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PROCEEDINGS OF THE 2ND INTERNATIONAL
SYMPOSIUM OF PUBLIC HEALTH

Achieving SDGs in South East Asia: Challenging and Tackling of Tropical Health Problems

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Editor on Board: Febi Dwirahmadi

Organized by
Faculty of Public Health, Universitas Airlangga



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BRIEF CONTENTS

ORGANIZING COMMITTEES	IV
PROGRAM COMMITTEE	VII
FOREWORD	IX
CONTENTS	XI



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FOREWORD

The point of Sustainable Development Goals (SDGs) has been determined in the consistent meeting in all countries. The health sector position is one of the key components in achieving the indicators. Special attention to the health sector focuses on community nutrition, national health systems, access to reproductive health and family planning and sanitation and clean water.

Based on that, Southeast Asian countries are seen as important part in formulating strategic and policy efforts to improve the effectiveness and efficiency of achieving the various goals of the SDGs. Therefore, the Doctoral Program of Health Science, Faculty of Public Health, Universitas Airlangga held The 2nd International Symposium of Public Health. This remarkable event is in collaboration with Faculty of Medicine, Widya Mandala Catholic University Surabaya and Magister Program of Public Health, Jember University. It's an honour to present **“Achieving SDGs in South East Asia: Challenging and Tackling of Tropical Health Problems”**.

We have tried to give our best contributing of our knowledge in the field of public health especially our contribution to help the problems on tropical health, health equity and quality of health care, clinical and community relationship to enhance public health, emerging and re-emerging diseases, nutrition-enhancing as strategic investment, global strategy framework for food security and nutrition, environmental and occupational health and mental health for achieving SDGs in South East Asia.

The aim of this symposium is to disseminate knowledge and share it to the public, especially in the scientific community, such as academics and practitioners in the field of health. The symposium focusing on formulation of policy recommendations for related parties to accelerate the achievement of the target of SDGs in the field of health. The results of this symposium are also expected to be an input for policy makers, from various levels in formulating programs to accelerate the SDGs goals' achievement. This international symposium will help us, to grasp and share more knowledge especially in public health science.

At last, we would like to acknowledge for all parties which are provide the valuable materials as well as financial support for the successful symposium. As chair of organizing committee, I would also like to say deep thank you for all committees; my colleagues, and also students in faculty of Public Health Universitas Airlangga, who have been working to be part of a solid team and amazing committee.

I am looking forward to seeing you at ISoPH in the near future.

Rachmad Suhanda
Chairman of the Committee



CONTENTS

PAPERS

FULL PAPERS

- Analysis of Predisposing, Enabling and Reinforcing Factors Against Breast-Self Examination (BSE) Behavior
Febri Endra Budi Setyawan 5
- The Effect of Pumice Stone Media in Reducing Pollutant Load in Grey Water by Using Anaerobic Biofilter
Muhammad Al Kholif and Muhamad Abdul Jumali 10
- The Performance of Algae-Bacteria to Improve The Degree of Environmental Health
Rhenny Ratnawati, Indah Nurhayati and Sugito 17
- Children Under Five Pneumonia Vulnerability Zone Based on House Physical Determinant Factors Using Geographical Information System Approach in Sawahlunto City
Masrizal, Riska Arini Rusdi and Onetusfisi Putra 24
- Effectiveness of F75 and Positive Deviance Towards Weight Increase in Children Under Five With Malnutrition
Indria Nuraini, Nyna Puspita Ningrum and Setiawandari 31
- Analysis Of Marketing Strategy And Marketing Mix On New Patient Visit Of Specialistic Polyclinic
Muhadi and Winda Lusia 37
- Social Support, Types of Personality, Workload, and Responsibility Become Job Stressors for Hospital Based-Nurses
Laela Hasanah, Laili Rahayuwati and Kurniawan Yudianto 41
- Hazardous Waste Identification and Management at Fire Assay Laboratory Based on Indonesian Government Regulation
Arif Susanto, Edi K Putro and Purwanto Purwanto 46
- Severely Underweight Determinants of Children Under Five
Rr. Vita Nur Latif, Teguh Irawan and Wahyuningsih 52
- Increase of Monooxygenase Activity in *Aedes Aegypti* Population in Kedungwuni Timur Subdistrict Pekalongan Regency
Nor Istiqomah, Jaya Maulana and Suharti 59
- The Relationship of Performance Expectancy, Effort Expectancy, and Social Influence on Behavioural Intention to Online Registration System of Health Institutional Service in Surabaya
Eka Wilda Faida 63
- Analysis of Smoking Behaviour Based on Sex among Junior High School Students
Diah Wijayanti Sutha 67
- The Effectiveness of Fish Oil Containing Omega-3 Fatty Acids in Improving Quality of Life of Asthmatic Outpatients in Surabaya
Amelia Lorensia, Rivan Virlando Suryadinata and Aulia Nila Sari 72

