https://stikes-nhm.e-journal.id/OBJ/index

P-ISSN : 1979-3340
e-ISSN : 2685-7987

Jurnal Ilmiah Obsgin

Jurnal Ilmiah Ilmu Kebidanan & Kandungan

Article

Development of Animated Video Based on the ADDIE Model as Anticipatory Guidance for KIPI Covid-19 Vaccination at SMAN 2 Bangkalan

Eka Suci Daniyanti*, Moh. Lutfi[2] , Nailufar Firdaus[3]

[1,2,3]STIKes Ngudia Husada Madura, Bangkalan, Indonesia

SUBMISSION TRACK

Recieved: December 02, 2022
Final Revision: December 19, 2022
Available Online: December 21, 2022

KEYWORDS

ADDIE Model, Anticipatory Guidance for KIPI, Covid-19 Vaccination

CORRESPONDENCE

E-mail: ekasucidaniyanti@gmail.com

A B S T R A C T

This study aimed to produce animated videos of behavior life clean and healthy (PHBS) as anticipatory guidance or guide prevention incident following post-immunization (KIPI) Covid-19 in high school students. This study used design study Research and Development with a developed concept namely the ADDIE model. The ADDIE development model includes 5 stages that are Analyze (analysis), Design (design), Develop (development), Implement (implementation), and Evaluate (assessment). The trial used is one group pre-test – post-test design with a sample of as many as 253 students. Data collection using a questionnaire with as many as 10 questions filled out by respondents before (pre-test) and after (post-test) using video animation. Research results in results obtained a significance value of 0.000 <α 0.05. This means that animated videos on clean and healthy living behaviors are very effective as a means of anticipatory guidance information or prevention of post-immunization adverse events (KIPI) for the Covid-19 vaccine.

I. INTRODUCTION

Pandemic Covid-19 is a challenge for health society, research, and community medicine. Coronaviruses are a family large virus that causes disease from symptom light to heavy. There are two types of coronavirus that can become reason diseases with raises symptoms heavy as *Middle East Respiratory Syndrome (MERS*) and *Severe Acute Respiratory Syndrome* (SARS).[1] The origin of the coronavirus from Wuhan, China first found at the end of December year 2019. [2]

The covid-19 infection causes a number enough death high. According to cluster data Task Acceleration Handling of Covid-19 on November 4, 2021, the total confirmed positive for Covid-19 totaled 4,246,802 people with a number Dead of 143,500 people (3.4%). In East Java, the Covid-19 case was confirmed as many as 399,471, meanwhile dead as many as 29,703 were. The handling of the Coronavirus by WHO and the Government of Indonesia is an appeal to everyone for COVID-19 vaccination begins from 18 years old, to seniors until mothers are

pregnant to stay To do COVID-19 vaccination. Kindly national dose first reached 66.89% and the dose second achieve 45.83% data coverage vaccine on November 29, 2021. Although the vaccine and immunization programs are already national and confirmed safe and effective, will guarantee that the vaccine has no there affected side or normally called KIPI (Gen follow Post Immunization). KIPI is a condition frequently medical not wanted after vaccine.

There are 5 categories of KIPI as reaction consequence vaccine among them disabled quality vaccine, fallacy procedure Immunization, anxiety consequence immunizations, and events coincidence. [3]

KIPI that appears after to do Covid-19 vaccine available from symptom light until heavy. Symptom light after the Covid-19 vaccine includes soreness around the injection area, fever lightheadedness, dizziness, regret, diarrhea, and chills. While KIPI symptoms are heavy and can threaten the soul until cause dead.[4]

Appeal for to do Covid-19 vaccination for junior high school and high school/vocational school students aims to support learning stare face. However, in practice still, there are students who are worried about the effects side that happened after immunization. Prevention and termination of chain transmission of COVID-19 in adolescents can be conducted with give proper understanding and knowledge about the effects that arise post vaccination and the benefits obtained with to do vaccination. The government gives attention specifically to the application Behavior life healthy. PHBS to be stolen measuring in achievement for increased scope health in the 2015-2030 Sustainable Development Goals (SDGs) program. One form of effort prevention that has an impact period short To use enhancement health at three places that include, scope member family, society public, and schools is the existing PHBS in the SDGs.[5]

