

## The Effectiveness Of Video Media In Increasing Knowledge About Caries In Children With Light Impossible At Slb Putra Mandiri

**1\*Silvia Prasetyowati, 2Berliana Effrianti, 3Siti Fitria Ulfah, 4Endang Purwaningsih,**

<sup>1</sup>. Poltekkes Kemenkes Surabaya <sup>2</sup>Progam Studi Terapis Gigi Program Sarjana Terapan Poltekkes Surabaya, <sup>3,4</sup> Poltekkes Kemenkes Surabaya

\*Authors Correspondence: [silviaprasetyowati@gmail.com](mailto:silviaprasetyowati@gmail.com) /085336902859

---

### ARTICLE INFO

eISSN: 2830-7186

DOI Prefix: 10.30867

Published online 2023

Received: 30 Desember 2022

Accepted: 17 Januari 2023

Published: Januari 2023

### Keywords:

Keywords 1; Video

Keywords 2; Knowledge of Caries

Keywords 3;Mental disability

### ABSTRACT

**Background:** Mentally retarded children are identified as having a low level of intelligence. Mentally retarded children are one of the criteria with the most people who are vulnerable to exposure to disease. Mental retardation usually has a higher prevalence of caries, gingivitis and periodontal disease compared to children of the same age. The 2018 Riskesdas results explain that the proportion of dental and oral problems in Indonesia has increased from 23.2% in 2007 to 57.6%, so counselling is needed for dental and oral health with aids or media that can attract children's interest. **Research Objectives:** To know the effectiveness of video media in increasing knowledge about caries in children with mild mental retardation at Putra Mandiri SLB. **Research Methods:** Using a Quasi-Experimental design with a Control Group Pre-Test – Post-Test design. **Data analysis:** Using a simple random sampling technique or taking samples from the population taken randomly with a population of 25 students and a sample of 24 students. **Data Collection Method:** Observing the results of counselling with video media in increasing caries knowledge in children with mild mental retardation using a questionnaire. **Research Results:** There is a significant effect of providing video media interventions on increasing the knowledge of mentally retarded children. **Conclusion:** Health education with video media about dental caries is effective in increasing the knowledge of children with mild mental retardation.

---

### INTRODUCTION

Children with special needs are defined as children who have deviations from the average condition of children in general both physically, mentally and in their social behaviours. Children with below-average mental abilities are known as having Intellectual and Development disabilities (IDD). Children with mental impairment, are identified as having a low level of intelligence (below the normal)<sup>24</sup>.

Children with mental disabilities are divided into three groups, namely light, medium and heavy<sup>3</sup>. Children with mental disabilities are one of the criteria with the most people who are susceptible to exposure to disease<sup>28</sup>. Mental impairment usually has a higher prevalence of

caries, gingivitis and periodontal disease compared to children of the same age. According to data from the Ministry of Health in 2010, the prevalence of caries in Indonesia reaches around 60-80%. The prevalence of dental caries in children with mental disabilities reaches 82.6% which is included in the fairly high category<sup>3</sup>.

Riskesdas results in 2018 that the proportion of dental and oral problems in Indonesia experienced a sharp increase from 23.2% in 2007 to 57.6% in 2018 with the largest proportion being caries (45.3%) (Ministry of Health, 2018). According to WHO, children who experience mental retardation in Indonesia are around 5-9% which is around 7-11 million of the entire Indonesian population, but the exact data does not yet exist. Children with mental disabilities

have poor oral health and oral hygiene compared to normal children, found that 83.2% of children with mental disabilities had dental caries problems and 16.8% were free of dental caries (Dewi *et al.*, 2022).

Children with mental disabilities have higher rates of caries and poorer oral hygiene compared to normal children in general. The poor state of the oral cavity of the mentally impaired is caused by unsupervised brushing and also due to other factors such as brushing techniques, motor skills, and mentoring assistance that are still ignored. In addition, the lack of visualization to understand and master dental and oral hygiene practice techniques is also a cause of the poor state of the oral cavity of people with mental disabilities<sup>2</sup>.