The Ability of Schizophrenic Patients to Perform Productive Activities in Family and Community <i>I Gusti Ayu Rai Rahayuni, I Ketut Alit Adianta and Kadek Buja Harditya</i>	79
Quality of Life of Caregivers of Stroke Patients <i>Nikmatul Fadilah, Minarti and Asnani</i>	85
The Implementation of Posyandu for Preconception Women in Banggai District Starting at the Office of Religious Affairs (KUA) to Meet the SDGs's Target in Banggai Regency, Central Sulawesi <i>Lucy Widasari, Maisuri T. Chalid, Nurhaedar Jafar and Abdul Razak Thaha</i>	91
The Effectiveness of Little Doctor Training to Improve Knowledge, Attitude and Skills at Early Age <i>Yunita Puspita Sari Pakpahan, Isa Ma'rufi and Ristya Widi Endah Yani</i>	97
Analysis of The Policy Implementation in Inpatient Primary Health Center's Services in Jember <i>Moch. Riza Herwanto, Isa Ma'rufi and Farida Wahyu Ningtiyas</i>	105
Analysis Of The Elderly's Individual Characteristics As An Effort To Improve The Quality of Life <i>Yudhiakuari Sincihu and Galuh Nawang Prawesti</i>	113
Effectiveness of JSJ (Jin Shin Jyutsu) Massage and Acupressure at Points of LR 3 (Taichong) and LR 2 (Xingjiang) in Reducing Blood Pressure of Pregnant Mothers with Preeclampsia <i>Ika Mardiyanti and Yasi Anggasari</i>	122
Theory of Planned Behaviour Application in Healthy Market Program in Bantul Regency Indonesia <i>Hariza Adnani, AA. Subiyanto, Diffah Hanim and Endang Sutisna Sulaeman</i>	126
The Description of Quality of Life of the Elderly Using WHOQOL-BREF <i>Nurnaningsih Herya Ulfah and Endah Retnani Wismaningsih</i>	133
The Effect of Heating Temperature on Flow rate and Moisture Content in Granules of Toxic Compound in the Mixture of Betel Leaves (Piper betle) and Srikaya Seeds (Annona squamosa) Extract <i>Dian Ratna Elmaghfuroh, Isa Ma'rufi and Dwi Wahyuni</i>	141
Eliminating Time-Wasting Process at Outpatient Pharmacy for Better Patients' Experience in A Government Hospital in Indonesia <i>A. Y. Milasari, F. D. Rachmat and T. Lestari</i>	145
Effort in Increasing Knowledge and Enviromental Health about Leptospirosis <i>Novendy, Rhegi Isdiara Fairuz, Ronald Salim, Tanty Notavia and Muhammad Faridzi Fikri</i>	153
Maternal Nutritional Status and Low Birth Weight: A Prospective Cohort Study <i>Azrimaidaliza, Kusharisupeni, Abas Basuni and Diah M. Utari</i>	158
The Correlation of Sanitary Conditions, Food Handler's Hygienic Practices, and Eschericia coli Contamination of Pecel Tumpang in Kediri City, Indonesia <i>Gading Giovani Putri and Yoanita Indra Kumala Dewi</i>	163
Characteristics of Children With Type 2 Diabetes Mellitus: Hospital Based Study <i>Azrimaidaliza, Idral Purnakarya and Rozaliny Asri</i>	169
Designing Enterprise Architecture of Patient-Centered Mobile Child and Maternity Health Services <i>Royana Afwani, Andy Hidayat Jatmika and Nadiyahari Agitha</i>	174
Nutritional Management in Pulmonary Tuberculosis with Severe Protein Energy Malnutrition <i>Dewa Ayu Liona Dewi and Nurpudji A Taslim</i>	181

Dedication Activity in Public Society for Detection and Diabetic Mellitus Treatment with Public Organization <i>Slamet Rihadi</i>	187
Analysis on Policy of JKN Implementation in Jember Regency <i>Yennike Tri Herawati</i>	193
Emotion Focused Coping: - Spirituality and Depression Symptoms in People Living with HIV <i>Ardiana Priharwanti and Nur Lu'lu Fitriyani</i>	197
Implementation of Maternal Health Data Processing of Computerization for Preventing the Case of Maternal Mortality by Midwives at Puskesmas in Supporting SDG's Achievements <i>Maryani Setyowati and Vilda Ana Viera Setyawati</i>	202
Prevalence and Correlation Between Overweight and Hypertension among Adults <i>Ahmad Hidayat, Mohamad Anis Fahmi and Ningsih Dewi Sumaningrum</i>	209
Family Care Empowerment in Reducing Maternal and Infant Mortality Rate: A Success Story <i>Novianti Indah Fatmawati, Ratna Dwi Wulandari and Tito Yustiawan</i>	213
Risk Characteristics of Non-Carcinogenic Benzene Exposure With IgA Workers in Shoes' Industrial Home, Surabaya <i>Abdul Rohim Tualeka, Nima Eka Nur Rahmania and Moch. Sahri</i>	221
Index Predictive of Drug Resistant Tuberculosis (MDR-TB) on Tuberculosis Patients <i>Ariska Putri Hidayathillah, Chatarina Umbul W and Hari Basuki N</i>	227
An Effort for Increasing The Coverage of Stimulation Detection and Growth Intervention Program in Primary Care <i>Awliyana Rislaputri and Rachmat Hargono</i>	232
ARM (Anjungan Registrasi Mandiri) as Innovation of Front Line Service in a Hospital <i>Dhody Rofsanjani, Qurnia Andayani and Djazuli Chalidyanto</i>	239
Adolescent Health Information-seeking Behaviour over the Internet <i>Diah Indriani, Mahmudah and Soenarnatalina Melaniani</i>	243
Environmental Health and Leptospirosis Infection in the Society of the Endemic Area Kabupaten Sampang Madura <i>Dina Fitriana Rosyada and Ririh Yudhastuti</i>	249
Health Problems Among Shoemakers Related to the Exposure to Glue Solvents Used <i>Erwin Dyah Nawawinetu, Abdul Rohim Tualeka and Dani Nasirul Haqi</i>	254
Acceptance Analysis of an INFOBIDAN Application to Improve a Midwife's Competency in a Remote Area <i>Eska Distia Permatasari, Nyoman Anita Damayanti, Nuzulul Kusuma Putri and Ratna Dwi Wulandari</i>	260
The Role of Parents, Teachers, and the Media in Increasing Awareness of Sexual Abuse Prevention for School Children in Banyuwangi <i>Ira Nurmala, Desak Made Sintha Kurnia Dewi and Jayanti Dian Eka Sari</i>	266
Community-Based Health Effort for Elderly to Raise Awareness of Constipation Problem for Elderly in Madiun City <i>Linta Meyla Putri, Amelia Dyah Kartika Sari and Nuzulul Kusuma Putri</i>	271