Effort anticipation incidents follow post-immunization the covid-19 vaccine is with the consumption of more water, warm baths, sunbathing, and exercise light to reduce pain and rest enough. Based on the background behind the application behavior life is clean and healthy based on the ADDIE model in animated video form as means gift anticipatory guidance information about incidents follow post Covid-19 immunization in adolescents.[3]

II. METHODS

Study this will use design study *Research and Development* with a developed concept _ namely the ADDIE model. The ADDIE development model includes 5 stages that are *Analyze* (analysis), *Design* (design), *Develop* (development), *Implement* (application), and *Evaluate* (assessment).[6]

Stage analyze

Get information problems in the field, that is with method *survey* in the field. The survey results are used to look for solutions to the problem, next generated product is to be developed ie an animated video about behavior life clean and healthy (PHBS) used as a guide in an effort prevention incidents following post Covid-19 vaccine.

Stage design

Design and develop inside video content from storyboards. Videos contain about behavior life clean and healthy (PHBS) for effort anticipation incident follow post-immunization (KIPI) for the Covid-19 vaccine including KIPI definition, KIPI causes, and methods anticipating KIPI. It also designed a validation instrument (questionnaire) for expert material, media experts, experts

language, teachers, and parents students.

Stage develop

Develop designs made in stages before. At this stage, this selection of software is used for development. Software used is *Coreldraw software*, *adobe photoshop software*, *shot software,* and recording voice *dubbed.* At stages, this validity test by experts material, media experts, experts language, teachers, and parents students.

Stage implement

Test try products that are already valid in scale big.[6] At this stage, this design research used *one group pre-test – post-test design*. The measuring tool used for data collection is a questionnaire with as many as 10 questions filled out by respondents before (*pre-test*) and after (*post-test*) using video animation. Sample in the study as many as 253 high school students.

Stage evaluate

Analyze the results research. Results data validation percentage then interpreted and classified as valid. Questionnaire results in the *pretest* and *posttest* were analyzed using paired *sample t-tests* with the SPSS program.

For test appropriateness product to be developed so validity test is carried out product ie with giving scores using a scale Likert to remove doubtful answers.[7]

The research location is at SMAN 2 Bangkalan, Madura. Study this has to get permission Commission ethics STIKes Health Research Ngudia Husada Madura No:1103/KEPK/STIKES-NHM/EC/VII/2022.

III. RESULT

Based on the results of the validation by the material experts regarding animated videos including explanations of the material presented, a percentage score (83.33%) with high criteria was obtained. Validation by media experts who assessed the appearance of the video, the accuracy of the music video accompaniment, sound quality, image quality, and text in the video reached a percentage value (87.5%) with high criteria. Validation by linguists by assessing the use of the language used in the video and getting a percentage score (of 81.25%). Validation by the teacher by assessing the contents of the video message and getting a percentage score (83.3%) and validating parents assessing the delivery of education on the application of clean and healthy living behaviors as an effort to prevent KIPI after Covid-19 vaccination and getting a percentage score (91.6%) with very high criteria.

1.1. Table 3. Summary of Validation Results

Validators	Percentage	validity	Information
Material expert	83.3%	Tall	Proper to use
Media expert	87.5%	Tall	Proper to use
Linguist	81.25%	Tall	Proper to use
Teacher	83.3%	Tall	Proper to use
Parent	91.6%	Very high	Very worth using

Source: Primary Data, 2022

The table above shows an average percentage score of 85.39%, this means that the animated video on the application of clean and healthy living behavior as anticipatory guidance for post-immunization adverse events (KIPI) the Covid-19 vaccine that was developed has high validity and is suitable for use without revision.

