

PERBEDAAN PENGETAHUAN RADIOGRAFI KEDOKTERAN GIGI PADA SISWA TUNAGRAHITA BERDASARKAN JUMLAH PENAYANGAN VIDEO EDUKASI

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INTISARI

Pemeriksaan radiografi merupakan prosedur penting pada perawatan gigi. Kurangnya pengetahuan tentang prosedur pemeriksaan radiografi gigi dapat menimbulkan rasa cemas dan takut pada pasien terutama anak tunagrahita dengan keterbatasan intelektual. Anak tunagrahita memerlukan pendekatan edukasi berulang dan impresif. Video edukasi dianggap efektif, praktis, dan interaktif dalam meningkatkan pemahaman mereka. Penelitian ini bertujuan untuk mengetahui perbedaan pengetahuan radiografi gigi pada siswa tunagrahita SMPLB Negeri di Kota Yogyakarta sebelum dan sesudah menyaksikan video edukasi serta berdasarkan jumlah penayangan video.

Penelitian ini menggunakan desain kuantitatif dengan *one group pretest-posttest*. Responden berjumlah 60 siswa SMPLB Negeri di Kota Yogyakarta yang dipilih menggunakan metode *total sampling*. Responden dibagi menjadi tiga kelompok dengan perbedaan jumlah penayangan yaitu satu, dua, dan tiga kali penayangan dengan jeda 24 jam antar penayangan. Instrumen yang digunakan adalah kuesioner pertanyaan tertutup dengan skala Guttman. Responden mengisi kuesioner yang sama sebanyak dua kali, yaitu sebelum dan setelah pemberian edukasi melalui video. Data yang diperoleh dari penelitian diuji normalitasnya menggunakan Uji *Saphiro-Wilk*. Hasil uji menyatakan bahwa data tidak berdistribusi normal sehingga uji statistik dilakukan dengan uji nonparametrik menggunakan Uji *Wilcoxon* dan Uji *Kruskal Wallis* dengan tingkat kepercayaan 95% ($\alpha=0,05$).

Hasil uji *Wilcoxon* menunjukkan terdapat perbedaan pengetahuan mengenai radiografi kedokteran gigi yang signifikan ($p<0,05$) antara sebelum dan setelah edukasi video. Hasil uji *Kruskal-Wallis* menunjukkan bahwa jumlah penayangan video tidak terdapat perbedaan signifikan terhadap peningkatan pengetahuan antara kelompok yang berbeda ($p>0,05$). Hasil tersebut menunjukkan bahwa video edukasi berpengaruh terhadap peningkatan pengetahuan radiografi gigi pada anak tunagrahita meskipun jumlah penayangan tidak berpengaruh terhadap tingkat pengetahuan tersebut.

Kata kunci: pengetahuan siswa, video edukasi, pemeriksaan radiografi gigi, anak tunagrahita

DIFFERENCES IN DENTAL RADIOGRAPHY KNOWLEDGE AMONG STUDENTS WITH INTELLECTUAL DISABILITIES BASED ON THE NUMBER OF EDUCATIONAL VIDEO PRESENTATIONS

(A Study among Special Need Student in State Junior High School in Yogyakarta)

ABSTRACT

Oral radiography is considered an important procedure in dental care. Lack of knowledge about oral radiography procedures can cause anxiety and fear, especially in intellectually disabled children. These children require repetitive and engaging educational approaches. Educational videos are considered an effective way to enhance their understanding. This research aimed to determine the effect of the number of educational video presentations on the knowledge of oral radiography among intellectually disabled students at state special schools in Yogyakarta City.

This study is quantitative research that applied design one group pretest-posttest. Participants of the study consisted of 60 students from a state special school for junior high school in Yogyakarta city, who were selected using a total sampling method. The respondents were divided into three groups with different viewing frequencies: one, two, and three times, with a 24-hour interval between viewings. The instrument used was a closed-ended questionnaire with a Guttman scale. Respondents filled out the same questionnaire twice, namely before and after being provided education through video. The data obtained from the research was tested for normality using the Shapiro-Wilk test. The test results indicated that the data was not normally distributed, so nonparametric statistical tests were used, namely the Wilcoxon test and the Kruskal-Wallis test, with a confidence level of 95% ($\alpha=0.05$).

The Wilcoxon test results showed a significant value ($p<0.05$) in all three schools, indicating a significant difference in knowledge about dental radiographic examinations before and after video education. The Kruskal-Wallis test results showed that the number of video presentations did not have a significant effect on the difference in knowledge increase between the different groups ($p>0.05$). These results indicate that educational videos were effective in increasing the knowledge of intellectually disabled children about dental radiographic examinations, although the number of video presentations did not have a significant effect.

Keywords: student knowledge, educational videos, oral radiography, intellectually disabled