The causative factors of diversity are two groups, namely endogenous and exogenous. Endogenous factors if the location of the cause in hereditary and exogenous cells are things outside the hereditary cells, for example, infections, viruses attacking the brain, hard head impacts, radiation, and others. Another method that is often used in grouping factors that cause delinquency is based on the time of occurrence, namely factors that occur before birth (prenatal), at birth (natal), and after birth (postnatal)<sup>38</sup>.

Children with mild mental impairment experience delays in the development of fine motor abilities. The fine motor skills of mildly disabled children need to be developed because this fine motor ability has greater potential compared to other abilities they have. Disorders or obstacles to the development of children with mental disabilities can be minimized by providing stimulus, exercises and special guidance to improve the fine motor skills of children with mental disabilities so that they can develop optimally<sup>17</sup>.

Many factors can cause dental caries in children, including factors in the mouth that are directly related to the process of dental caries, including the structure of the teeth, the morphology of the teeth, the arrangement of the jawed dentition, the degree of acidity of saliva, oral hygiene related to the frequency and habit of brushing teeth. In addition, there are external factors as predisposing and inhibiting factors that are indirectly related to the occurrence of dental caries, including knowledge, attitudes, and behaviours towards the maintenance of dental health.<sup>8</sup>

The knowledge factor in children with mental disabilities is a condition of children whose intelligence is far below average and marked by limited intelligence and inadequacy in soci-

communication<sup>41</sup>. Children with mental disabilities have such a low level of intelligence (below normal) that to carry out their developmental tasks requires special help or service, especially in them the needs of educational programs and guidance<sup>24</sup>. Children in the learning process have different abilities and characteristics in capturing material, especially in children with mild mental impairments<sup>41</sup>.

Delivery media that is by the stage of cognitive development will be more easily accepted by children so that dental and oral health knowledge can be improved and the use of the senses can be useful to the maximum, dental and oral health counselling with tools or media that can interest children. Dental and oral health counselling can increase a person's awareness and dental and oral health counselling can reduce the population of caries levels that occur in children using dental and oral health services can reduce the severity of dental and oral diseases<sup>11</sup>.

Based on preliminary data from knowledge observations at SLB Putra Mandiri conducted on April 6, 2022, with a total of 12 children with mild mental impairment, only 30% of the knowledge of children with mild mental disabilities about caries knowledge is still very low. According to Nurul Aula Indikator in assessing the health status of teeth and mouth, namely using the criteria of knowledge of the average knowledge of mildly mentally impaired children at SLB Putra Mandiri is 30% and based on the criteria of the level of knowledge entering the fewer criteria, namely < 56 and as for based on preliminary data on the results of dental examinations at SLB Putra Mandiri which was carried out on June 22, 2022, With a total of 13 children with mild mental disabilities, 10 children with mental disabilities had dental caries (77%), and 3 children with mild mental disabilities did not have dental caries (23%). According to WHO, the indicators in assessing dental and oral health status, namely using DMF-T, the average DMF-T of mildly impaired children in SLB Putra Mandiri is 4.8 and based on the DMF-T category, it is 4.5-6.6.

Based on the results of an interview with SLB Putra Mandiri which was previously held in 2017-2018, the Kebonsari Health Center carried out the dental, ear, and eye examination activities. In 2019, no activities

have been carried out by the Kebonsari Health Center or for agencies due to the Covid-19 pandemic. In 2020 Universitas Airlangga Surabaya carried out counselling activities on how to brush teeth properly and correctly, as

## METHOD

This type of research is a method This research uses a Quasi-Experimental Control Group Pre-Test – Post-Test design. The samples in the study were all children with mild mental impairments from grade 7 to grade 12 at SLB Putra Mandiri as many as 25 children.

