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DENGAN TEMA :

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KATA PENGANTAR

Penelitian dan Pengabdian Kepada Masyarakat merupakan bagian dari Tri Dharma PerguruanTinggi. Penelitian dan Pengabdian Kepada Masyarakat harus berperan dalam memajukan kesejahteraan umum dan mencerdaskan kehidupan bangsa. Penelitian dan pengabdian Kepada Masyarakat akan mempunyai nilai manfaat diatas salah satunya dengan cara dipublikasikan supaya bisa dibaca luas, karenanya dibutuhkan satu media untuk publikasi hasil-hasil penelitian dan Pengabdian Kepada masyarakat.

STIKES berkerjasama dengan Akademi Gizi Karya Husada Kediri berinisiatif menyelengarakan seminar hasil penelitian dan Pengabdian Kepada masyarakat dengan tema " Inovasi dalam Penelitian dan pengabdian kepada Masyarakat menjawab Permasalahan Pendemi Covid-19" menerbitkan artikel yang telah diseminarkan dalam bentuk prosiding .

Akhirnya, Prosiding ini diharapkan bermanfaat untuk pengembangan ilmu pengetahuan dan implementasi teknologi meningkatkan kesejahteraan masyarakat melalui kegiatan Penelitian dan Pengabdian Kepada Masyarakat yang berbasis kesehatan

Kediri, 16 Desember 2020

DAFTAR ISI

Halaman Judul i
Kata Pengantar ii
Daftar Isi iii

PENELITIAN

1. PARENT COACHING: AN EFFECTIVE INTERVENTION TO REDUCE SEDENTARY BEHAVIOUR IN PRE SCHOOL AGED CHILDREN, Laviana Nita Ludyanti, Linda Ishariani 1

2. ANALISIS WAKTU PEMERIKSAAN KADAR HB PASCA HD DENGAN TRANFUSI DURANTE HD PASIEN ESRD PALING STABIL DI UNIT HEMODIALISIS (HD) RSUD KABUPATEN KEDIRI , Moch. Maftuchul Huda, Nurul Laili 7

3. TEMPAT PERSALINAN DAN INISIASI MENYUSU DINI BERHUBUNGAN DENGAN PEMBERIAN AIR SUSU IBU DI MASA PANDEMI COVID-19, Reni Yuli Astutik, Eka Sri Purwandari, Qorinah Estiningtyas Sakilah Adnani 13

4. HUBUNGAN TINGKAT PENGETAHUAN IBU HAMIL TRIMESTER III TENTANG ANC DENGAN KETEPATAN WAKTU KUNJUNGAN ANC DI PUSKESMAS CAKRANEGARA TAHUN 2019, Nurul Auliya Kamila, Linda Widyawati 18

5. UJI AKTIVITAS EKSTRAK LABU KUNING (Cucurbita maxima D) SEBAGAI KANDIDAT ANTI ACNE DAN ANTI FUNGI Istianatus Sunnah 1, Rosa Mistika Lani Lisu, Erizka Diah Rizkianawati 23

6. KETUBAN PECAH DINI DENGAN KEJADIAN BAYI BERAT LAHIR RENDAH, Dwi Ertiana, Anisa Riska Fitriani 30

7. HUBUNGAN PENGETAHUAN IBU HAMIL DENGAN SENAM PRENATAL YOGA, Ronalen Br. Situmorang 38

8. HUBUNGAN ANTICIPATORY GUIDANCE IBU DENGAN KEJADIAN PICKY EATER PADA ANAK USIA 3-6 TAHUN, Widyasih Sunaringtyas, Laviana Nita Ludyanti, Okta Novia Purwandari..... 43

9. EFEKTIFITAS NIPPLE STIMULATION DALAM MENCEGAH KALA II LAMA PADA PERSALINAN PERVAGINAM, Linda Andri Mustofa, Evi Nuraviah.. 53

10. PERAN IBU DALAM PENCEGAHAN CACING PADA ANAK BALITA, Dodik Arso Wibowo 59

11. PENGGUNAAN GADGET PADA JAM KERJA BERHUBUNGAN DENGAN KINERJA PERAWAT DALAM PELAYANAN KEPERAWATAN DI INSTALASI RAWAT INAP RS. AMELIA PARE KEDIRI, Dwi Setyorini, Farida Hayati, Tanti Winarni..... 65

12. KEMAMPUAN KELUARGA MELAKUKAN DETEKSI DINI GEJALA STROKE DENGAN DERAJAT KECACATAN STROKE, Pria Wahyu Romadhon Girianto, Widyasih Sunaringtyas, Mia Rahayu Murti..... 77

