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 a 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 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 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

| 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 Ho was denied and
Ha 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
cumbersome 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        |
| 3      | 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.

### Table 4 ABCD Influenced Attitude

| Motivation | Pretest | – Posttest |
|------------|---------|------------|
| T          | 4,2     | 0,02       |
| Sig. (2 Tailed) | 0,280 |            |

The calculation results by using SPSS are shown in Table 4. 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 Ho was denied and Ha 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.

### 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.

### Table 6 ABCD Influenced Motivation

| Motivation | Pretest | – Posttest |
|------------|---------|------------|
| T          | 4,2     | 0,02       |
| Sig. (2 Tailed) | 0,280 |            |

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 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).
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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