Table 4. Summary of Small Scale Questionnaire Result

Student	Percentage	validity	Information
1	100%	Very high	Proper to use
2	87.5%	Tall	Proper to use
3	85%	Tall	Proper to use
4	100%	Very high	Proper to use
5	100%	Very high	Very worth using
6	97.5%	Very high	Very worth using
7	100%	Very high	Very worth using
8	85%	Tall	Proper to use
9	87.5%	Tall	Proper to use
10	100%	Very high	Very worth using
11	97.5%	Very high	Very worth using
12	85%	Tall	Proper to use
13	95%	Very high	Very worth using
14	90%	Very high	Very worth using
15	100%	Very high	Very worth using
Average	94%	Very high	Very worth using

Source: Primary Data, 2022

Based on table 5, the average result for the percentage of small-scale testing is 94%. This shows that the animated video of clean and healthy living behavior (PHBS) as anticipatory guidance on post-immunization adverse events (KIPI) for the Covid-19 vaccine in students which has been developed has very high validity and is very appropriate to be used as an information medium without any revisions. The results of individual *Camtasia studio-based* interactive learning video product trials with an average score of 92.61% and an average score of 90.02% for video product trials on a small scale is in a very feasible category so no revision is needed.[8]

1.2. Table 5. Paired Sample T-Test Result

		Paired Differences					t	df	Sig. (2-tailed)
		mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PreTest - PostTest	-3.786	3.751	.236	-4.251	-3.320	-16.019	251	.000

Source: Primary Data, 2022

Based on table 5, the results obtained a significance value of 0.000 <α 0.05. This shows that animated clean and healthy living behavior (PHBS) videos are effective as a means of anticipatory guidance information or prevention of post-immunization adverse events (KIPI) for fothe Covid-19 vaccine. Video counseling on clean and healthy living behaviors is effective in increasing public knowledge about tackling diarrhea.[6] The application of clean and healthy living behavior is a behavior that can prevent the transmission of Covid-19 disease.[1]

IV. CONCLUSION

The media has been developed and has very high validity and is very feasible to use, this is interpreted if animated video behavior life clean and healthy Based on the ADDIE model, the results obtained a significance value of 0.000 < 0.05, which indicates that the animated video of clean and healthy living behavior (PHBS) is effective as a means of information on anticipatory guidance or prevention of post-immunization follow-up events (KIPI) for the Covid-19 vaccine. The use of media as a learning tool is highly recommended, especially media that uses animated videos, videos have a higher effectiveness

REFERENCES

1. Daniyanti ES, Maduratna ES. Analisis Perilaku Hidup Bersih dan Sehat (PHBS) Dalam Pencegahan Penularan Covid-19 pada Dosen STIKes Ngudia Husada Madura. J Nurs Updat [Internet]. 2021;12(1):65–72. Available from: https://stikes-nhm.e journal.id/NU/index
2. Yuliana. Corona Virus Diseases (Covid-19); Sebuah Tinjauan Literatur. Wellness And Healthy Magazine [Internet]. 2020;2(1):187. Available from: https://wellness.journalpress.id/wellnes
3. Sari MK. Edukasi Kejadian Ikutan Pasca Imunisasi Terhadap Tingkat Kecemasan Remaja Menghadapi Vaksinasi Covid-19. Karya Abdi [Internet]. 2021;5(3). Available from: http://keamananvaksin.kemkes.go.id/
4. Unicef. Vaksin COVID-19 & KIPI [Internet]. 2021. Available from: https://www.unicef.org/indonesia/id/coronavirus/hal-hal-yang-perludiketahui-sebelum-saat-dan-setelah-menerima-vaksin-covid 19?gclid=Cj0KCQjw5oiMBhDtARIsAJi0qk29wAEOyq1hjQp16Aged5UoG3E55 9fU5oXKLHAMbmxqijTnBZ8VsaAkyLEALw_wcB
5. Wati PDCA, Ridlo IA. Hygienic and Healthy Lifestyle in the Urban Village of Rangkah Surabaya. J PROMKES. 2020 May 6;8(1):47.
6. Cahyadi RAH. Pengembangan Bahan Ajar Berbasis Addie Model. Halaqa Islam Educ J. 2019 Jun 5;3(1):35–42.
7. Mawan AR, Indriwati SE, Suhadi. Pengembangan Video Penyuluhan Perilaku Hidup Bersih dan Sehat (PHBS) Bermuatan Nilai Karakter Terhadap Peningkatan Pengetahuan Masyarakat dalam Menanggulangi Penyakit Diare. J Pendidik Teor Penelitian, dan Pengemb [Internet]. 2017;2(7):883–8. Available from: http://journal.um.ac.id/index.php/jptp/
8. Agustini K, Ngarti JG. Pengembangan Video Pembelajaran Untuk Meningkatkan Motivasi Belajar Siswa Menggunakan Model R&D. J Ilm Pendidik dan Pembelajaran. 2020;4(1):62–78.
9. Made I, Saputra M, Bagus I, Manuaba S. Media Video Animasi Berbasis Project dalam Muatan Materi Kenampakan Alam Mata Pelajaran IPS. J Penelit dan Pengemb Pendidik [Internet]. 2021;5(1):10–6. Available from: https://ejournal.undiksha.ac.id/index.php/JJL/index
10. Putri A, Kuswandi D, Susilaningsih S. Pengembangan Video Edukasi Kartun Animasi Materi Siklus Air untuk Memfasilitasi Siswa Sekolah Dasar. JKTP J Kaji Teknol Pendidik. 2020 Nov 30;3(4):377–87.
11. Efendi YA, Adi EP, Sulthoni. Pengembangan Media Video Animasi Motion Graphics pada Mata Pelajaran IPA Di SDN Pandanrejo 1 Kabupaten Malang. JINOTEP (Jurnal Inov dan Teknol Pembelajaran) Kaji dan Ris Dalam Teknol Pembelajaran. 2020 Feb 10;6(2):97–102.
12. Kurniawati T, Setyosari P, Kuswandi D. Pembelajaran Nilai Karakter Mandiri Berbantuan Video Animasi untuk PAUD JINOTEP (Jurnal Inovasi Teknologi Pembelajaran) [Internet]. Vol. 6, JINOTEP. 2019. Available from: http://journal2.um.ac.id/index.php/jinotep/index
13. Permatasari IS, Hendracipta N, Pamungkas AS. Pengembangan Media Pembelajaran Video Animasi Hands Move dengan Konteks Lingkungan Pada Mapel IPS. J Pendidik dan Pembelajaran Dasar. 2019;6(1):34–48.
14. Putri SF, Setyowati DA, Putri R, Santi IN. Vidio Animasi Prilaku Hidup Bersih Sehat sebagai Media Pendidikan Masyarakat di Masa New Normal. J Karinov. 2020;3(3):201–7.