“Pak YM is very active once awaken the community. . . .”: The Role of A Community Leader in Community Empowerment at A No-Drugs Village in Surabaya City <i>Devy Mulia Sari and Muji Sulistyowati</i>	275
Phlebitis in Muhammad M. Dunda Hospital, District of Gorontalo, Observational Study <i>Nasrun Pakaya and PPI Muhammad M. Dunda Hospital Gorontalo</i>	283
Breastfeeding among First Time Mothers <i>Nurhasmadiar Nandini, Djazuli Chalidyanto, Widodo J. Pudjirahardjo and Nuzulul Kusuma Putri</i>	286
Monitoring and Evaluation of E-DHF Program Usage in Pasuruan City East Java Indonesia <i>Sri Widati, Rachmah Indawati and Lucia Y. Hendrati</i>	290
Association Between Gathering Activity and Obesity in Adolescents in Surabaya, Indonesia <i>Suharmanto and Windhu Purnomo</i>	297
Lifestyle, Workload and Work Stress Associated with Blood Pressure of Health Officer on The Class 1 Port Area of Tanjung Perak, Surabaya <i>Tri Martiana, Merryana Adriani, Diah Indriani, Mufatihatul Aziza Nisa and Andhika Nugraha</i>	303
Dietary Pattern of Households with Maternal and Child Double Burden of Malnutrition in East Java, Indonesia <i>Trias Mahmudiono and Perla Reyes</i>	309
Evaluation of Program Ship Examination For Disease Prevention in Port Health Office Class III, Manokwari <i>Yohana Yosevine Usmany, Trianta Wati, Yohanes Rapa' Patari and Rachmat Hargono</i>	314
Tuberculosis Control Management: Implementation of DOTS (Directly Observed Treatment Short) Strategy in Achieving The Target of SDG's 2030 <i>Luqman Nur Hakim, Globila Nurika and Roro Azizah</i>	320
Success Story of "TERANGI BUMI": A Blood Donor Program for Maternity Death Prevention <i>Martha Wahani Patrianty, Ratna Dwi Wulandari and Tito Yustiawan</i>	324
HNR (Home for Nutrition Recovery) As Innovation in Accelerating The Handling of Malnutrition <i>Richa Agustine Sundoko, Ratna Dwi Wulandari and Tito Yustiawan</i>	332
The Relationship Between Post Natal Care, Education, Knowledge, and The Exclusive Breastfeeding on Housewives <i>Sinta Dewi Lestyoningrum, Mulya Widiyaning Tiyas, Ira Nurmala and Ratna Dwi Wulandari</i>	338
Model of Potential Strengthening and Family Roles in Improving Family Members for ODGJ Adaptability <i>M. Suhron, Sitti Sulaihah and Ah. Yusuf</i>	344
Measurement of Cost of Quality as Effort to Build Awareness of Importance of Quality and Strategy of Resilience in Health Care Facilities <i>Tri Astuti Sugiyatmi and Djazuli Chalidyanto</i>	352
Quality of Diphtheria Surveillance System in the East Java Provincial Health Office <i>Riky Hamdani and Atik C. Hidajah</i>	360
The Relationship Between Anxiety and Hypertension in the Elderly <i>Riza Fikriana</i>	368

Health Problem Analysis of HIV/AIDS in the Health Office of Pasuruan District <i>Wardiansyah Naim, Chatarina Umbul Wahjuni and Supaat Setia Hadi</i>	372
The Quality System of Early Warning, Alert, and Response System (EWARS) in The South Kalimantan Province, Indonesia <i>Dian Muspitaloka Hikmayati and Atik Choirul Hidajah</i>	379
The Safe Duration of Benzene Exposure in the Motor Workshop Area <i>Erick Caravan K. Betekeneng, Abdul Rohim Tualeka, Mahmud Aditya Rifqi and Nurhayati Saridewi</i>	386
Measuring The Quality of Renal Care Using Information System Design: An Early Warning System to Improve Health Care Quality <i>Umi Khoirun Nisak, Aditiawardana, Arief Wibowo and Hari Basuki Notobroto</i>	391
Evaluation of Dengue Hemorrhagic Fever Surveillance System <i>Kusuma Cutwardani, Atik Choirul Hidajah and Sigunawan</i>	396
Community Resilience as a Recovery Method for Psychiatric Patients: A Meta-Study <i>Retno Lestari and Ah Yusuf</i>	403
Evaluation of an Epidemiologic Investigation and Risk Factors Study of Leptospirosis Disease <i>Sholikah, Atik Choirul Hidajah and Bambang Wuryono Kartika</i>	409
Obstacles and Solutions for Tuberculosis Screening Among People With Diabetes Mellitus in Denpasar, Bali, Indonesia - A Need Assessment <i>IWG Artawan Eka Putra, PAS Astuti, IMK Duana, IK Suarjana, KH Mulyawan, NMD Kurniasari, IBG Ekaputra, A Probandari and CU Wahjuni</i>	414
Nutritional Status, Body Fat Percentage, Hemoglobin Level and Physical Fitness in A Football Athlete <i>Ratna Candra Dewi, Nanda Rimawati and Lutfhi Abdil Khuddus</i>	419
Compassion in Interprofessional Health Education is a Lagged Trigger to Quality Health and Well-being <i>Simon Martin Manyanza Nzilibili and Qurnia Andayani</i>	425
Exploring the Role of NGOs' Health Programs in Promoting Sustainable Development in Pakistan <i>Septi Ariadi, Muhammad Saud and Asia Ashfaq</i>	430
Correlation Knowledge, Attitude and Actions with Health Complaints from Exposure of Pesticides on Horticultural Farmers <i>Andree Aulia Rahmat, Eska Distia Permatasari and Retno Adriyani</i>	436
Description of Anthrax Outbreak Investigation in Pacitan District in 2017 <i>Veronika Ofong, Chatarina U. W and Supaat</i>	442
Epidemiology of Measles in the Gresik District of Eastern Java Province from 2014 to 2016 <i>Asrul Kaimudin, Atik Choirul Hidajah and Bambang Wuryono Kartika</i>	447
Analysis of Factors That Affect Family Centered Empowerment while Caring for Children with Leukemia <i>Yuni Sufyanti Arief, Nursalam, IDG Ugrasena and Shrimarti R. Devi</i>	453
Zinc Status and Cadmium Exposure in Stunted Children Aged from 24 to 59 Months: A Cross Sectional Study <i>Sulistiyani, Leersia Yusi R., Ninna Rohmawati, Ruli Bahyu Antika, Bambang Wirjatmadi and Merryana Adriani</i>	457

