

Original Article

Life Skills Development Training: Adaptation to New Habits and First Aid of Emergency on SLB Bhakti Pertiwi

Erna Safariyah^{1*} | Irawan Danismaya² | Amir Hamzah³ | Ria Andriani⁴

¹Department of Nursing,
Faculty of Health,
University of
Muhammadiyah
Sukabumi, Sukabumi,
Indonesia

² Department of
Nursing, Faculty of
Health, University of
Muhammadiyah
Sukabumi, Sukabumi,
Indonesia

³ Department of
Nursing, Faculty of
Health, University of
Muhammadiyah
Sukabumi, Sukabumi,
Indonesia

⁴Department of Nursing,
Faculty of Health,
University of
Muhammadiyah
Sukabumi, Sukabumi,
Indonesia

*contact
ernasafariyah@ummi.ac.id

Received : 26/06/2021
Revised : 12/07/2021
Accepted : 16/07/2021
Online : 23/07/2021
Published : 31/08/2021

Abstract

Aims : People with disabilities are one of the groups that are vulnerable to contracting COVID-19. They have different self-isolation techniques from non-disabled people. So, it requires adjusting the needs and conditions of different disabilities. This effort also requires support from the surrounding, including schools. SLB Bhakti Pertiwi is one of the special schools located in Kecamatan Kadudampit, Kabupaten Sukabumi. The SLB has 34 students and 11 teachers. When other schools carry out online learning during the pandemic of COVID-19, SLB had its own obstacles to adapt because students with disabilities had difficulties following. To overcome this obstacle, the teacher visited each student's home. However, this situation put the teachers or students at risk. To continue the learning process, efforts need to be made to help students and teachers adapt to new habits. In addition, teachers need to have first aid skills because persons with disabilities have several conditions that require appropriate and immediately treatment. As the special group community, SLB students become targets in this community service. This community service aims to develop basic skills in adapting to new habits as an effort to prevent COVID-19 and also handle emergencies.

Design : This community service focus on life skills development training: adaptation to new habits and first aid of emergency on SLB Bhakti Pertiwi students and teachers.

Methods : The methods used are counseling, simulation, watching video and fun games. Counseling and simulation are carried out on teachers in developing first aid skills in emergencies, while students are approached by watching videos and doing fun games.

Results : The results showed that 80% students have started be able to simulate how to wash hands, wear masks and keep a distance. The teachers are able to re-simulate the first aid steps if a student has a seizure, drowns or experiences external bleeding due to a fall. However, not all students participated in this activity due to poor health conditions.

Conclusions : Community service activities in the form of Life Skills Development Training: Adaptation of New Habits and Emergency First Aid have been carried out well within 8 meeting periods. This activity also received a good response from students and teachers. Students and teachers seemed enthusiastic in participating in this activity

KEYWORDS : life skills, adapting to new habit, emergency

INTRODUCTION

Coronavirus Disease 2019 (COVID-19) has been declared by WHO as a global pandemic in Indonesia and declared as a type of disease that causes public health emergencies and to be considered as a non-natural disaster, the effect of which not only causes deaths but also considerable economic losses, and therefore countermeasure efforts need to be taken including its prevention and control [7]. The virus is transmitted through direct contact with droplets from an infected individual. Individuals can also become infected from touching a surface contaminated with the virus and then accidentally touching their facial area (e.g., eyes, nose, mouth) [4].

The government has taken various precautionary measures to control the spread of this virus. With the increase in COVID-19 cases in Indonesia, it is important for the public to take action to prevent further transmission, reduce the impact of the outbreak, and support control measures.

Persons with disabilities or special needs with various disabilities are one of the groups that are vulnerable to being infected by COVID-19. Efforts to prevent the coronavirus cannot immediately be implemented on some children with special needs. Some people with disabilities are also unable to implement social distancing strategies because they need a companion, and therefore they must always be in interaction with a person. Children with special needs have different self-isolation techniques compared to children with non-disabilities. Adjustment is required relevant to the needs and conditions of different disabilities. This effort also requires support from the surrounding environment, including the school.

