

The Use of Asset Based Community Development to Improve Clean and Healthy Life Patterns

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Abstract---A clean and healthy life pattern should be implemented in daily lives so that any individual will not easily get sick. Its importance should be taught in early childhood for children. One of the strategies to teach is by applying an asset-based community development approach (ABCD). This research aims to improve cognition, motivation, and attitudes of fifth graders of Al Islam Islamic School Semarang by applying the ABCD approach. This is semi-experimental research with one group pretest and post-test design. The population was also used as the sample. It was the fifth grade of Al Islam Islamic School, consisting of 32 learners. The applied instrument was cognitive questions, motivation questionnaires, and a clean and healthy life pattern attitude questionnaire. The findings showed the implementation of the ABCD approach could improve cognition and motivation of the learners. However, the learners' attitude toward a clean and healthy life pattern did not show any improvement.

Keywords: ABCD, CHLP, Cognition, Attitude, Motivation

I. INTRODUCTION

A clean and healthy life pattern (CHLP) is essentially a preventive behavior of an individual or a family from various diseases. (Jayanti et al., 2011). A healthy individual would be able to work and think productively so he could improve his achievement. Developing CHLP is promoted through various health promotion. It has a purpose to help individuals, families, groups, and people to realize, participate, and be capable to practice CHLP. It is done through various learning processes in preventing health problems (Kemenkes RI, 2011).

The effects of lack of cognition and understanding about clean and healthy life behaviors could be a problem of communicable disease spread cases such as diarrhea, dengue fever, worm infestation, Typhoid, and dental caries (Ayu et al, 2019).

Based on the health profile of Semarang in 2018, the dengue fever cases were mostly suffered by children aged 5-9 years old and 10-14 years old. Each of the age range consisted of 26 cases or 25%.

The toddler and school-aged children categories (0-14 years old) had the most proportion. It reached 69%. Diarrhea sufferers in Semarang, 2018,

were 2.99%. It had the most frequent cases suffered by people aged older than 5 years old with a percentage of 19.8% cases. Meanwhile, the lowest cases were found on a group of people aged younger than 1-year-old with a percentage of 0.30% cases. Based on the sex types, the diarrhea cases in Semarang, in 2018 and suffered by females, were 54\$ higher than the cases suffered by males with a percentage of 46%. The diarrhea sufferers, based on the aged category of 5-9 years old, had a percentage of 12%.

Based on the data of Gunungati Health Public Center in 2019, there was an increased rate of diarrhea cases from May to June with a percentage of 25%. The case increase also occurred in Dengue Fever sufferers and Dengue Shock Syndrome (DSS) in September 2019. There were six cases and dominated by sufferers aged 7 and 12 years old. Four of the cases were Dengue Fever. 12 primary school-aged children suffered Dengue Fever from January until September 2019. There were four schools in which one of them had a student suffering Dengue Fever. There were also students from eight schools who suffered Dengue Fever. It was also found that Al Islam Primary School to have the highest rate of Dengue Fever cases. 3 cases were suffered by children aged 6 and 10 years old.

According to the observation results at Al Islam Primary School Gunungpati, lack of facilities such as sinks, absences of CHLP posters, or education about CHLP that could be imitated by the learners. There were also no disaggregated dustbin or trash can. The learners also most bought unhealthy foods on the street rather than bought them in the school canteen.

Schools are effective institutions to realize health education. Thus, learners could be taught about health and clean life behaviors. Asset-based community development is a realization of change. It is begun from a community and for the community itself.

This asset-based community development approach (ABCD) is an effort of society development. It puts humans to find out their potentials and turn them into powers. Only by finding out the powers, potentials, and assets, humans are expected to know and initiate to improve (Salahuddin et al, 2015).

The ABCD model could assist the national government to develop proper human sources for

education and health. It is proven by the global necessity to create better quality. The local community that promotes it could utilize these multiple aspect assets more effectively to improve the health and education results for children (Caan et al, 2015).

