

EMPOWERING PEER EDUCATORS AND MOTIVATORS IN ELEMENTARY SCHOOL-AGE CHILDREN TO PREVENT COVID-19

Andi Saifah^{1*}, Parmin², Sitti Rahmawati³

Prodi D-III Keperawatan Fakultas Kedokteran, Universitas Tadulako

^{1*} Corresponding author: saifah90@yahoo.co.id

Abstract

The use of health protocols has decreased, the achievement of Covid-19 vaccination for school-age children is 60% of the 80-90% target and all school health cadres have graduated in Tatanga District. The purpose of community service is the training of peer educators and motivators in the implementation of the School Health Business program in preventing Covid-19 transmission in Tatanga District. the method of devotion is training through lectures, simulations, and practice. The participants were 40 students and representatives from five elementary schools. Evaluation of the use of pre and post-tests and observation of educational practice. The results of the training were 36 people (90%) increased with the category of 8 people (20%) very good, 14 people (35%) good, 14 people (35%) enough, 4 people (10%) less. The results of the practice of peer educators and motivators obtained 8 people (20%) very good category, 14 people (35%) good category, 11 people (27.5%) enough category, and 7 people (17.5%) in the poor category. This service has produced 33 school health cadres who are eligible as peer educators and motivators in preventing Covid-19. The results of the evaluation after one month of training, it was found that 60% had carried out actively and independently. It is hoped that the school will further enhance the empowerment of peer educators and motivators in building a healthy and clean life in the school and family environment.

Keywords: Educators, Covid-19, Motivators, Peers, School-Age Children.

INTRODUCTION

New positive confirmed cases of Covid-19 in Central Sulawesi (67 cases) also experienced an increase and the highest was in Palu City with 25 cases (37.31%) (South-Teng Provincial Health Office, 2022). The implementation of PTM is limited to schools, making schools and students "saturated and less effective in achieving learning outcomes". -on the street, at the market, at a party, at the supermarket, and school is seen tending to decline, or neglect. This phenomenon is one of the nursing problems, namely, behavior tends to be risky.

The risky behavior that is very important to avoid at this time is behavior refusing to vaccinate. The process of vaccinating children aged 6-12 years is underway in Palu City. According to data obtained from the Palu City Health Office, vaccination of elementary school children/equivalent will target as many as 38,155 people. The Head of the Palu City Education Office targets 80-90% of elementary school children to get vaccinated in the first batch, after all, children have been vaccinated, 100% face-to-face learning will be implemented (Taufan, 2022).

Improving students' health behavior should be done by increasing knowledge, attitudes, and behavior through health education (TRIAS UKS) from health center staff, teachers, and peers (Notoatmojo.S, 2014). Empowering little doctors in implementing TRIAS in the Sangurara PKM area, but since the Pandemic lasted two years, there has been no training for little doctors and they have graduated.

School-age children are very easily influenced by their peers, both positive and negative. Previous research by the Head of Community Service showed that peer educators improved healthy nutrition behavior and reduced the prevalence of overweight in elementary school-age children at Pasir Gunung Selatan Elementary School (Saifah et al., 2019); improve healthy snacking behavior of school-age children in Lhoksemauwe Aceh (Hayati, 2009).

The purpose of community service activities (schools) is to provide "peer educator and motivator" training for Elementary School Children as the implementation of the TRIAS UKS in preventing the transmission of Covid-19 in Tatanga District, Palu City in 2022

IMPLEMENTATION METHOD

The dedication method is training to produce educators and motivators for peers. The selection of schools was carried out by the Sangurara Health Center UKS Coordinator and the selection of participants by UKS teachers with the criteria of grade 5 or grade 4 students, achievement, good health, leadership and responsibility, clean appearance, good character, and helpfulness. Parental consent by signing an informed consent. Teaching materials use modules compiled by the Service Team. The training methods are lectures, demonstrations, and final practice as a peer educator and motivator. The assessment method is in the form of pre and post-tests, as well as observation of educational practices. The evaluators were the Service Team and the Sangurara Health Center UKS Team. The success target is 75% as a peer educator and motivator.

RESULTS AND DISCUSSION

The training was held on August 6 2022 from 08.00 to 14.30 WITA at Karunadipa Elementary School. Participants as many as 40 participants according to the target. The first material is about Covid-19 by Parmin, S, Kep, Ns., M.Kep; the second material is about the practice of peer educators and motivators by Ns. Andi Saifah, M.Kep., Sp.Kep.Kom. The results of the training are based on a score of knowledge and skills from practice. The category level of knowledge based on scores consists of very good (score 81-100), good (score 71-80), moderate/enough (score 60-70), and poor (score < 60). Skills/practice categories as peer educators and motivators consist of very good (score 91-100), good (80-90), moderate/sufficient (score 75-79), and poor (score < 75).