Children with special needs are children who are different in terms of their psychological characteristics, communication, sensory skills, social behavior and other physical characteristics from children in general [11]. Children with special needs must of course obtain special attention in their learning process at school. SLB Bhakti Pertiwi is a special school specialized for students with disabilities which is located in the Kadudampit sub-district, Sukabumi Regency. The number of students registered in the SLB is 34 with 11 teachers. During the COVID-19 pandemic, when other schools were carrying out online or online learning, the SLB had its own obstacles to adapting to the situation, because students with disabilities have difficulties in participating in online learning. This is circumvented by visits by teachers to the homes of each student. This visit presents potential risk of exposures to both students and teachers. Therefore, it is necessary to make efforts for students and teachers to be able to adapt to new habits during the COVID-19 pandemic so that the learning process can continue.

Protection and intervention for children with special needs are very important. Precautions are needed to prevent the potential spread of COVID-19 in all areas including within the school environment. The high risk of disaster vulnerability in persons with disabilities also requires teachers to increase their skills and independence to carry out first aid and therefore it is necessary to provide assistance to teachers to improve skills in emergency first aid.



METHODS

The learning process is carried out interactively by using means of play therapy approaches, audio-visuals, simulations and demonstrations. Implementation of activities are carried out through stages such as Preparation, Implementation and Evaluation. In the Preparation stage, the team conducted a survey and took care of permits related to the community service activities to be carried out. The community service implementation stage was carried out with 8 meetings which covers the delivery of material using a discussion method, video simulations and playing method. The implementation of this training includes:

1. Alignment of Perception the Adaptation to New Habits in School
2. Application of 3M (wearing a mask, washing hands and keeping your distance) to children and parents
3. Management of seizures in children
4. First aid for cardiac arrest
5. Clear the airway and stop external bleeding technique

The targets of this community service activity are students and teachers of the SLB Bhakti Pertiwi, Kadudampit District, Sukabumi Regency. The training methods used:

1. Lectures and Discussions

This method is applied to share knowledge and experience regarding the application of adaptation of new habits in schools and also emergency management in children. During the application process, the speaker presented the material first, then a question and answer session was held and followed by a discussion about solving problems related to the presented materials.

2. Simulation

This method is applied to demonstrate the 3M application, namely, washing hands, wearing masks and maintaining social distance properly. Additionally, simulations are also carried out to practice emergency management in children, such as freeing the airway, basic life support in children, and stopping external bleeding.

3. Home Visit

Home visits are carried out to the students who cannot attend school.

Observation at involvement and enthusiasm of the participants is used as measurement to determine the success of the training. The involvement of the participants is seen from the attendance level of the activity participants and the enthusiasm of the participants are seen from the motivation of the participants during the given activities. To evaluate the level of participants' understanding of the material, a pre-test was given at the beginning before the



material was delivered and also a post test at the end of the meeting. Pre-test on students is done by asking questions and exploring students' knowledge about washing hands, wearing masks and keeping a distance. While the pre-test to the teacher is done by submitting 10 pretest questions.

In the final evaluation, participants were given the same questions that were given during the pre-test about several questions related to the content of the extension material and participants were given time to answer. In addition, participants are given the opportunity to practice or re-simulate the practical material that has been given.

RESULT AND DISCUSSION

This training activity was carried out for 3 months period. There were several weeks of schedule delays that were to be made in its relation to the adjustment of the school activities schedule. In this training, teachers are given knowledge on how to ask for help, techniques clear the airway, basic life support, stop external bleeding, and managing seizures in children. The students were given an understanding of the application of health protocols during the pandemic, so that the habit of washing hands, wearing masks and keeping a distance became student habits.

Activity result shows that the teachers understand the content of the material and at the end of the activity are given a question and answer session and perform a simulation. The evaluation results showed that participants were able to fill out post-test questions and re-practice basic life support, how to free the airway, and apply pressure bandages on wounds and also splints on fractures. Additionally participants were also able to mention the steps for managing seizures in children.