The asset-based community approach development is expected to be able to improve cognition and motivate learners. It is since learners learn by teaching it for their peer friends. They remind and mind their mistakes together and discuss a certain material. The use of this research focused on the improvement of cognition and learners' motivations to promote CHLP. They are expected to do it from their potentials so they could protect themselves from various diseases and keep their environments clean. The students also obtain benefits from the approach. They learn each other become the education agents for their peers. They initiate a change into a healthy and clean life pattern.

Based on the explanation, the purpose of this article is to analyze the use of asset-based community development approach for cognition and motivation toward CHLP of the fifth graders. It is expected to improve their cognition and motivation in promoting health and clean life patterns.

II. METHODOLOGY

This is quantitative research with the quasi-experimental method. It also used *one group pretest* and *posttest* design. The population consisted of the fifth graders at Al Islam Islamic Primary School, Gunungpati, Semarang, Central Java. There were 32 learners and the whole population was taken as the sample. The experimental group was intervened by CHLP learning with the ABCD approach.

The applied instruments consisted of pretest and post-test of cognition, motivation scale, and learners' CHLP attitudes. Before applying the instruments, they were tested in terms of validity and reliability. The techniques for analyzing the data used pair t-test. Before being tested, the pretest and post-test data were tested in terms of normality to ensure that the data were normally distributed.

III. RESULTS AND DISCUSSION

This research was conducted at Al Islam Islamic School, Gunungpati, Semarang. It was assisted by the sports teacher of the school. The population consisted of the fifth graders in the academic year 2019/2020. The experimental group was intervened by the ABCD approach and done online due to the COVID-19 pandemic. The selected material in this research was CHLP.

The findings and discussion are in the form of the cognitive test result of CHLP of the experimental group. It was compared between the condition before being intervened and after being

intervened by a different treatment. The minimum mastery criteria for CHLP understanding applied the minimum mastery standard of the school. It was 75. Results of CHLP Cognition between before and after being intervened. It is presented in Table 1.

Table 1. The Pretest and Post-test Results of CHLP Cognition

Number	Type	Pre-test	Post-test
1	Average	74.218	82.9
2	Variants	180.8	109.54
3	Standard of Deviation	13.44	10.46

Table 1 shows the description of the statistics of CHLP cognition between before and after the intervention of the ABCD approach. The score of the learners got improvement after being intervened with a score of 8.7. The average pretest score of CHLP cognition had not reached the maximum of the mastery standard with a score of 75. Meanwhile, after being intervened by ABCD, the score got improvement. Based on the influence test, it used a paired t-test as shown in Table 2.

Table 2. ABCD Influenced Cognition

	Paired Sample T-Test		
	T	Sig. (2 Tailed)	
Cognition Pretest – Posttest	-5,255	0,00	

The calculation results by using SPSS are shown in Table 2. The obtained Sig-score (2-tailed) is 0.000. It meant the Sig score (2-tailed) is $0.000 < 0.05$. Thus, it could be concluded that H_0 was denied and H_a was accepted. It meant there was a significant difference between CHLP cognition of the learners between before and after the ABCD approach intervention. In another word, the use of the ABCD approach influenced the CHLP cognition of the learners.

The results showed the influence of CHLP cognition of the learners after being intervened by the ABCD approach. Then, by providing the learning, the active learners made the other students not feeling clumsy to ask. They corrected each other with less accurate answers. The use of such an approach is needed. Moreover, the ABCD approach is one approach that uses the existing asset. Similar results were found by Blicklem (2018). He found that ABCD could improve CHLP.

It was also strengthened by Pan (2005) and Mahmudah (2018). They stated that ABCD implementation could facilitate learners to develop their potentials. Therefore, the ABCD approach is recommended to be a learning approach. It is also supported by a study conducted by Whiting (2012).

The results of the ABCD approach implementation toward the learners' behaviors were obtained from the questionnaire data. The data consisted of conditions between before and after the intervention of ABCD approach learning. The cognitive questionnaire consists of 20 questions. Table 3 is a description of the statistics of the learners' attitudes.

