

THE EFFECTIVENESS OF THE DRILL AND PRACTICE METHOD ON MENSTRUAL PERSONAL HYGIENE BEHAVIOR IN TEENAGERS WITH INTELLECTUAL DISABILITIES AT EXTRAORDINARY SCHOOL (SLB) SHANTI KOSALA MASTRIP NGANJUK

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ABSTRACT

Background : The cognitive limitations of adolescents with intellectual disabilities make them more at risk of experiencing reproductive health problems, one of which is menstruation which requires specific personal hygiene behaviors. The drill and practice method is considered effective in increasing menstrual personal hygiene behavior in SLB students because in this method repeated exercises and practices are carried out to acquire skills and dexterity from the material that has been studied. The purpose of this study was to measure the effectiveness of the drill and practice method on menstrual personal hygiene behavior in adolescents with intellectual disabilities at Extraordinary school (SLB) Shanti Kosala MASTRIP Nganjuk.

Method : The model used in this study was a quasi-experimental by twice measurements that are measuring menstrual personal hygiene behavior in students with intellectual disabilities, before and after being given menstrual personal hygiene material using the drill and practice method.

Result : Before being given menstrual personal hygiene material, the lowest behavior score was 37.5 and the highest score was 77.5 with an average score of 57.90. After being given menstrual personal hygiene material using the drill and practice method, there was an increase in behavioral scores with the lowest score 55 and the highest score 77.5 and the average score was 74.90.

Analysis : From the results of the analysis it is known that the Sig.(2-tailed) value is $0.000 < \alpha (0.05)$ which indicates that there is average difference in increasing score of menstrual personal hygiene behavior that is significant.

Conclusion : The provision of menstrual personal hygiene material using the drill and practice method can improve menstrual personal hygiene behavior in teenage women at SLB Shanti Kosala MASTRIP Nganjuk.

Keywords : Drill And Practice Methods, Menstrual Personal Hygiene, Tenage With Disabilities

1. INTRODUCTION

The development of the female reproductive system and sexuality, continues to develop without being influenced by intellectual abilities. In contrast to teenagers without disabilities, adolescents with intellectual disabilities experience obstacles in responding and behaving in maintaining their reproductive health, so they are very vulnerable to reproductive health and sexuality problems, one of which is in terms of maintaining the cleanliness of their reproductive organs.

The reproductive organs in women are very sensitive organs and require special care. The female reproductive organs are closed and folded areas making it easier to sweat and moist which will make it easier for bacteria and fungi to grow and reproduce, if they are not kept in clean (Kurniawati & Sulistyowati, 2014).

Teenagers with intellectual disabilities have the same physical development process as teenagers in general. However, with their cognitive limitations, they are more at risk of experiencing reproductive health problems, including during menstruation. In this condition, specific personal hygiene behaviors are needed, such as changing sanitary napkins every 3 hours, disposing of pads, and cleaning the body and genitals during menstruation.

Some hygiene behaviors, such as the pattern of changing sanitary napkins for teenage girls, are also at high risk for reproductive health problems. The results of the PKRS assessment showed that 17 out of 18 female respondents with disabilities changed sanitary napkins for an unhealthy duration (the average duration of using sanitary napkins was 12 hours) (Kemendikbud and Rutgers, 2020).

Inappropriate behavior regarding menstrual personal hygiene in teenagers with intellectual disabilities, can lead to various problems in genital organs, that are vaginal discharge, urinary tract infections (UTI), pelvic inflammatory

disease (PRP) and cervical cancer. Information about reproductive health is urgently needed, because apart from being able to prevent reproductive diseases, it can also enable him to behave adaptively in maintaining the cleanliness of his genital organs (Wakhidah and Wijayanti, 2014).

Methods of providing appropriate information are needed to manifest appropriate behavior in teenagers with intellectual disabilities, because of their limited cognitive and memory abilities, so that they are expected to be able to carry out activities to fulfill their own needs and minimize dependence on others. One of the appropriate methods for teaching self-care material on aspects of menstrual personal hygiene is the drill and practice method. The drill and practice method is a training and practice learning method that is used repeatedly to acquire skills and dexterity from the material that has been studied. By doing exercises and practices repeatedly, it will make students understand the material provided (Daryanto, 2012). This statement is in accordance with the results of research conducted by Astuti (2018) that there is an increase in the psychomotor abilities of students who apply drill and practice learning methods, and it is very affective to be applied.

The purpose of this study was to measure the effectiveness of the drill and practice method on menstrual personal hygiene behavior in teenagers with intellectual disabilities at SLB Shanti Kosala Mastrip Nganjuk.

2. METHODS

The model used in this study is quasi-experimental. In this quasi-experimental study twice measurements were taken, namely measuring menstrual personal hygiene behavior in students with intellectual disabilities, before and after being given menstrual personal hygiene material using the drill and practice method. From these two measurements, two values will be obtained, namely the initial value/pre-test (O1) before being

given treatment and the final value (O2) where the treatment has been given, that is a treatment of giving materials menstrual personal hygiene material using the drill and practice method.

The instrument used to measure menstrual personal hygiene behavior is a

questionnaire in the form of pictures and simple questions. While the media for giving material about menstrual personal hygiene is in the form of flipcharts made with simple sentences so that students can easily understand them.

3. RESULTS

From the research results obtained the following results :

Age distribution of teenagers with intellectual disabilities at SLB Shanti Kosala Mastrip Nganjuk

Table 1. Age Frequency Distribution of Teenagers with Intellectual Disabilities

		Minimum	Maximum		
	N			Mean	Std. Deviation
Age	25	13	18	15,76	1,45144

From the table above it can be seen that age distribution of teenagers with intellectual disabilities at SLB Shanti Kosala Mastrip Nganjuk is the minimum aged is 13 years old and maximum aged is 18 years old with mean is 15,76 years old. This shows that most of the respondents are in the early adolescent phase between the ages of 13-17 years old (Hurlock, 1990 pada Hidayati 2016).