This study used a simple random sampling technique with a total of 24 children. The location of study was conducted at SLB Putra Mandiri which is located on Jalan Jambangan Tama Asri No.26, Jambangan, Jambangan District, Surabaya City. The collection method is by making observations. Data collection instruments using questionnaire sheets. The purpose of this study was to measure the level of knowledge of respondents in the intervention

well as how to wash hands properly and correctly. In 2021 the Surabaya Ministry of Health Poltekkes carried out dental examination activities for research samples.

group and control group on the first day before and after counselling with video media about caries in mildly impaired children at SLB Putra Mandiri. *Measuring the level of knowledge of respondents in the intervention group and control group on the second day before and after counselling with video media about caries in mildly impaired children at SLB Putra Mandiri. Analysis of the effectiveness of respondents' knowledge levels in the intervention group and control group on the first day with video media about caries in mildly disabled children at SLB Putra Mandiri. Data analysis techniques using the Mc-Nemar Test*

## RESULTS

### 5.2.2. Respondent

Tabel 5.1 Characteristics of Respondents By Age

No	Age	Frekuensi	Persentase (%)
1	12-15	7	29,2
2	16-20	15	62,5
3	21-25	2	8,3
Total		24	100

Sumber : Data Primer, 2022

Based on table 5.1, it is known that most of the ages of SLB Putra Mandiri

Based on table 5.2, it is known that most of the genders of SLB Putra Mandiri students are male, namely 17 students and 7 female students.

Tabel 5.3 Characteristics of Respondents By Education

No	Education	Frekuensi	Persentase (%)
1.	SMP	8	33.3
2.	SMA	16	66.7
Total		24	100

### 5.2.1. Data

students are aged 16-20 years, namely 15 students, those aged 12-15 years as many as 7 students, and those aged 21-25 years as many as 2 students

Tabel 5.2 Characteristics of Respondents By Gender

No	Gender	Frekuensi	Persentase (%)
1.	Laki-Laki	17	70,8
2.	Perempuan	7	29,2
Total		24	100

Sumber : Data Primer

Based on table 5.3, it is known that most of the education levels of SLB Putra Mandiri students are high schools, namely 16 students and junior high schools as many as 8 students.

Table 5.4 Pre-Test and Post-Test Results on Students' Level of Knowledge about caries in the First Day Intervention Group and Control Group at SLB Putra Mandiri in 2022

Day I Knowledge	Pre Test				TOTAL		Post Test				TOTAL	
	Low		High				Low		High			
Intervention (Video)		6,7		3,3	2	00			2	00	2	00
Control(Lectures)	1	1,7		,3	2	00		1,7		8,3	2	00

Sumber : Data Primer, 2022

Based on table 5.4, the results of knowledge about caries in children with mental disabilities were obtained before being given on the first day of intervention in the majority intervention group in the low category as much as 66.7%, then after the intervention, there was a 100% increase in

knowledge in the high category. The results of knowledge about caries in children with mental disabilities before being given the first day of lectures in the majority control group of the low category were 91.7%, then after the first day's lecture, the level of knowledge became 58.3% in the high category.

Table 5.5 Pre-Test and Post-Test Results on Students' Level of Knowledge about caries in the Intervention Group and The Second Day Control Group at SLB Putra Mandiri in 2022

Knowledge Day II (10 days after the first-day of ccounselingg)	Pre Test				TOTAL		Post Test				TOTAL	
	Low		High				Low		High			
Intervention (Video)			2	00	2	00			2	00	2	00
Control(Lectures)		6,7		3,3	2	00		6,7	0	3,3	2	00

Sumber : Data Primer, 2022

On the second day of the intervention group before the intervention was given the knowledge level of all respondents in the high category was 100% and this result did not change after the intervention in the

high category by 100%. On the second day in the majority control group before being given a lecture the knowledge level was 66.7% in the low category, after the lecture there was an increase in high category knowledge by 83.3%.

