects and going to hold food/eating and using hand washing facilities as much as 65%, enabling the availability and affordability of facilities as well as 65% and reinforcement of recommendations in the form of posters and regulations made by schools, therefore educational game tools (APE) are needed. PeCiKu TAHeS (Habitat Washing Hands and Short Nails, Great and Healthy Children's Ladder) to increase all components (predisposition, enabler, and reinforcer) in L.Green theory.

The results of the paired samples t-test show that $p = 0.000$ (because $p <$) then H_0 is rejected and H_a is accepted which means there is a significant difference between knowledge and habituation of washing hands and short nails before and after treatment/intervention in the form of simulation games. with the PeCiKu TAHeS Educational Game Tool (APE).

The habit of washing hands and short nails is important because hands are the most vulnerable part of the human body to be contaminated with dirt and bacteria. When holding something and shaking hands, of course, bacteria will stick to our skin. Eggs, viruses, bacteria and parasites will contaminate hands and stick to other people who shake hands with us (Purwandari and Ardiana 2015). Dirty hands, disease and viruses can often stick to inanimate objects, such as money, elevator buttons, doorknobs and toys. When holding objects that are contaminated with the virus and then immediately shaking hands with other people, we are very likely to contract diseases including viruses (Kushartanti 2012). If your hands are contaminated with the COVID-19 virus, you are at high risk of being infected by touching your nose, eyes and mouth

5. CONCLUSION

The development of the PeCiKu TAHeS media (Habiting for Handwashing and Short Nails for Great and Healthy Children) is appropriate to be used as an educational medium for elementary/MI children in an effort to increase knowledge and habits of washing hands and short nails.

There is a significant difference in the habit of washing hands and short nails before and after being given an intervention in the form of a simulation game with the PeCiKu TAHeS Educational Game Tool (APE),

6. SUGGESTIONS

Through counseling teachers and physical education teachers, elementary school students are able to apply the habit of washing hands and short nails.

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