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Handwashing Ability Assessment for Students with Intellectual Barriers

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ABSTRACTS

This study aimed to determine the assessment of the ability to wash hands for students with intellectual disabilities. We used a qualitative method with literature study activities and field studies (interviews, observations, and documentation). The results showed that the assessment of the ability to wash hands for students with intellectual disabilities was carried out in stages, namely making assessment instruments, determining subjects, preparing the necessary equipment, conducting assessments, and analyzing data from the assessment results. The activity of assessing the ability to wash hands for students with intellectual disabilities has the aim of knowing the weaknesses, strengths, and potential of students in the ability to wash hands. It is hoped that the results of this assessment can be used as a basis for making hand-washing learning programs for students with special needs, especially students with intellectual disabilities.

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1. INTRODUCTION

Students with intellectual disabilities are students who have intelligence characteristics (IQ) below the average (Maryanti *et al.*, 2020). In the aspect of adaptive behavior, students have problems in the aspect of the ability to take care of themselves, one of which is in washing hands. Many studies explain how to wash hands, learning videos for washing hands, learning methods for washing hands (Wijayanti, 2017), tools and materials for washing hands (Darmayani *et al.*, 2017), and the importance of washing hands (Dajaan *et al.*, 2018). However, there is no research discussing the assessment of the ability to hand wash for students with intellectual disabilities. Thus, the purpose of this study was to assess the ability to wash hands for students with intellectual disabilities.

2. METHODS

Qualitative methods were used and completed with the interview, observation, and documentation data collection techniques.

3. RESULTS AND DISCUSSION

An assessment of the ability to wash hands is important since it is an activity in daily life (before eating, after sneezing or coughing, after playing outside, after handling animals, and after leaving the toilet). Washing hand is the basis for maintaining personal health and preventive efforts from various diseases such as diarrhea and other diseases caused by dirty hands, especially during the CoVID-19 pandemic (Matyanti *et al.*, 2020). Several stages were carried out in the assessment activity: (i) making an assessment instrument (as a guide in assessing students' abilities), (ii) determining the subject, (iii) preparing necessary equipment, (iv) conducting an assessment, and (v) analyzing the data from the assessment results. An important assessment is carried out to find out the weaknesses, strengths, and potential of students, especially in the aspect of washing hands, as a basis for making learning programs.

4. CONCLUSION

An assessment of the ability to wash hands for students with intellectual disabilities is important. This research can be used as a basis for making hand-washing learning programs, especially for students with intellectual disabilities.

5. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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