The characteristics of early teenage is different from late teenage because during early teenage have to work hard to adapt to the physical changes that occur, especially for teenager with intellectual disabilities need even longer time to adapt to the changes that occur during puberty.

Menarche age distribution of teenagers with intellectual disabilities at SLB Shanti Kosala Mastrip Nganjuk

Table 2. Menarche Age Frequency Distribution of Teenagers with Intellectual Disabilities

		Minimum	Maximum		
	N			Mean	Std. Deviation
Menarche Age	25	13	15	13,72	0,7371

From the table above it can be seen that age distribution of menarche for respondents occurs at a minimum age is 13 years old and the maximum menarche is 15 years old with mean is 13.72 years old.

Astyandini, 2013 stated that 94% of children with disabilities experience normal menarche age. This condition indicates that there is no significant difference in the age of menarche between normal teenagers and disabled teenagers.

Distribution of information reception about menstrual personal hygiene of teenagers with intellectual disabilities at SLB Shanti Kosala Mastrip Nganjuk

Table 3. Frequency Distribution of Information Reception about Menstrual Personal Hygiene of Teenagers with Intellectual Disabilities

Information	Frequency	Percentage (%)
Ever	21	84
Never	4	16
Total	25	100

From the table above it can be seen that the majority of respondents had received information about menstrual personal hygiene is 21 people (84%).

Source of Information distribution about menstrual personal hygiene of teenagers with intellectual disabilities at SLB Shanti Kosala Mastrip Nganjuk

Tabel 4. Frequency Distribution of Source of Information about Menstrual Personal Hygiene of Teenagers with Intellectual Disabilities

Source or Information	Frequency	Percentage (%)
Parent	9	36
Teacher/ School	3	12
Friend	6	24
Social Media	3	12
Other	4	16
Total	25	100

From the table above it can be seen that most of the respondents got information about menstrual personal hygiene from they parents are 9 people (36%).

Menstrual personal hygiene behavior of teenagers with intellectual disabilities at SLB Shanti Kosala Mastrip Nganjuk before and after treatment, which is given menstrual personal hygiene material using the drill and practice method

Table 5 Frequency Distribution of Behavior of Menstrual Personal Hygiene before and after treatment

	N	Minimum	Maximum	Mean	Std. Deviation
Behavior before treatment	25	37,5	77,5	57,90	10,5495
Behavior after treatment	25	55	92,5	74,90	11,4218

From the table above it can be seen that Before being given menstrual personal hygiene material, the lowest behavior score was 37.5 and the highest score was 77.5 with an average score of 57.90. After being given menstrual personal hygiene material using the drill and practice method, there was an increase in behavioral scores with the lowest score 55 and the highest score 77.5 and the average score was 74.90.

The effect of providing menstrual personal hygiene material using the drill and practice method to improvement menstrual personal hygiene behavior in teenage women at SLB Shanti Kosala Mastrip Nganjuk

Table 6 Test Results Analysis of giving treatment towards increasing behavior.

	t-value	dF	Sig. (2-tailed)	Significance ($\alpha=0,05$)
Treatments	-10,707	24	0,000	Significan

From the table above it can be seen that the Sig.(2-tailed) value is $0.000 < \alpha$ (0.05). Then H_0 is rejected, it means that there is aaverage difference in the average increase in menstrual personal hygiene behavior scores. Thus it can be concluded that the provision of menstrual personal hygiene material using the drill and practice method can improve menstrual personal hygiene behavior in teenage woman at SLB Shanti Kosala Mastrip Nganjuk.

4. DISCUSSION

After repeated treatment for 16 times there was an increase in the average score. According to Sudjana (1995: 86) Drill method is a method in learning by training students on the material that has been taught/provided so that they have dexterity or skills from what has been learned. The use of the Drill method can be effective, if it is started first by giving the basic understanding of (Armai, 2002: 175).

The advantages of the Drill method according to Zuhairini, et al (2015) are that in a relatively short time, the expected mastery and skills can be obtained quickly. The lack of the Drill method is that it hinders the development and initiative of students.

In everyday life, children with intellectual disabilities need constant supervision. Providing information or learning materials about health education is very important to increase the knowledge or abilities and independence of students so as to produce changes in behavior that make new habits, especially menstrual personal hygiene and conveying using the drill and practice method is very helpful in increasing students' understanding, so that

it is easier to absorb the knowledge provided .

According to previous research, Haryati and Sudarto's (2017) entitled the application of drill method to improve the developmental abilities of middle-class mentally retarded children in SLB Tunas Kasih Surabaya with the calculation of the sign test formula obtained from zh is 2.05 greater than the critical value $z_{t5\%}$ is 0.36 so that the drill method has a significant effect on increasing self-development abilities of moderately mentally retarded children

Based on data analysis, the giving treatment or material for 16 times using the drill and practice method provides significant value and this method is effectively used in providing material or learning to children with intellectual disabilities. With this method children more easily accept the material given because it is done repeatedly and sustainable so that it is easy to accept and children tend to remember easily.

5. CONCLUSION

The conclusion of this study is that giving menstrual personal hygiene material using the drill and practice method is effective in increasing menstrual personal hygiene behavior for young women at SLB Shanti Kosala Mastrip Nganjuk

Conducting research takes quite a long time considering that the respondents are students with intellectual disabilities and the number of respondents is quite large. So that it requires quite extra assistance in collecting data on respondents, for further research it can add variables to compare with other methods.

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