The results of the dedication show that training can increase the knowledge of 36 participants (90%) from the results of the pre and post-tests with details of the very good category of 8 people (20%), the good category of 14 people (35%), the category of sufficient/moderate of 14 people (35%) and less category as many as 4 people (10%). Scores of peer educator and motivator practice obtained a good category of 8 people (20%), a good category of 14 people (35%), an adequate category of 11 people (27.5%), and a poor category of 7 people (17.5%). The results of the evaluation of knowledge and practice can be seen in table 1.

Monitoring and evaluating the implementation of training results after one month of training by conducting interviews with peer educators about the implementation of education, interviews with school principals or UKS teachers about empowerment, and interviews with peers about education or motivation received from peer educators and motivators. 24 PEM (60%) are active and independently carrying out their duties. 2 schools (40%) empower PEM well. An explanation of monitoring and evaluation results is in table 2.

Table 1. Peer Educator and Motivator (PEM) Training Evaluation Results Based on Knowledge and Practice Categories (n=40)

Category	Knowledge				Practice	
	Pre		Post		f	%
	f	%	f	%		
Very good	-	-	8	20	8	20
Well	1	2,5	14	35	14	35
Moderate/sufficient	11	27,5	14	35	11	27,5
Not enough	18	45	4	10	7	17,5
Total	40	100	40	100	40	100



Figure 1. Provision of materials and practices of peer educators and motivators



Figure 2. Giving certificates and taking photos with parents and teachers

One of the priority objectives of the National Medium-Term Development Plan (RPJMN 2020-2024) is the cultivation of the healthy living community movement (GERMAS) with implementation strategies including the development of a UKS (Ministry of Health RI, 2020). The first UKS program is Health education to improve knowledge, behavior, attitudes, and skills for a clean and healthy life or cultivating a healthy lifestyle in daily life, through empowering peer educators or peer educators (Susanto et al, 2019).

During the Covid-19 pandemic, students are expected to apply more healthy living behaviors. UKS is the front line in preventing the spread of Covid-19 and other diseases. The purpose of this training is to increase knowledge, attitudes, and skills as a peer educator and motivator in preventing Covid-19.

The results of the training showed that most of the participants' knowledge had increased, but a small portion (10%) of knowledge was still lacking (Table 2). This fact is in line with the results of the dedication of Jafar et al (2020), namely peer education is effective in increasing respondents' knowledge about Metabolic Syndrome in adolescents in Soppeng Regency (Jafar, Nurhaedar; Kurniati et al., 2020)

Table 2. Results of Monitoring and Evaluation of Implementation as a Peer Educator and Motivator (PEM), Empowerment and Peer Response

Elementary school	PEM implementation	PEM Empowerment	Friends of the same age (TS)
SD Karunadipa	8 PEM (100%) active and independent, motivating TS for health promotion, 1-2 TS/day, happy to be PEM, not hurt when TS is angry	Unscheduled, involved in scouting activities and ceremonies to oversee prokes, Request first aid training	Often reminded to prokes, bring supplies of vegetables, polite language
SD PGRI	5 PEM (62.5%) are active educators at home, shy about being PEM at school, asking when there will be more training	Just remind them to be on PEM duty, ask for UKS teacher training or related activities	PEM rebukes coyly, both out of kindness
SDN 08	4 PEM (50%) active and independent, reminding for health programs 2-3 TS/week	Not yet, will be empowered, ask for the socialization of PEM duties	Reminded to work hard, it doesn't matter if you are motivated
SD IT Persis	Not Active	Will be empowered	Not interviewed
MI Muhammadiyah	7 PEM (87.5%) are active independently, remind 1-2 TS/day	Every Saturday they are involved in counseling,	Reminded for health promotion by PEM, it's just nice to be

	like to be PEM	suggestions for activating UKS teachers	reminded to live healthily
--	----------------	---	----------------------------

The training resulted in 33 students (82.50%) who were eligible to become peer educators and motivators in their respective schools or their family environment with a minimum score of 60 for knowledge value and a minimum score of 75 for practical value. This achievement exceeded the success target of more than 75%. This is because the training atmosphere is fun, the room is cool, and the material is interspersed with watching animated videos about Covid-19, ice breaking, demonstrations, and more relaxed practices accompanied by a facilitator so that all children look active and enthusiastic when practicing material. Participants felt happy practicing because it was their first experience with the peer education method. In addition, the existence of support from the family is indicated by giving permission to join the training, escorting, accompanying, and picking up early to see the training process. Studies using the triangulation technique found that factors supporting students' motivation to learn increased partly due to a pleasant classroom atmosphere and positive support from the family (Ali & Tolla, 2021).

