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Implementation of the development of health protocol guidelines for face-to-face learning in the new adaptation period

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ABSTRACT

Covid-19 is a global health problem designated as a pandemic by the World Health Organization (WHO). The covid-19 pandemic has impacted most sectors of life, one of which is the education sector. Educators and education staff are expected to be able to implement a series of face-to-face learning procedures during the new adaptation period in schools Purpose of the research: knowing the effectiveness of the health protocol guidebook on increasing knowledge and attitudes of educators and education staff MI Nagarakasih 2 Tasikmalaya City. Research method: Research using quasy experiment with pretest-posttest group design. Sampling technique with a total sampling of 22 educators and education staff. The instrument uses questionnaires and the development of health protocol guidebooks for face-to-face learning for new adaptation periods in schools. Data analysis using wilxocon test. The results of the research: guidebook of effective health protocols increases the knowledge and attitudes of educators and education staff at MI Nagarakasih 2 School Tasikmalaya City.



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Introduction

Covid-19 is a global health problem that was designated as a pandemic by the Word Health Organization (WHO) on March 11, 2020. Covid-19 has spread in almost all countries, including in Indonesia (Kemenkes, 2020). Based on data on Covid-19 cases from the Tasikmalaya City Government as of June 26, 2023, it was found that a total of 20,526 cases with recovered conditions were 19,913 people (97.01%), 613 people died (2.99%) (Open Data Kota Tasikmalaya, 2023).

The covid-19 pandemic has an impact on all sectors of life, including the education sector. The world of education must continue to get special attention so as not to have a bad impact, because the discussion about education will discuss the future of a nation (Rismauli, 2021). Every citizen has the same right to obtain a quality education (UUD No 20 Tahun 2003). The government through the decree of the director general of Islamic education number 2791 of 2020 concerning curriculum guidelines in madrasas, as well as the decree of 4 ministers which contains guidelines for adjustments to the implementation of existing teaching for the 2020/2021 academic year during the corona virus disease 2019 (covid-19) pandemic period (Surat Keputusan Bersama 4 Menteri, 2020). 100% face-to-face learning has started in the new academic year 2022/2023 (Machmudi, 2022). This is in accordance with the regulations of the ministry of education through face-to-face learning limited to elementary schools where the learning process can be carried out properly with the

application of strict health rules and recommendations in clean and healthy living behavior in students so as not to cause new problems in schools (Kemdikbud & DITPSD, 2021).

The world of education has greatly contributed to breaking the chain of transmission of covid-19 because of the large number of populations in the field of education (educators, students and education staff) who have high mobility and interaction in schools (Wijanarko et al., 2021). Covid-19 transmission is prone to occur in the school environment and is very difficult to avoid (Lina et al., 2021). All parties ranging from educators, students, education staff, parents, to local governments must be aware of this. Schools can conduct periodic education to remind health protocols (Supono & Tambunan, 2021). Discipline as well as preparation and healthy classroom arrangements need to be implemented in the school environment (Nugroho & Yulianto, 2020). The implementation of health protocols will not be optimal if it is not supported by participation, so efforts are needed to improve compliance in supporting the implementation of existing protocols (Sulistiani & Nurwanti, 2022).

Method

This type of research is a quassy experiment with a pretest design - posttest design group. The sampling technique with a total sampling of 22 educators and education staff in MI Nagarakasih 2 Tasikmalaya City. The instrument used is a questionnaire containing knowledge and attitudes about covid 19 and health protocols. The media used for the delivery of material is in the form of a book on the development of health protocol guidelines for face-to-face learning during the new adaptation period in schools which is a book from the research of researchers the previous year. The designs of guidebook and flowchart of research procedure created by researchers are shown in the figure 1



Figure 1. Initial Display of Guidebook

This research provides treatment, namely giving a pre-test through a questionnaire of knowledge and attitudes, after which posttests are given with the same questions with a period of 21 days from the implementation of the pretest (Maltz, 2022).

Results and Discussions

The results of research on the implementation of the development of a health protocol guidebook for face-to-face learning for the new adaptation period at MI Nagarakasih 2 Tasikmalaya City school which was carried out from May-June 2023 with the following data obtained:

Table 1. Frequency Distribution of Research Respondent Characteristics

| Gender | Number | Percentage (%) |
|--------|--------|----------------|
| Female | 15 | 68 |
| Male | 7 | 32 |
| Total | 22 | 100 |

Table 1 shows that respondents involved in the implementation of the research were more female respondents 15 people (68%), while male respondents were 7 people (32%).

Table 2. Frequency Distribution of Pretest and Posttest Knowledge

| Knowledge | Number | | Percentage (%) | |
|--------------------------|---------|----------|----------------|----------|
| | Pretest | Posttest | Pretest | Posttest |
| Lack Knowledge (0-10) | 7 | 3 | 32 | 14 |
| Medium Knowledge (11-14) | 9 | 2 | 41 | 9 |
| Good Knowledge (15-20) | 6 | 17 | 27 | 77 |
| Total | 22 | 22 | 100 | 100 |

Table 2 shows that the knowledge of research respondents before the intervention on good criteria amounted to 6 people and increased knowledge after the intervention to 27 people.