The Reduced Pain in Patients With Knee Osteoarthritis Related to the Quality of Life Improvement of The Physical Domain <i>Carolus Aldo Windura, Yudhiakuari Sincihu, Nunung Nugroho and Rachmad Suhanda</i>	462
Limited Resources and Complicated Procedures - Maternal Health Problems of Urbant Migrants in Region <i>Nuzulul Kusuma Putri, Ratna Dwi Wulandari and Nyoman Anita Damayanti</i>	468
The Consequences - Financing Prompt Treatment Until Terminal of HIV AIDS in Universal Health Coverage <i>Ernawaty, Nuzulul Kusuma Putri and Lilis Masyfufah</i>	473
Interprofessional Collaboration as The Most Essential Solution in Decreasing Maternal and Child Death <i>Nyoman Anita Damayanti, Ratna Dwi Wulandari, Nuzulul Kusuma Putri, Darmawan Setijanto, Muhammad Ardian Cahya Laksana and Charity Hartika Listiyani</i>	477
Urban Settlements in The Context of Healthy City <i>Oedojo Soedirham</i>	483
The Correlation Between Pregnant Mother Class Participation and Completeness Status of Plenary Health Service Visit (K4) at Working Area of Puskesmas Sukabumi in Probolinggo Municipality <i>Luluk Muyassaroh, Sri Hernawati and Farida Wahyu Ningtiyas</i>	488
Effect of Diabetes Gymnastics and Nutrition Counseling on Lowered Blood Glucose Levels in Patients With Diabetes Mellitus Type II in Jatilawang Puskesmas in Banyumas Regency <i>Susi Tursilowati, Lulu Nisa Nur' Aprillia and Astidio Noviardi</i>	495
Post Natal Care (PNC) Service With The Level of Postpartum Mother's Satisfaction in The Working Area of Sukomulyo Puskesmas in Gresik <i>Hani Habibah and Yunita Dyah Fitriani</i>	502
Role of Hypertension to Chronic Kidney Disease Incidents <i>Fauziah Elytha, Roma Yuliana and Abdiana</i>	507
Self-Disclosure of Adolescents about Unwanted Pregnancy to Their Partners and Parents: A Qualitative Study in Cetral Java Indonesia <i>Aprianti, Zahroh Shaluhiyah and Antono Suryoputro</i>	512
Management and Development of Human Resources to Improve The Quality of X Hospital Services in Universal Health Coverage Era <i>Christyana Sandra</i>	518
The Relationship between Various Coronary Heart Diseases (CHD) Factors and the Health Literacy of Patients <i>Fauziah Elytha, Ratno Widoyo and Yulia Fanesis</i>	523
Analysis of The Implementation of Local Public Service Agency Policy on The Quality and Performance of Hospital Services <i>Shelvy Haria Roza and Inge Angelia</i>	529
The Relationship Between Parents' Knowledge about Children's Need of Playing and The Growth of Children Aged 3-4 Years at Kawisto Village in Duduk Sampeyan District Gresik Regency <i>Yuyun Farihatin and Setya Purbasari</i>	535

The Safety Test of Granular Bioinsecticide Mixture of Betel Leaves (<i>Piper betel</i>) and Srikaya Seeds (<i>Annona squamosa</i>) Extract to Non Targetted Organism <i>Dia Qori Yaswinda, Dwi Wahyuni and Erma Sulistyanyingsih</i>	540
Dimension of Nurses Responsiveness in Improving Health Quality Service Based On SERVQUAL Concept <i>Mohammad Henri Wahyono, Ancah Caesarina and Sebastiana Viphindrartin</i>	546
Child Marriage's Representation of Maternal Output to Premature Delivery Incidence in RSUD dr. Doris Sylvanus Hospital Palangka Raya, Indonesia <i>Sigit Nurfiyanto, Qurnia Andayani and Nyoman Anita Damayanti</i>	551
Risk Index of Infarct Stroke based on Modifiable Risk Factors <i>Santi Martini, Kuntoro, M. Hasan Machfoed and Joewono Soeroso</i>	557
Bio-Psycho-Socio-Cultural Approach Training Towards Drug Abuse and HIV-AIDS Prevention Among Teenagers <i>Margaretha, Santi Martini and Yulis Setiya Dewi</i>	563
Care Culture of Pregnant Mothers <i>Agustina Abuk Seran, Stefanus Supriyanto and Alberth M. Bau Mali</i>	570
Best Practice of Patient-Centered Care Implementation at Universitas Airlangga Hospital Indonesia <i>Purwaningsih, Nasronudin, Nyoman Anita Damayanti and Imam Subadi</i>	578
Patient Safety Incident Reporting Analysis Based on Integrity and Commitment Team in Inpatient <i>Heru Suswhojo and Nyoman Anita Damayanti</i>	583
Four Forms of Social Support for 3-6 Years Old Child's Caregivers <i>Qurnia Andayani</i>	589
Occupational Exposure to Green Tobacco Sickness among Tobacco Farmers in Jember, East Java, Indonesia <i>Anita Dewi Prahastuti Sujoso and Tri Martiana</i>	596
Early Marriage and Cultural Stigma of Madurese Young Woman Based on Review of Socio-Ecological Factors <i>Tri Anjaswarni, Nursalam, Ah Yusuf, Sri Widati and Tutik Herawati</i>	603
Belief, Self-Efficacy and Other Predictors of Adherence to ART Among Women Living with HIV <i>Widia Shofa Ilmiah, Mochammad Bagus Qomaruddin, Selvi Ulva Aisah Nurhadi Putri and Nova Iswardani</i>	610
Five Pillars of "Pro-Sehat DT" For Strengthening The Community Empowerment <i>Qurnia Andayani and Sudarmadji</i>	617
Analysis of The Influence of Service Quality to Outpatient's Satisfaction at Pharmacy Installation of Kaliwates Hospital <i>Hindun Mardiyana, Isa Ma'rufi and Zarah Puspitaningtyas</i>	622
Family's Support, Coping Mechanism, Disability and Depression Among Elderly in Rural Area <i>I Wayan Suardana, Ah Yusuf and NLK Sulisnadewi</i>	627
Enforcing the Services of Prolanis Based on Strategic Management Approach in Wonopringgo, Pekalongan Regency <i>Yuniarti, Etika and Dewi Nugraheni R. M.</i>	634