Table 3 The Results of Pretest and Post-test of Attitudes

Number	Type	Pre-test	Post-test
1	Average	65.2	67.5
2	Variants	119	43
4	Standard of Deviation	10.06	6.6

Table 3 shows the statistic descriptions of CHLP cognition between before and after the intervention of the ABCD approach. The score of the learners got improvement after being intervened with a score of 1.3. Besides that, to find out the influence of the ABCD approach toward CHLP attitudes, paired t-test was used. Table 4 shows the statistical test results.

Tabel 4 ABCD Influenced Attitude

		Paired Sample T-Test	
		T	Sig. (2 Tailed)
Attitude	Pretest – Posttest	-1,1	0,280

The calculation results by using SPSS are shown in Table 4.6. The obtained Sig-score (2-tailed) is 0.000. It meant the Sig score (2-tailed) is $0.280 > 0.05$. Thus, it could be concluded that H_0 was accepted and H_a was denied. It meant there was not a significant difference between CHLP attitudes of the learners between before and after the ABCD approach intervention. In another word, the use of the ABCD approach did not influence the CHLP attitudes of the learners.

The results showed there was no influence on the CHLP attitudes of the learners after being intervened by the ABCD approach. The absence of the attitude influence by using the ABCD approach was due to longer time preparation to improve it. It made sense since the implementation of the ABCD approach was only done in 2 weeks. It is in line with a study conducted by Dinatha (2017). It was found that the researcher required a longer time to change the attitudes moreover since it dealt with *online* learning. Besides that, attitudes influenced if cognition improved (Alamsyah, 2019). Attitudes also did not influence when it was without better preparation in implementing ABCD to change attitude (Harrison, 2019).

The results of ABCD implementation toward the learners' motivation were obtained from the motivation questionnaire between the condition before and after the intervention. The cognitive questionnaire consists of 20 questions. Table 5 is a description of the statistics of the learners' attitudes.

Table 5 Statistics Description of Motivation

Number	Type	Pre-test	Post-test
1	Average	73.2	77.2
2	Variants	119	43
3	Standard of Deviation	10.06	6.6

Table 5 shows the description of the statistics of motivation about CHLP between the condition before and after the intervention. The learners' scores improved after being intervened with 1.3. To find out the influence of the ABCD approach toward CHLP motivation, pair t-test was used. Table 6 consists of a statistics test result summary.

Tabel 6 ABCD Influenced Motivation

		Paired Sample T-Test	
		T	Sig. (2 Tailed)
Motivation	Pretest – Posttest	-4,2	0,02

The calculation results by using SPSS are shown in Table 6. The obtained Sig-score (2-tailed) is 0.000. It meant the Sig score (2-tailed) is $0.020 < 0.05$. Thus, it could be concluded that H_0 was denied and H_a was accepted. It meant there was a significant difference between the CHLP motivation of the learners between before and after the ABCD approach intervention. In another word, the use of the ABCD approach influenced the CHLP motivation of the learners.

The results showed the use of the ABCD approach could influence the learners' motivation. The results showed the influence of CHLP motivation of the learners after being intervened by the ABCD approach. Then, by providing interesting learning, learners could cooperate. It led them to attempt CHLP. The learners' motivation had important roles in the learners' achievement (Laila, 2016). Therefore, in this research, cognition, and motivation were improved by the ABCD approach.

The use of ABCD, according to Ware (2013), made the learners' motivations improved. It was due to learning with peer friends and having the intention to be good for their groups. Therefore, there would be a competition in achieving a better learning outcome. Besides that, there was also a responsibility as a leader. It made the ABCD approach could motivate the learners (Jhonson, 2016).

IV. CONCLUSION

Based on the results and discussion, it is concluded that the use of ABCD influenced learning outcomes and motivation. Meanwhile, dealing with attitudes, there had not been any significant influence on the learners' CHLP. The results were indicated by (1) the achieved CHLP of the students had reached the minimum mastery standard and the learners' scores were also improved, (2) the average attitude and motivation scores were improved after implementing ABCD.

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