The results of post-training monitoring and evaluation showed that more than half of PEM (60%) carried out their duties well and independently both at school and at home, although not all schools had maximally empowered PEM. The independence of PEM is due to the enthusiasm and pleasure of being a PEM and the inculcation of the commitment to become a PEM from the service team and the Community Health Center Team. The same dedication related to the results of training for SMKN 28 Tangerang students can practice being peer educators for their peers regarding the prevention of risky sexual behavior (Susanto, B.N.A., Zayani, N., Indah, S, 2021).

This PEM is expected to be a role model, and educate and motivate peers in healthy and clean living behavior (PHBS), especially in preventing Covid-19 and other infectious diseases in everyday life. The school's support, which is still low, will be facilitated and supervised by the Sangurara Health Center UKS Team as the reactivation of the UKS TRIAS.

CONCLUSION

The formation and empowerment of peer educators and motivators in the prevention of Covid-19 and other diseases is a re-implementation of the UKS program since the pandemic two years ago. It is suggested to the school support and appreciates PEM in carrying out their duties. For the Sagurara Community Health Center UKS Team to train PEM in all schools in their working area and assist schools that have been trained.

REFERENCES

- Ali, A., & Tolla, I. (2021). STRATEGI GURU DALAM MEMOTIVASI SISWA BELAJAR DI SMP NEGERI 2 MAJENE TEACHERS ' STRATEGIES IN MOTIVATING STUDENTS TO LEARN AT SMP NEGERI 2 MAJENE. *Http://Eprints.Unm.Ac.Id/19967/1/Jurnal%20%28Asriadi%20Ali%29.Pdf*, 2.
- Dinkes Provinsi Sul-Teng. (2022). *Update 17 Mei 2020 - Dinkes Prov Sulteng*. <https://Dinkes.Sultengprov.Go.Id/Update>.

- Hayati, M. (2009). Pengaruh peer edukasi tentang jajanan sehat terhadap perilaku anak usia sekolah di Kota Lhokseumawe Nanggroe Aceh Darussalam. *Tesis Tidak Dipublikasikan: FIK-UI*.
- Jafar, Nurhaedar; Kurniati, Y., Indriasari, R., Syam, A., & Arundhana, A. I. (2020). Pelatihan Edukator Sebaya Sebagai Upaya Pencegahan Komponen Sindrom Metabolik Pada Remaja Di Kabupaten Soppeng Peer Educator Training as an Effort to Prevent Components of Metabolic Syndrome in Adolescents of Soppeng District. *Https://Journal.Unhas.Ac.Id/Index.Php/Panritaabdi/Article/View/6130/4775*, 4(1), 103–109.
- Kementerian Kesehatan RI. (2020). Pokok-Pokok Renstra Kemenkes 2020-2024. *Pokja Renstra Kemenkes 2020-2024*, 1–101.
- Notoatmojo.S. (2014). *Promosi kesehatan dan perilaku kesehatan* (Edisi revi). Rineka Cipta 2014.
- Saifah, A., Mulyono, S., & Permatasari, H. (2019). EDUKASI SEBAYA TERHADAP PRAKTIK GIZI DAN INDEKS MASSA TUBUH ANAK USIA SEKOLAH YANG MENGALAMI GIZI LEBIH. *Healthy Tadulako Journal (Jurnal Kesehatan Tadulako)*, 5(3), 55. <https://doi.org/10.22487/j25020749.2019.v5.i3.14058>
- Susanto, B.N.A., Zayani, N., Indah, S, M. (2021). Pemberdayaan Siswa sebagai Peer Educator Pencegahan Perilaku Seksual Beresiko di SMK Negeri 28 Kabupaten Tangerang_ _ Amaris Susanto _ Aksiologiya_ Jurnal Pengabdian Kepada Masyarakat. *Aksiologiya Jurnal Pengabdian Kepada Masyarakat*, 5.
- Susanto dkk. (2019). *Pedoman Pembinaan dan Pengembangan UKS / M*. Direktorat Jenderal Pendidikan Dasar dan Menengah Kementerian Pendidikan dan Kebudayaan.
- Taufan, B. (2022). Kota Palu Percepat Vaksinasi Covid-19 Bagi Anak 6-11 Tahun. *Https://Mediaindonesia.Com/Nusantara/468244/Kota-Palu-Percepat-Vaksinasi-Covid-19-Bagi-Anak-6-11-Tahun*.