Table 3. Frequency Distribution of Pretest and Posttest Attitudes

| Attitude | Number | | Percentage (%) | |
|---------------------------|---------|----------|----------------|----------|
| | Pretest | Posttest | Pretest | Posttest |
| Less Attitude (0-54) | 20 | 91 | 10 | 45 |
| Moderate Attitude (55-74) | 2 | 9 | 5 | 23 |
| Good Attitude (75-100) | 0 | 0 | 7 | 32 |
| Total | 22 | 100 | 22 | 100 |

Table 3 shows that the attitude of research respondents before the intervention on good criteria amounted to 0 people and experienced an increase in attitude after the intervention to 7 people.

Table 4. Frequency Distribution of Test Results Analysis of Knowledge and Attitude Variables

| Variable | Data | Average | Difference | <i>p value</i> |
|-----------|----------|---------|------------|----------------|
| Knowledge | Pretest | 4,00 | 3,55 | 0.007 |
| | Posttest | 7,55 | | |
| Attitude | Pretest | 2,00 | 4,00 | 0.003 |
| | Posttest | 6,00 | | |

Table 4 shows that the average knowledge before the counseling intervention on health protocols, face-to-face learning, the new adaptation period in schools was 4.00, while after the intervention increased to 7.55. Statistical tests using Wilcoxon obtained p value knowledge $0.007 < 0.05$, so that it can be concluded that the health protocol guidebook is effective in increasing knowledge. The average attitude before the counseling intervention about health protocols, face-to-face learning, the new adaptation period in schools was 2.00, while after the intervention increased to 6.00. Statistical tests using wilcoxon obtained p value knowledge $0.003 < 0.05$, so that it can be concluded that the health protocol guidebook is effective in improving attitude.

Intervened in the form of counseling on the development of health protocols for face-to-face learning during the new adaptation period in schools. The results showed that the wilcoxon statistical test obtained p value of $0.007 < 0.05$, so it can be concluded that the health protocol guidebook is effective in increasing knowledge. The results of this study are in accordance with the theory Santoso et al., (2017), knowledge is the result obtained by a person after a person is exposed to a certain object. Notoatmodjo, (2012) which states that a person's actions are influenced by several factors, one of the influencing factors is a predisposing factor or a factor that exists in a person. Knowledge is included in the predisposing factors that can influence a person's actions, this is in accordance with Lawrence Green's theory. The results of the study are in line with the research (Maharani, 2018) which states that the knowledge and attitude of teachers is one of the driving factors in realizing health behavior. Research (Hanifah et al., 2023) stated that the transmission of the covid-19 virus is still occurring, so there needs to be vigilance from parents and teachers of SDN Jodipan to be able to continue education, supervision, and control to students at school in implementing health protocols.

The increase in knowledge of educators to overcome learning problems in the era of the covid-19 pandemic is quite significant, namely by 21.3% (Kuncoro et al., 2022). Book media can increase knowledge as evidenced by the percentage of knowledge on the good criteria before intervention by 15.5% increased to 88.9% after intervention (Sopianah et al., 2023). The guidebook can increase the knowledge of pretest results only 50% answered correctly and after the posttest 80% answered correctly (Delima et al., 2018). This is because respondents are very enthusiastic when providing material because the facilities and tools prepared by the research are guidebooks. Research (Raiyanti et al., 2018), shows that the results of statistical tests with t-tests show a sig value of 0.000 shows a significant difference in the level of knowledge of educators before and after the intervention.

Increasing knowledge can basically be influenced by several factors, including through counseling. Extension workers as learning facilitators must be able to develop all elements of learning. According to Dale in (Apriansyah, 2020), that a person's learning experience is 75% obtained from the sense of sight, 13% is obtained from the sense of hearing and the rest through other senses. The results showed that the attitude before the intervention was carried out about the development of the health protocol guidebook face-to-face learning new adaptation period in schools in statistical test results obtained p value of $0.003 < 0.05$, so it can be concluded that the health protocol guidebook is effective in improving attitudes. Teacher behavior in the educational process plays a very important role for the development of student personality. Good behavior from a teacher is not only capable and skilled in providing material in front of the class but must be more than that because a teacher is an example and partner for his students. Teachers must be careful to maintain attitudes, behavior, appearance, and speech wherever teachers are. If teachers ignore this, it will have negative implications for the development of students' behavior (Warsah, 2016).

Research Pratama et al., (2022), showed that the results of the distribution of attitudes to comply with good category health protocols as much as 33.3% after the intervention all showed good results of 100%. Educators can conduct education related to health protocols given to students, educators use media that attract more students' attention because when students want to pay attention to messages through education so that they can receive knowledge and be more stored in children's memories. Research Nurwanti (2019), shows that the results of the t-test statistical test show a sig value of 0.013, meaning that the guidebook media is effective in improving the attitude of educators. Attitude improvement occurs when there is a person's response after being given the information provided. According to Siwiendrayanti (2017), attitudes can be formed when a person obtains information, responds and will take action after being given that information.

The information in this study is a guidebook for health protocols. Educators and education staff not only teach formal education but also other education and can be a figure exemplified by their students. Teachers can be said to be role models who facilitate the process of knowledge from learning resources to students. The teacher is a model for students. The hope further, every learner, expects their teacher to be an example to them. A teacher should always think about his behavior, because everything he does is a highlight for those around him (Anugrah, 2022).

Conclusion

The implementation of face-to-face learning health protocols for the new adaptation period in schools needs to be carried out continuously. Educators and education staff not only teach formal education but other education and can be an exemplary figure and model for students, including the implementation of Clean and Healthy Living Development to prevent disease transmission in the school environment.

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