Students are given the opportunity and encouraged by motivation to demonstrate the application of 3M consistently. The results of the evaluation shows that 80% of students were able to re-demonstrate washing hands, using masks and keeping a distance. Some students seem reluctant and do not dare to practice, but are motivated by their respective parents to practice the 3M application.

Some things that need to be taken into consideration in the activity are the obstacles and also the supporting factors. Obstacle to the implementation of this community service activities includes location and timing of activities. The activities were carried out in several locations, at SLB Bakti Pertiwi as well as several students' homes. This is related to restrictions on gathering activities during the pandemic and therefore the implementation of the activities does not collect too many participants. If there are more than 10 participants participating in the activity, the activity will be carried out in an open space. In addition, timing of activity is also important factor in the obstacles with regards to the occurrence of delays and rescheduling the activity schedule. Additionally, not all students can become participants in this training such as students with visual impairment. These students could yet be included in this type of activities taking account on the considerations given by their teachers and is related to limitations in the learning methods used. Additionally, in their daily life these



students need companions by both parents and teachers. Efforts from coaches are needed to build trust with the students. Children with special needs also have different characteristics between one and another and hence requires a special learning approach that is tailored to their abilities and potential.

Some of the strategies used in dealing with obstacles include limiting the number of participants, and making them into several groups so as to avoid gathering in large numbers. The next is to take advantage of open places to avoid the spread of the virus. And finally, no less important is to perform a home visit. By performing a home visit, the material that will be given to students can be conveyed properly and under guidance. Home visit is an activity where teachers visit students at home to provide direct learning [10]. In carrying out a home visit, there must be an agreement between the school and parents, before visiting students. In addition, they must implement health protocols by washing hands, checking body temperature, wearing masks and not forgetting to bring hand sanitizer and in the learning process must keep the distance between coaches, students and even parents. The home visit schedule for students has previously been prepared in advance.

In delivering material to students with special needs, understanding is needed. Understanding students with special needs requires an analysis. Additionally, students differ in their nature and needs (11). For students with concentration problems, the material is delivered slowly and keeps students engaged by asking questions, so that students can follow step by step. For children with hearing problems, the delivery of material is delivered through writings and image medium.

The supporting factor for the implementation of this activity is the support from SLB managers, school principals, teachers, staff and parents of students by providing a place of activity, availability of facilities, culture and acceptance of targets that are felt warm and sincere. The teachers also seemed enthusiastic in receiving the material and willing to practice during the simulation session.

It is hoped that this community service program can increase the knowledge of students at SLB Bhakti Pertiwi about the application of new habit adaptations and also increase the knowledge of teachers in providing first aid to children with seizures, cardiac arrest, etc. Additionally, it is expected to increase public awareness in this case special groups, namely schools, on the importance of disaster preparedness in schools. Teachers are expected to have basic skills in helping injured victims as one of the disaster preparedness efforts

Furthermore, it is hoped that similar activities can have an impact on increasing public awareness about adapting new habits during the COVID-19 pandemic and an integrated emergency service system. This activity is expected to be carried out continuously with the final result of the formation of a COVID-19-and-disaster-alert school, as well as having skills in providing assistance to victims of accidents or trauma due to disasters in the community.

Sustainability is supported by several collaborations, such as with the community health center to support the implementation of the 3M program and vaccination. This collaboration



is also in the form of delivering new information or materials related to efforts to prevent COVID-19, vaccination, and emergency management in children.

CONCLUSION

Community service activities in the form of Life Skills Development Training: Adaptation of New Habits and Emergency First Aid have been carried out well within 8 meeting periods. This activity also received a good response from students and teachers. Students and teachers seemed enthusiastic in participating in this activity.

Training activities like this can be carried out routinely in the same or different locations, with other topics that can support the formation of self-skills of SLB students in adapting new habits and also the formation of an integrated emergency service system in the community. This activity should also involve other sectors such as the education office, health office, disaster management agency, emergency ambulance or fire department.

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