The Effectiveness of Little Doctor Training to Improve Knowledge, Attitude and Skills at Early Age

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Abstract: Little doctor training is a means of health promotion to improve knowledge, attitude, and skills of the cadre. Bina Sehat Hospital (RSBS) has consistently conducted this training since 2011. RSBS uses health promotion strategy through social marketing approach with children as the target. The objective of this study was to figure out the effectivity of the training to improve knowledge, attitude and skills at early childhood. This was a quantitative study with analytic observational design using cross sectional approach and utilised simple random sampling. By slovin formula, it was obtained 82 samples from 102 cadres aging from 4-6,5 years old attended the training in August 2017. Pre and post questionnaires were filled in by the children with their parents' help. Data were analyzed using wilcoxon sign rank test. Obtained results, p value of knowledge = 0,000, attitude = 0,001 and skill = 0,000. The study has found discrepancy among knowledge, attitude and skills of the cadre between pre training with post training. As conclusion, the effectiveness of training was achieved by the increasing of knowledge, attitude, and cadre's skills. Early childhood has excellent learning ability. They learn from what they see, hear, and from experience about an event.

1 INTRODUCTION

Child is the next generation of a nation. A healthy child reflects the healthy culture of a nation. Article 8 of Law No. 23 of 2002 on child protection states that every child is entitled to health services and social security in accordance with physical, mental, spiritual and social needs. The child's right to the highest standard of health dictates that children are entitled to quality health services, ranging from prevention, counseling, treatment, rehabilitation, and palliative care services (Yustina, 2015). The result of the national dental survey conducted in 2015-2016 by the Executive Board of the Indonesian Dentists Association (PDGI), the Society of Dentistry Association (IPKESGIMI), and PT Unilever Indonesia showed that the level of dental health of Indonesian children is still at an alarming level where 73.9% of children aged 6 years and 12 years old still have untreated caries. The results of the survey also found only 25.6% of children aged 6 years and 42.3% children aged 12 years in Indonesia are free from caries (cavities). Based on the data of

dental patient visit at Bina Sehat Hospital Jember from January to May 2017, data obtained from child pediatric visit was equal to 4% from total dental patient visit. With a case diagnosis of 54% Caries, 38% Persistence and 8% others, based on data obtained from 54% of caries cases leading to more severe disease was 38% abscess. Dental Fear and Anxiety (DFA) is a big problem for some individuals, especially children and adolescents (Setiawan, 2014).

From reports of various sources, the quality of Indonesian children's health still needs serious attention. This data is seen from various indicators of child's health, such as infant mortality rate, nutritional status of children, and immunization visits in the prevention of disease. (Yustina, 2015). Related to the nutritional status of children, the results of *Riskesdas* in 2013 by the Health Research and Development Agency of the Ministry of Health of the Republic of Indonesia, showed that a national average of underweight (according to the Age-Based Age Index) at 5-12 years old was 11.2%, consisting of very thin 4.0% and lean 7.2%. While, the obese

prevalence was also high among children aged 5-12 years. Those considered obese or very obese were 8.8% and 10.8% grease. Access for children to obtain information about health is still limited. Therefore, promotion of health both through school and community is still needed. (Indonesian Child Protection Commission, 2017).

According to the WHO definition, Health Promotion is a process or effort of community empowerment to be able to maintain and improve health. The formulation of health promotion strategy; according to Ottawa Charter, is grouped into five agreements, namely: health public policy, supportive environment, reorient health service, personal skills and community's action. The purpose of health promotion based on the purpose of behavior is education or learning that must be achieved (the desired behavior). Therefore, the purpose of behavior is related to knowledge and attitude (Notoatmodjo, 2007). One of the health promotion efforts is through training activities. Kamil (2012), training is a learning process to gain knowledge and skills in order to improve the attitude and behavior of individuals as members of the community in work and daily life.

Bina Sehat Hospital is one of six private hospitals in Jember Regency, located on Jayanegara Street 7 Jember. Through the approach of Hospital Integrated Marketing Communication (IMC), Bina Sehat Hospital uses public relations marketing communication strategy through training activities of little doctor cadres. This program has been implemented since 2011 and has been participated by more than 13,500 participants. The general purpose of one day training to become a little doctor is as a form of participation of Bina Sehat Hospital in the world of education, especially health education for children. While the specific purpose is to improve children's understanding of healthy living, introducing the world of health early to children and introducing health professions to children. In its development, Bina Sehat Training Center (BSTC) provides not only training for nurses but also opportunities for children from an early age to know about the profession in the world of health. "As a form of social concern, especially health education for children, I want the existence of BSTC to be a mini hospital. Through this mini hospital, all kindergarten to elementary school students will know the world of hospital earlier" (Faida, 2011). The program's targets are children at their early childhood, that is, children at the age range of 0-6 years according to the national education system legislation year 2003 and 0-8 years according to the

experts of children's education. This period is called the golden age period. Early childhood characteristics that are prominent in relation to learning activities include being active and energetic, having high curiosity, explorative, passionate to learn and much to learn from experience (Solehudin, 2007). Focusing health promotion and disease prevention efforts on children in the first 5 years of life can provide important strategies for reducing the population level burden of disease (Mistry et al, 2012).

In the previous research conducted by Ulfah (2013), the influence of marketing mix (promotion mix), namely the promotion of the Hospital which includes free operative social activities, the existence of complete information sources and "one day training to become a little doctor" activity, influence the patient's decision to use outpatient services in Bina Sehat Hospital. Researchers want to explore the effectiveness of social marketing in the form of training program of this little doctor cadre to improve knowledge, attitude and skill of early child as one form of health promotion by health service facility in an effort to improve healthy life behavior of children in Jember Regency.