13. IMPLEMENTASI PELAYANAN KESEHATAN IBU DAN ANAK PADA MASA PENDEMI COVID-19, Brivian Florentis Yustanta, Lia Herlinasari 85

14. DUKUNGAN KADER DAN MOTIVASI IBU DENGAN KUNJUNGAN BALITA KE POSYANDU DI ERA NEW NORMAL, Dewi Taurisiawati Rahayu, Siti Sultoniyah Qudsiazahro..... 92

15. PENGETAHUAN REMAJA PUTRI TENTANG KONSUMSI TABLET TAMBAH DARAH SAAT MENSTRUASI DENGAN KEJADIAN ANEMIA, Julaecha... 101

16. HUBUNGAN PEGETAHUAN NUTRISI IBU HAMIL DENGAN KENAIKAN BERAT BADAN PADA IBU HAMIL, Nunuk Nurhayati, Partina..... 106

17. RESIKO TINGKAT KONSUMSI ENERGI DAN PROTEIN DENGAN STATUS GIZI PADA BALITA DI POSYANDU NUSA INDAH KABUPATEN KEDIRI, Fadhila Tati'Badiyah, Enggar Anggraeni, SST.,M. Gizi..... 113

18. HUBUNGAN TINGKAT PENGETAHUAN IBU TENTANG GIZI DENGANSTATUS GIZI BALITA USIA 3-5 TAHUN (STUDY CROSS-SECTIONAL DI DUSUN MANGUNREJO DESA PRANGGANG KECAMATAN PLOSOKLATEN KABUPATEN KEDIRI) Resti Faujiah, Mirthasari Palupi, Enggar Anggraeni..... 121

19. PENDIDIKAN KESEHATAN PERTOLONGAN PERTAMA PADA KECELAKAAN TERHADAP KETERAMPILAN PELAJAR EKSTRA KURIKULER PMR SMPN 2 PARE, Sutiyah Heni..... 125

20. PENGARUH SCAPULAR STABILIZATION EXERCISES TERHADAP NYERI BAHU PADA PENGENDARA SEPEDA MOTOR MAHASISWA STIKES KARYA HUSADA KEDIRI, Farida Hayati, Dina Zakiyyatul Fuadah, Muhamad Iqballudin 132

21. SKRINING BIDAN DALAM PELAYANAN KEBIDANAN DI MASA PANDEMI COVID 19 (SURVEY PADA BIDAN DI JAWA TIMUR, Ita Eko Suparni..... 139

22. KESIAPSEDIAAN BIDAN DALAM MEMBERIKAN PELAYANAN KEBIDANAN SELAMA MASA PANDEMI COVID-19 (STUDI FENOMENOLOGI PADA BIDAN DI JAWA TIMUR) Anis Setyowati 145

PENGABMAS

23. STRATEGI EDUKASI MANAJEMEN PREVENTIF COVID19 BERBASIS SELF EMPOWERMENT PADA REMAJA, Dhina Widayati, Nian Afrian Nuari 152

24. DETEKSI DINI KANKER SERVIKS DENGAN PEMERIKSAAN INSPEKSI VISUAL ASAM ASETAT, Nurlina..... 157

25. PEMBENTUKAN SELF HELP GROUP KADER KESEHATAN DALAM MANAJEMEN BENCANA DAN BANTUAN HIDUP DASAR PENGABDIAN MASYARAKAT DI DESA PONDOK AGUNG KEC. KASEMBON KABUPATEN MALANG, Moch. Maftuchul Huda 161

26. PELATIHAN MASASE PERINEUM dan PEMANFAATAN TANAMAN HERBAL untuk MENCEGAH COVID-19 PADA IBU HAMIL, Sulastry Pakpahan, Ganda Agustina Simbolon 169

27. HEALTH EDUCATION TENTANG BAHAYA COVID-19 DAN POTENSI GAGAL NAFAS AKIBAT COVID-19 SERTA PENCEGAHANNYA PADA SISWA SMA, Melani Kartika Sari..... 174