15. Saputra A, Fatrida D. Edukasi Kesehatan Pentingnya Perilaku Hidup Bersih Sehat (PHBS) Berbasis Audiovisual di Panti Asuhan Al-Mukhtariyah Palembang. J Pengabdi Kpd Masy [Internet]. 2020;2(2):125–33. Available from: khidmah.stikesmp.ac.id
16. Li P, Li X, Meng H, Huang L, Zhang L, Wang S, et al. Video-Assisted Health Education Promotes Rehabilitation Training of Total Knee Arthroplasty Patients and Reduces Stress and Burnout in Nurses Compared to Oral Education. Biomed Res Int. 2021;2021:1–6.
17. Budiningsih M, Nofi D, Siregar M. Model Edukasi Perilaku Hidup Bersih Dan Sehat Berbasis Digital Platform Educational Model for Clean and Healthy Lifestyle Based on Digital Platform. J Ilm Sport Coach Educ. 2022;6.
18. Wiratama NA, Agustin I, Fatimah ID. Pelatihan Penyuluhan Pola Hidup Bersih Sehat dan Vaksin di Masa Pandemi Covid 19 Desa Karanglo Kecamatan Kerek Kabupaten Tuban Article Info Abstract. J Pengabdi Kpd Masy [Internet]. 2021;1(3):61–5. Available from:https://journal.kualitama.com/index.php/pelita
19. Trianita D, Pramesti Wilujeng A, Indriani N. Perilaku Ibu Dalam Stimulasi Tumbuh Kembang Balita Usia 0-6 Bulan Setelah Pemberian Anticipatory Guidance. Bina Generasi; J Kesehat [Internet]. 2021;12(2):53–8. Available from: https://ejurnal.biges.ac.id/index.php/kesehatan/
20. Lestari DA, Novayelinda R, Safri. Pengaruh Pendidikan Kesehatan Anticipatory Guidance Terhadap Pengetahuan Ibu Dalam Pencegahan Cedera Pada Anak Usia Toddler. J Ilmu Keperawatan. 2021;9(2):39–47.