2 METHODS

The study was conducted at Mini Hospital of Bina Sehat Hospital Jember on Jayanegara street 81 as the training place for little doctor cadres training. Trainers who provided training were employees of Bina Sehat Hospital consisting of various professions such as doctor, dentist, nurse, midwife, nutritionist, laboratory analyst, security guard and employee of hospital education and training units. The training methods used were lecture, demonstration and role play. Training was done in one day. Participants were divided into several groups, then alternately studied at a station that had been determined such as doctor station, dentist, midwife and others. Overview of the activity can be seen in table 1.

Table 1: Little Doctor activities materials.

Activities	Description	Material
Pre Mini Hospital Activities	Participants line up in front of the class	- Participant registration - Children get text names, group pins and little doctor suit
	Participants gathered in class and	- Photo session for the participant's personal documentation

Activities	Description	Material
	got introductory material	- Introducing little doctor instructors to the participants and grouping children based on Pin with fruit name
Core Activity at Lab Mini Hospital	Doctor Station	- Demonstrating the anatomy of the human body and organs with the media of anatomical pictorial book, - Introducing general practitioner's tools and practice using (stethoscope, tension meter), - Practicing listening to heartbeat sound with stethoscope, - Practicing height and weight measurement in the right way and what it does, - Demonstrating the process of fetal growth with picture book media
		- Educating time and how to brush your teeth properly, - Indicating the anatomy of human teeth with dental phantom media - How to patch a tooth with a hole, - Introducing dentistry tools, - Practicing hand washing, - Practicing how to brush your teeth properly
	Dentist Station	- Teaching how to treat minor injuries, - Introducing tools and materials used for minor wound care, - How to treat wounds properly
	Outpatient Station	- Teaching you how to apply Compress Fever to Patients, - Introducing thermometer tool to detect febrile patients and how to use them, - Teaching you the tools to compress the patient and how to properly compress
	Compressing Fever Station	- Teaching how to do Nebulization

Activities	Description	Material
		(Evaporation on the airway) - Fixing the nebulizer tool for airway evaporation measures, how they work, how to operate it, their indications - Describing the function of nebulization action
	First Aid Station	- Teaching you how to communicate with accident patients - Teaching you how to put a splint on a traumatic wound - Teaching you how to move patients to stretchers and ambulance
	Pharmacist Station	- Introducing pharmacist assignments - Introducing the forms of drugs and their functions - Introducing pharmaceutical tools for making drugs (mortar, paper powder, capsule shell, etc.) and giving medicine etiquette
	Midwife Station	- Introducing the duties of the midwife - Teaching you how to bathe the baby properly
	Nutritionist Station	- Teaching nutritional functions 4 healthy 5 perfect with the image media and miniature food, - Teaching the nutritional content in each food as well as its usefulness
	Lab Analyst Station	- Introducing microscope tools and their functions and how to use them, - Practicing to look at samples of microorganisms (animals and plants) with a microscope
Game & Movie Time	Gymnastic	- Gymnastic barney and hand-washing gymnastics
	Watching videos with parents and Games	- Watching the video of knowledge related to the fetal growth process and the birth of a baby through a widescreen video display, - Children who can

Activities	Description	Material
		answer questions about small doctors' activities at the Lab are rewarded

2.1 Research Design

The type of research was quantitative research using observational analytic research design with cross sectional approach. The study was conducted in May-August 2017. A preliminary study was conducted in May 2017, validity test and instrument reliability were implemented in June 2017 and the research on the respondents was conducted in August 2017.

2.2 Population and Sample

The population was all little doctor training participants in August 2017. There were 2 classes, namely 50 participants from Sholihin Mumbulsari Kindergarten (implementation of activities on August 30, 2017) and 52 participants from An Nur Kindergarten Kaliwates (implementation of activities on August 31, 2017), bringing the total population to 102. Total Population was 102 children, with error rate of 5%, then the number of samples used is: $n = 102/102 (0,05) 2 + 1 = 81,274$ in round to 82 Child. The sampling technique used was Simple Random Sampling as the simplest random sampling method.

2.3 Variables and Operational Definitions

The variables of the study were knowledge, attitude and skills of little doctor cadres. The knowledge of little doctor cadres is the ability of respondents in knowing everything about health (e.g. remembering, understanding, applying). The attitude of little doctor cadre is response or reaction of respondents to health. In addition, skills of little doctor cadre is psychomotor ability of the respondents in the health field (e.g. ability to imitate, perform a motion, manipulate motion, assemble movements, and demonstrate)

2.4 Data Collection Techniques and Data Analysis

In this research, some data collection techniques were used such as interviews, observation and documentation. During the interview, respondents were accompanied by parents when filling out and/

or parents helped fill by asking the contents of the question to the child who could not write and read. Observations were also conducted to determine children's skills using observation sheets which were filled by parents. Types of Data analysis used were non-parametric statistics using *wilcoxon* sign rank test. The variables to be tested were: 1. Knowledge of cadre before and after the training, 2. Attitude of cadre before and after the training, 3. Skill of cadre before and after the training. Test of the validity and reliability of the instrument were done to 30 children aged 4 to 6.5 years old, the grade of kindergarten A and kindergarten B on June 16, 2017.

3 RESULTS

Results of research conducted on 82 candidates who attended the little doctor training in mini hospital Hospital Bina Sehat Jember in August 2017 are presented in tabular form and analyzed using *wilcoxon* sign test.

3.1 Characteristics of Respondents

The results of respondents' characteristics are illustrated in table 2 below:

Table 2: Characteristics of respondents.

Sex	Total	% total
Male	42	51%
Female	40	49%
Class	Total	% total
Class A kindergarten	28	34%
Class B kindergarten	54	66%
Age Range (years)	Total	% total
4,0-4,5	7	9%
4,6-5,0	6	7%
5,1-5,5	17	21%
5,6-6,0	26	32%
6,1-6,5	24	29%
6,6-7,0	2	2%
Total	82	100%

Table 2 shows the number of male and female respondents namely 51% male and 49% female. Respondents of kindergarten class B were more than class A namely 66% kindergarten B and 34% kindergarten A. Range Most respondent age at age 5,1 - 6,0 year equal to 53%, age 6,1-7,0 year 31 % and in children aged 4-5 years by 16%. Assessment of the respondents included the value of knowledge, value attitudes and value of skills.