28. KETERLIBATAN AYAH DALAM PENGASUHAN ANAK, Rahma Dian Hanifarizani, Mega Ulfah, Yulia Silvani 177

29. SKRINING DAN EDUKASI PENANGANAN SINDROM NOMOPHOBIA PADA REMAJA, Linda Ishariani 180

30. PENATALAKSANAAN ASUHAN KEBIDANAN PADA BALITA DENGAN MASALAH GIZI KURANG BERBASIS KOMUNITAS, Siti Asiyah..... 184

31. SARASEHAN KEPO RISTI DAN KEPO AIR SUSU IBU, Tintin Hariyani, Novilia Arum, Yetan Susantri Nokas 189

32. OPTIMALISASI PERAN SATGAS DALAM MENERAPKAN PROTOKOL KESEHATAN MASA PANDEMI COVID-19 , Nurul Laili 194

33. PERAN KELUARGA DALAM MENINGKATKAN KESEHATAN IBU DAN ANAK DI MASA ADAPTASI KEBIASAAN BARU, Anik Latifah, Setiawandari, Yefi Marliandini 200

34. HOME LEARNING KELAS IBU BALITA UNTUK MENCEGAH STUNTING DAN PEMANTAUAN TUMBUH KEMBANG BALITA DI DESA WANDANPURO, BULULAWANG, Ulfah Mega, Silvani Yulia, Dewi Mustika, Sariati Yuseva, Fatmawati, Proborini Astri 206

35. PENDAMPINGAN IBU MENYUSUI DALAM PEMBERIAN ASI EKSKLUSIF PADA MASA PANDEMI COVID-19, Reni Yuli Astutik Eka Sri Purwandari 209

Parent Coaching: An Effective Intervention To Reduce Sedentary Behaviour In Pre School Aged Children

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Abstrak

Perilaku menetap muncul karena berbagai fasilitas sebagai akibat dari perkembangan teknologi. Hal ini memberikan dampak fisik dan psikis yang beragam pada anak, sehingga perlu diterapkan pembinaan orang tua untuk mengurangi perilaku sedentary. Tujuan: Penelitian ini bertujuan untuk mengetahui pengaruh pembinaan orang tua terhadap perilaku sedentary pada anak prasekolah. Metode: Metode yang digunakan adalah quasy eksperimental design dengan pendekatan pretest posttest. Subjek penelitian berjumlah 45 responden yang dipilih dengan menggunakan teknik Purpossive Sampling. Penelitian ini dilakukan di TK ABA III Pare Kediri. Para peneliti mengidentifikasi perilaku menetap sebelum dan sesudah pelaksanaan intervensi pembinaan orang tua. Data kemudian dianalisis menggunakan uji t berpasangan bivariat. Hasil Penelitian: Perilaku menetap sebelum penerapan intervensi parental coaching menunjukkan rerata 5,4 sedangkan setelah penerapan rerata 3,1. Hasil analisis menunjukkan p value 0,00 yang berarti ada pengaruh antara parental coaching terhadap perilaku sedentary pada usia prasekolah. Pembinaan orang tua memiliki efek positif pada perilaku menetap di usia prasekolah. Orang tua hendaknya melakukan pembinaan orang tua yang meliputi nasehat, contoh, pembiasaan dan pengawasan agar perilaku menetap pada anak dapat dikurangi dan dicegah.

Kata kunci: pembinaan orang tua, perilaku menetap, usia pra sekolah

Abstract

Sedentary behavior arises due to various facilities as a result of technological development. This has a variety of physical and psychological impacts on children, so it is necessary to apply parent coaching to reduce sedentary behavior. *Objectives*: This study was aimed to determine the effect of parent coaching on sedentary behavior in pre-school children. *Method:* The method used was quasy experimental design with pretest posttest approach. The subjects were 45 respondents who were selected using Purpossive sampling technique. This research was conducted at TK ABA III Pare Kediri. The researchers identified sedentary behaviour before and after the implementation of parent coaching intervention. The data was then analyzed using bivariate paired t test. *Research Result:* Sedentary behavior before the application of parent coaching intervention showed a mean of 5.4, whereas after the application the mean was 3.1. The results of the analysis showed p value of 0.00 which means that there was influence between parent coaching on sedentary behavior in pre-school age. Parent coaching has a positive effect on sedentary behavior in pre-school age. Parents should do parent coaching which includes advice, example, habituation and supervision so that sedentary behavior in children can be reduced and prevented.

Key words: parent coaching, sedentary behaviour, pre school age

INTRODUCTION

Technological advancements such as television, computer, and the internet resulted in sedentary behavior, especially in children. The results of the study on school-aged children showed that the average rate of sedentary behavior increased to 4.98 hours/day on weekends from 3.55 hours/day on weekdays [9].

