

INTISARI

Latar belakang : Anak disabilitas intelektual (DI) merupakan kelompok anak yang memiliki keterbatasan intelektual, kemampuan adaptif, kemampuan sosial dan kemampuan beraktifitas (praktis). Pelatihan menggosok gigi dengan pendekatan Program Pembelajaran Individual (PPI) merupakan salah satu strategi yang menitik beratkan kondisi dan motivasi masing-masing siswa didik. Penelitian ini bertujuan untuk mengetahui pengaruh pelatihan cara menggosok gigi melalui pendekatan Program Pembelajaran Individual (PPI) terhadap keterampilan cara menggosok gigi dan status kebersihan gigi dan mulut DI sedang.

Metode : metode penelitian ini yaitu kuasi eksperimental dengan desain subyek tunggal (*single subyek design*). Responden dalam penelitian ini yaitu 14 orang diambil sesuai kriteria yang sudah ditentukan dan dibagi dalam 2 kelompok. Kelompok 1 (11 responden) pelatihan dilakukan setiap 1 minggu 2 kali selama 6 minggu, kelompok 2 (3 responden) dilakukan setiap hari (*drill*) selama 6 minggu. Metode pengumpulan data yang digunakan yaitu observasi. Keterampilan menggosok gigi diukur menggunakan *checklist* (modifikasi dari pedoman *Special Care Advocates in Dentistry* (SAID) tahun 1995), sedangkan status kebersihan gigi dan mulut diukur menggunakan indeks PHP-M (*Patient Hygiene Performance-Modified*) dari Martens dan Meskin (1972). Analisis datanya menggunakan analisis deskriptif.

Hasil : hasil penelitian ini menunjukkan setelah dilakukan pelatihan menggosok gigi selama 6 minggu didapatkan adanya peningkatan nilai keterampilan menggosok gigi dan status kebersihan gigi dan mulut. Nilai keterampilan menggosok gigi kelompok 1 didapatkan 36% kategori baik dan 64% kategori sedang, sedangkan kelompok 2 didapatkan 66,7% kategori baik dan 33,3% kategori sedang. Status kebersihan gigi dan mulut kelompok 1 didapatkan 73% kategori sedang dan 27% kategori buruk, sedangkan kelompok 2 didapatkan 33% kategori sedang dan 67% kategori buruk. Keterlibatan orang tua atau pengasuh berperan terhadap peningkatan tersebut.

Kesimpulan : pelatihan cara menggosok gigi menggunakan pendekatan Program Pembelajaran Individual (PPI) berpengaruh terhadap peningkatan keterampilan cara menggosok gigi dan status kebersihan gigi dan mulut. Orang tua dan pengasuh berperan terhadap peningkatan keterampilan menggosok gigi dan status kebersihan gigi dan mulut.

Kata kunci : Disabilitas intelektual, Program Pembelajaran Individual (PPI), Keterampilan cara menggosok gigi, Status kebersihan gigi dan mulut, Peran orang tua

ABSTRACT

Background : Children with Intellectual Disability (ID) have limited abilities (social, adaptive and practical) and limited intellect. Training these children to brush their teeth using the Individualized Educational Programme (IEP) approach is a strategy which focuses on the condition and motivation of each student. The purpose of this research was to understand how the training in the techniques of tooth-brushing by IEP influences teeth cleaning skills and oral hygiene status on medium level ID students.

Method : This research method is to master the experiment by single subject design. The respondents in this research were 14 people taken according to the pre-determined criteria and divided into 2 groups. In the first group (11 respondents) the training was done twice a week for 6 weeks, Group 2 (3 respondents) were training every day for 6 weeks (drill technique). Data collection method used was by observation. Teeth brushing skill was measured using checklist (modification from *Special Care Advocates in Dentistry* (SAID) Guide, 1995) and oral hygiene was measured using the PHP-M (Patient Hygiene Performance-Modified) index from Martens and Meskin (1972). The data analysis used descriptive analysis.

Result : This research result showed a skill score increase for tooth brushing mouth/teeth cleanliness after training for 6 weeks. The score in group 1 was 36% in the good category and 64% in the medium category, while group 2 had scores of 66.7% in the good category and 33.3% in the medium category. Oral hygiene status in group 1 was 73% in the medium category and 27% in the bad category, while group 2 had scores of 33% in the medium category and 67% in the bad category. The involvement of parents or nannies played a role in that increase.

Conclusion: Training of ID children in how to brush teeth using the Individualized Educational Programme (IEP) approach has a positive influence on the increase of teeth brushing skills and oral hygiene status. Parents and nannies played a role in these improvements.

Key words: intellectual disability, Individualized Educational Programme (IEP), teeth brushing skills, oral hygiene status, role of parents.