3.2 Respondents Value

The following table shows the value obtained by respondents before and after the training, the value consists of value of knowledge, attitude and skill.

Table 3: Value of knowledge.

	Pre			Post	
	Less	Fair	Good	Fair	Good
	Σ (%)	Σ (%)	Σ (%)	Σ (%)	Σ (%)
Sex					
Male	7 (17)	16 (38)	19 (45)	7 (17)	35 (83)
Female	2 (5)	11 (28)	27 (68)	1 (3)	39 (98)
Total	9 (11)	27 (33)	46 (56)	8 (10)	74 (90)
Kindergarten Class					
A	5 (18)	7 (25)	16 (57)	4 (14)	24 (86)
B	4 (7)	20 (37)	30 (56)	4 (7)	50 (93)
Total	9 (11)	27 (33)	46 (56)	8 (10)	74 (90)
Age Range (years)					
4,0-4,5	0 (0)	2 (29)	5 (71)	1 (14)	6 (86)
4,6-5,0	2 (33)	2 (33)	2 (33)	1 (17)	5 (83)
5,1-5,5	2 (12)	4 (24)	11 (65)	1 (6)	16 (94)
5,6-6,0	1 (4)	10 (38)	15 (58)	2 (8)	24 (92)
6,1-6,5	3 (13)	8 (33)	13 (54)	3 (13)	21 (88)
6,6-7,0	1 (50)	1 (50)	0 (0)	0 (0)	2 (100)
Total	9 (11)	27 (33)	46 (56)	8 (10)	74 (90)

Table 3 shows the value of knowledge before training is 11% less, 33% enough and 56% good. The value of knowledge after training was 10% enough and good by 90%, there was no less value.

Table 4: Value of Attitude.

	Pre		Post	
	Fair	Good	Fair	Good
	Σ (%)	Σ (%)	Σ (%)	Σ (%)
Sex				
Male	17 (40)	25 (60)	10 (24)	32 (76)
Female	13 (33)	27 (68)	4 (10)	36 (90)
Total	30 (37)	52 (63)	14 (17)	68 (83)
Kindergarten Class				
A	13 (46)	15 (54)	7 (25)	21 (75)
B	17 (31)	37 (69)	7 (13)	47 (87)
Total	30 (37)	52 (63)	14 (17)	68 (83)
Age Range (years)				
4,0-4,5	4 (57)	3 (43)	3 (43)	4 (57)
4,6-5,0	3 (50)	3 (50)	1 (17)	5 (83)
5,1-5,5	6 (35)	11 (65)	3 (18)	14 (82)

5,6-6,0	8 (31)	18 (69)	3 (12)	23 (88)
6,1-6,5	7 (32)	15 (68)	3 (14)	19 (86)
6,6-7,0	2 (50)	2 (50)	1 (25)	3 (75)
Total	30 (37)	52 (63)	14 (17)	68 (83)

Table 4 shows that the value attitude before the training is 37% enough and good at 63%, there was no less value in the respondents. The value of respondent attitude after training obtained from the results of this study was 17% enough and good at 83%, there was no less value in the respondents.

Table 5: Value of skills.

	Pre			Post		
	Less	Fair	Good	Less	Fair	Good
	Σ (%)	Σ (%)	Σ (%)	Σ (%)	Σ (%)	Σ (%)
Sex						
Male	19 (45)	10 (24)	13 (31)	6 (14)	13 (31)	23 (55)
Female	19 (48)	5 (13)	16 (40)	9 (23)	6 (15)	25 (63)
Total	38 (46)	15 (18)	29 (35)	15 (18)	19 (23)	48 (59)
Kindergarten Class						
A	14 (50)	5 (18)	9 (32)	6 (21)	10 (36)	12 (43)
B	24 (44)	10 (19)	20 (37)	9 (17)	9 (17)	36 (67)
Total	38 (46)	15 (18)	29 (35)	15 (18)	19 (23)	48 (59)
Age Range (years)						
4,0-4,5	5 (71)	0 (0)	2 (29)	2 (29)	3 (43)	2 (29)
4,6-5,0	4 (67)	2 (33)	0 (0)	2 (33)	2 (33)	2 (33)
5,1-5,5	5 (29)	3 (18)	9 (53)	3 (18)	4 (24)	10 (59)
5,6-6,0	14 (54)	3 (12)	9 (35)	6 (23)	7 (27)	13 (50)
6,1-6,5	9 (41)	5 (23)	8 (36)	2 (9)	3 (14)	17 (77)
6,6-7,0	1 (25)	2 (50)	1 (25)	0 (0)	0 (0)	4 (10)
Total	38 (46)	15 (18)	29 (35)	15 (18)	19 (23)	48 (59)

Table 5 shows skill value obtained before the training is 46% less, 18% enough, and good only 35%, while skill value obtained by respondent after training was 18% less, 23% enough and 59% good.

3.3 Statistical Test Results

In this study, the value of knowledge before and after training obtained by respondents in statistical tests used Wilcoxon sign test. The test results are shown in Table 6.

Table 6: Result of Wilcoxon test analysis before and after knowledge value.

	Value p
Knowledge Before (n=82)	0,000
Knowledge After (n=82)	

Comparison of knowledge before and after training with $p = 0,000$ is presented in Table 6. The results shows that children's knowledge after training was no lower than before the training, 50 children remained, and 32 children had better knowledge than before the training. Because of the p value <0.05 , there was a statistically significant difference in knowledge before training and after training.

Differences in attitudes before and after training obtained by respondents in statistical tests used Wilcoxon sign test. The test results are shown in Table 7.

Table 7: Result of Wilcoxon test analysis before and after attitude value.

	Value p
Attitude Before (n=82)	0,001
Attitude After (n=82)	

Table 7 shows the attitude comparison before and after training with $p = 0.001$. The analysis showed that there were 3 children with post training attitudes lower than before the training, 60 children remain, and 19 children had better attitude than before the training. Because of the p value <0.05 , there were statistically significant differences in attitudes before training and after training.

Differences in skill values before and after training obtained by respondents in statistical tests used Wilcoxon sign test. The test results are shown in table 8.

Table 8: Result of Wilcoxon test analysis before and after skill value.