The results also showed that of the 86 adolescents involved, all of them had moderate to vigorous activity, 30.2% of them id intensive exercise, while 17.4% had adequately moderate activity. In sedentary behavior, 89.5% of the people like to watch TV, 100% like working with a computer or laptop, 26.7% like playing video games, 100% like sitting around, 48.8% of adolescents have bad sleep time [10]. According to the study carried out by Vale et al., sedentary lifestyle occured in early stages of growth and development, children aged 0-5 years [11]. In their early years, children spend 73%-84% of their time to do little activity. They spend more than 1 hour per day to play with devices with screen (screen time) and carry it out before they are 2 years old [12].

Sedentary behavior has a negative effect on health, making it an important issue in public health [1]. It is explained as a group of behavior which requires very low energy expenditure, such as of sitting or lying down while watching television, playing electronic games, reading, and so forth. The impacts that can be had are cardiometabolic disorders, respiratory disorders (asthma), psychosocial disorder (anxiety, depression, low self-esteem) and also growth and development disorders [2, 3, 4, 5].

In pre-school ages, children will be very sensitive to the environment. It is a very short period and cannot be repeated again. This period is also called as a golden period, a window of opportunity, and also a critical period. Children who experience sedentary behavior in their preschool time will spend most of their time to play alone, move less and have less interaction with their environment. As a result, it will affect children behavior, individually and in group. Children will tend to be less independent, more emotional, aggressive, difficult to communicate and mingle with their friends, have spoiled behavior, destructive and difficult to concentrate [4,5,11].

Sedentary behavior in children is influenced by several factors such as economic status, parent education and environment [9]. The role of parents is very important to prevent sedentary behavior. One of them is through parent coaching. Parent coaching is very helpful in directing and developing children's growth and development. In the coaching process, parents can find out children's current development, goals, and can be children's partners to find ways to optimize their growth and development. It also will increase their interaction.

Based on the description above, the researchers would like to investigate the effect of parent coaching on Sedentary Behavior in preschool aged children. While the specific purpose of this study is to identify parent coaching and sedentary behavior in preschool aged children and analyze the effect.

METHOD

This research is a quasy experiment with pretest posttest approach. This research was conducted to determine the effect of parent coaching on sedentary behavior in pre-school children. This research was conducted at TK ABA III Pare Kediri.

There were 45 respondents involved in this study. The sampling technique done was purposive sampling, with inclusion criteria of willing to be responsive, cooperative, parents with children aged 4-6 years at TK ABA III Pare Kediri. The parents of students at TK ABA III gave informed consent to become the respondents of this research. They were given a sedentary behavior questionnaire and the pre-test data were taken.

Furthermore, the researchers gave parent coaching intervention which was followed by 4 activities: activity I (exploring participants' understanding), activity II (group discussion), activity III (reflection), activity IV (reinforcement). The researchers identified sedentary behavior after giving intervention through post-test questionnaire to see a decrease in sedentary behaviour pre and post parents coaching intervention.

RESULTS AND DISCUSSION

3.1. Characteristics of Respondents in TK ABA III Pare Kediri

The results of the study explained that the majority of respondents are aged 30-40 years as many as 53.33%; the youngest were aged 22 years and the oldest were 48 years old. The education background of the mothers is mostly high school (64.44%), 62.22% of them are houswives. In addition, the children as the objects of this study are mostly female (53.33%) and the age is mostly 5 years old (46.67%). The highest number of siblings is 1, which is indicated by a percentage of (44.44%).

Table 1. Frequency Distribution of Respondents at TK ABA III Pare Kediri

		Total	Percentage (%)
Mother Age	20-30 Years Old	14	31.11
	31-40 Years Old	24	53.33
	>40 Years Old	7	15.56
Mother Education Background	Primary School	2	4.44
	Secondary School	4	8.89
	High School	29	64.44
	University	10	22.22
Mother Profession	Housewife	28	62.22
	Entrepreneur	4	8.89
	Employee	6	13.33
	Teacher	5	11.11
	Farmer	1	2.22
	Nurse	1	2.22
Children Gender	Male	21	46.67
	Female	24	53.33
Chidren Age	4 Years Old	5	11.11
	5 Years Old	21	46.67
	6 Years Old	19	42.22
Number of Sibling	None	8	17.78
	1	20	44.44
	2	11	24.44
	3	5	11.11
	4	1	2.22

3.2. Analysis of Parent Coaching on Sedentary Behavior in Preschool children at TK ABA III

Based on the results of the study, the average rate of sedentary behavior in pre-school children before the implementation of parent coaching was 5.4 and it declined to 3.11 after the implementation. From the results of the paired T test, the statistical test showed a value of sig. (2 tailed) p value of 0.000 < 0.05. This shows that H_o is rejected which means that there is an influence of parent coaching on sedentary behavior in pre-school aged children at TK ABA III Pare Kediri.