	Value p
Skills Before (n=82)	0,000
Skills After (n=82)	

Comparison of skills before and after training with $p = 0,000$ is presented in table 8. There were 2 children with skill score after training lower than before training, 49 children remained, and 31 children had better skills than before the training. Because of the p value <0.05 , there were statistically significant differences in skills before training and after training.

4 DISCUSSION

Components that may affect the success of the training include curriculum, lecturer or trainer, organizers, means used, methods and characteristics of trainees such as age, occupation, education, and experience (Lubis and Syahri, 2015). According to Notoatmodjo, a person who has received training, his or her knowledge and skills are increased and can be measured by interviews or questionnaires that ask about the content of the measured material from the research subject or the respondent in the knowledge to be known or adjusted (Notoadmojo, 2013).

Knowledge of respondents after attending the training was good in 90% of respondents, fair in 10% of respondents and there was no less value. The value of knowledge referred to in this study is the ability of respondents in knowing everything about health, for example remembering, understanding and applying. Assessment of knowledge aspect aims at knowing the concept level of understanding of the participants about the concepts in the training materials (Kamil, 2012). The results of the knowledge obtained by the cadres showed that the training objectives were achieved by obtaining good value on 90% of respondents, it shows that the candidates' understanding of the health concepts given during the training are well received. These results are supported by the researcher Astuti, early childhood has a very fast learning ability. Early childhood also learns from what they see, hear, and experience an event (Astuti, 2016).

Significant differences between cadres' knowledge before the training and after the training show that the training objectives to improve cadres' health knowledge are achieved. This knowledge increase is due to new information submitted to the cadres through training, in which new information obtained is a substitute for previously acquired knowledge or refinement of previous information. (Lubis and Syahri, 2015). Child's knowledge can be obtained both internally and externally. Internal knowledge is knowledge that comes from itself based on life experience. External knowledge is

knowledge gained from others including family and teachers. Good knowledge gained internally and externally will improve children's knowledge about health.

The attitudes of respondents after attending the training were good on 83% of respondents, fair in 17% of respondents. The value of attitudes referred to in this study is the response or reaction of respondents to health. Assessment of attitude aspect aims at knowing the change of attitude of participant, for example sense of discipline, planned, honesty, and responsibility to result of work (Kamil, 2012). From the results, good respondents' attitude can be seen. This is because the child's knowledge about health is good. Attitude is the second level in behavior. According to Bloom cited by Notoatmodjo, people will change attitudes, if he is able to change the cognitive component first. A person's attitude will affect the knowledge he has. Respondents with positive attitudes are likely to have better health knowledge than those with negative attitudes (Notoadmojo, 2007).

Significant differences between respondents' attitudes before and after training showed that the training objectives were achieved. The results showed that the cadres' attitude toward health had improved. Another relevant result is the research of Lulut. There is a change of attitude before and after the provision of health promotion interventions. The majority of attitudes after health education increases because respondents can capture all the positive things they get from the intervention. Once their knowledge is sufficient, their emotions react with the existing stimulus (Lulut, 2014).

The skill value of respondents after training was 59% good respondents, fair 23% of respondents and 18% less respondents. The value of skills in this study was psychomotor ability of respondents in the health sector (e.g. ability to imitate, perform motion, manipulate motion, assemble movement, and demonstrate). Assessment of skills aspect aims at knowing what skills the participants have, how the participants work in doing the job and knowing the speed and accuracy in doing the job (Kamil, 2012). Apparently, from that result there is still less skill value from result of training. Children usually have a short attention, except for things that are intrinsically interesting and fun. It is still very difficult to sit down and pay attention to something for long periods of time. Besides, in accordance with the development of way of thinking, children usually do not have a sense of consideration (Knowledge Development Team FIP-UPI, 2007). Characteristics of children who are still lacking of consideration in

doing something to make children cannot be consistent with the decision. Skills are the result of repetitive exercise, which can be called an increasing or progressive change by the person who studies the skill as a result of a particular activity (Lubis and Syahri, 2015). The above theoretical study can explain why there is still less child's skill value after the training.

The results show a significant difference between skill values before and after the training. A person's skill will help the individual to solve the problems he or she faces. This difference in scores indicates the objectives of the training are achieved that is the aim of improving the skills of the child. The play and learning methods employed in this training can stimulate the child to be more skilled. Availability of facilities for learning give the participants the opportunity to see and hear the skills the instructors of small doctors demonstrate for the next cadres.

The respondents' knowledge, attitude and skill in this research increased because little doctor cadres had already followed training. This training has been in the program several weeks earlier by the school. Some teachers and parents said the children were looking forward to the training. The varied training methods in little doctor training activities such as lectures, demonstrations and role plays match the characteristics of early childhood. One of the content of Dewey's education theory is that children should be really interested in educational activities, experiences and work so that learning processes show good results (Suyadi and Ulfah, 2012).

5 CONCLUSIONS

Based on the results of research on the effectiveness of small cadre training program on early childhood knowledge, attitudes and skills, the conclusions are drawn as follows: Characteristics of respondents include gender of most men with education level that is kindergarten B more than kindergarten A. Age Range of respondents was mostly in age of 5.1-6.0 years. There are variations in value based on respondents' characteristics, gender, education level and age. The increase of cadres' knowledge is caused by new information submitted to the cadres through training, where new information obtained is a substitute for previously acquired knowledge or refinement of previous information. Little doctor training provides a very memorable experience for the children so that the results of the study found an increase in attitude values on the respondents in a good direction. Improved skills due to increased knowledge and attitude of the child. This result is

supported by Astuti, children at their early childhood have a very fast learning ability. Children at their early childhood also learn from what they see, hear, and experience about an event (Astuti, 2016).

Health promotion through health education by Siswanto is a major element in early childhood education. Early childhood health education is influenced by some factors such as: the paradigms development, the health determinant factors, health services and health education (Siswanto, 2012). Health promotion through the training of little doctor initiated by the health service facility that is a Bina Sehat Hospital proves that it can help improve knowledge, attitudes and skills of early childhood in Jember Regency. Further research is required on the structure of the program and the impact of training on early childhood health status.

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