Table 2. *Results of Statistical Test Analysis on the Effect of Parent Coaching on Sedentary Behavior in Pre-school Aged Children*

		N	Mean	Std.Deviation	Sig.(2 tailed)
Paired t test	Pre test-post test	45	2.28889	2.02958	.000

3.3. The Influence of Parent Coaching on Sedentary Behavior in Pre-school aged Children at TK ABA III Pare Kediri

Parent coaching is a part of the process of parent guidance to children that helps in problem solving process. One of them is in reducing sedentary behavior in pre-school aged children. Pre-school age is a golden period for children. According to Hurlock, in this period, children will try to get to know about themselves, learn to adjust with peers, develop social roles according to their gender, develop social attitudes towards groups or institutions and achieve personal freedom. The developmental milestones of children aged 4-5 years are as follows: learn physical skills needed for playing, build a healthy attitude and recognize themselves as growing creatures, learn to adjust with friends at their age, begin to develop appropriate social roles of men or women, develop basic skills for reading, writing and arithmetic, develop understanding needed for daily life, develop conscience, moral understanding and levels of values, develop attitudes towards social groups and institutions, and achieve personal freedom [19]. These milestones will not be achieved optimally if the children have sedentary behavior.

Sedentary behavior (i.e. activities that require minimal body movement and low energy expenditure that the rate is similar to 1.0 to 1.5 in resting metabolic equivalent (MET) including sitting for various purposes (for instance, in working and travelling), and screen-based activities such as using computer, electronic gadgets, and watching television [15].

Based on previous studies, preschool children spend more time playing screen-based electronic games, watching television and other activities at home that do not spend much energy, whereas activities outside home require a lot of energy. This proves that the pre-school children spend little energy which can be categorized as sedentary behavior. This is not in accordance with the recommendation of the Australian 24-Hour Movement Guidelines for Early Years (from birth to 5 years) which states that pre-school aged children should do various physical activity at least 180 minutes, of which at least 60 minutes is energetic play.

Physical activity plays an important role in energy expenditure for 20% - 50% of energy is expended by physical activity. Less physical activity causes excess energy that would be stored in the form of fat [27]. Therefore, parents have important roles to direct activities and optimize children's growth and development. This can be done through parent coaching activities.

Guidance given to children helps them in increasing their ability to have self understanding, self acceptance, self direction and self realization according to their potential or ability in adjusting themselves and their environment. Parent coaching can be given through advice, example, habituation and supervision.

In parent coaching activities, parents are provided information about children behavior so that they know and understand the advantages and disadvantages of the method. Parents give children good example to not carry out activities that lead sedentary behavior. The aim is to accustom pre-school aged children to do more mobile activities. At the end, parents should always supervise their children activities and make sure that they are away from having sedentary behavior.

In pre-school aged children who were given parent coaching, they showed a decrease in sedentary behavior. According to the data obtained, the children at TK ABA III showed a tendency to experience sedentary behavior before being given an intervention in the form of parent coaching for one month. The average rate of sedentary behavior in pre-school children before the intervention was given was 5.4. However, the rate declined to 3.1 after parent coatching was implemented. From the analysis of the statistical test, the p value is <0.05. This shows that the provision of parent coaching intervention affected sedentary behavior in pre-school aged children.

There are several factors that influence parent coaching on sedentary behavior including the level of mothers' education and age, children age, sex, and the number of sibling of the children. Based on the research, more than half of the mothers were graduated from high school. According to Soetjiningsih [23], several supporting factors in children development are: the fulfillment of the children's needs, the active role of parents, the environment that stimulates all aspects of children development, the active role of children and the education of parents. Mothers with high education will tend to be easier to get information and apply it in stimulating their children development.

Moreover, mothers are also able to do time management and activities that are applied to their children. This can be seen from the parent coaching given to the respondents. In addition,

mothers are more active and able to apply parent coaching to children to reduce sedentary behavior.

Parent coaching is in accordance with the concept of nursing care of children, namely Family Centered Care (FCC). This concept emphasizes the involvement of parents in providing nursing care toward their children. Therefore, proper parent coaching is given to pre-school aged children with an aim to reduce their sedentary behavior.

CONCLUSION

The rate of sedentary behavior in pre-school aged children prior to the parent coaching intervention given was 5.4, while after the intervention was given it decreased to 3.1. The provision of parent coaching intervention showed an effect on sedentary behavior in pre-school aged children as indicated by a decrease in sedentary behavior rate and the results of paired t test statistics.

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