Table 5.6 Results of Analysis of the Effectiveness of Video Media in Increasing Knowledge about Caries in Mildly Impaired Children in SLB Putra Mandiri in the First Day Intervention Group and Control Group in 2022

Variable	Knowledge Level	Pre-Test		Post-Test		P Value
		N	%	N	%	
Day I Intervention Group	Low	8	66,7	0	0	0,008
	High	4	33,3	12	100	
	<b>Total</b>	12	100	12	100	
The day I Control Group	Low	11	91,7	5	41,7	0,031
	High	1	8,3	7	58,3	
	<b>Total</b>	12	100	12	100	

Source: Primary Data, 2022

Based on table 5.6, it is known that on the first day before and after counselling using video in the intervention group there was an increase in knowledge from 33.3% in the high category to 100%. From the results of Mc. Nemar's analysis, a p-value of 0.008 (sig < 0.05) was obtained, which means that there is a significant difference between knowledge before and after giving video

media. On the first day of the control group before and after counselling using the lecture, there was an increase in knowledge from 8.3% in the high category to 58.3%. From the results of Mc. Nemar's analysis, a p-value of 0.031 (sig < 0.05) was obtained, which means that there is a significant difference between knowledge before and after giving a lecture.

**Table 5.7 Results of Analysis of the Effectiveness of Video Media in Increasing Knowledge about Caries in Mildly Disabled Children in SLB Putra Mandiri in the Intervention Group and Control Group of the Second Day of 2022**

Variable	Knowledge Level	Pre-Test		Post-Test		p-value
		N	%	N	%	
Day II Intervention Group	Low	0	0	0	0	∞
	High	12	100	12	100	
	<b>Total</b>	12	100	12	100	
Day II Control Group	Low	8	66,7	2	16,7	0,031
	High	4	33,3	10	83,3	
	<b>Total</b>	12	100	12	100	

Sumber : Data Primer, 2022

Based on table 5.7 On the second day of the intervention group the respondents' knowledge level before and after the intervention was in the high category of 100% and the p-value could not be calculated because the scores of all respondents before and after the intervention were all respondents already in the high category (>5). In the control group on the second day before and after counselling using lectures, there was an increase in knowledge from 33.3% in the high category to 83.3%. From the results of Mc. Nemar's analysis, a p-value of 0.031 (sig < 0.05) was obtained, and it can be concluded that H0 was rejected and H1 was accepted, which means that there is a significant difference between knowledge before and after giving a lecture.

In the intervention group with video, media can show maximum results on the first day, it is proven that on the second day the pretest value before the intervention is carried out on respondents all in a high category, in contrast to the

control group that has been lectured for 2 days but there are still respondents who have a low level of knowledge after the lecture is carried out.

#### **DISCUSSION**

##### **Knowledge Group Intervention (Video) and Control Group (Lecture) Day One**

Knowledge of caries in children with mental disabilities before being given the first-day intervention in the majority intervention group in the low category then after the intervention with video media all respondents in the high category. It is different in the control group where before being given a lecture the majority were in a low category then after the first day of the lecture there was an increase but not all in the high category.

From the data above on the first day, it was found that there was an increase in the percentage of knowledge values in both the intervention group and the control group after being given their respective actions with video media in the intervention group and lectures for the control group, through these results, the researchers concluded that counselling with video media and lectures could increase the level of knowledge in children with mental disabilities. This is to the statement in the AzZahrah research (2021) which said that efforts to increase knowledge in this case the provision of video media and lectures, all provide changes in the level of knowledge in a positive direction.

According to Constantika (2022) explained in the literature review of 8 articles that use animated video media as a learning medium, there is an increase in knowledge before and after counselling with animated videos. Junirianda (2018), Pratiwi (2019), Riyadi (2019), and Rosmaya (2019) stated the same thing in their research, namely, there was an increase in knowledge in children with mental disabilities after counselling using video media.

### **Knowledge Group Intervention (Video) and Control Group (Lecture) Day Two.**

On the second day in the intervention group before the intervention was given the knowledge level of all respondents was stable in the high category even though it had been paused a few days after the first day and these results did not change after the intervention of all respondents in the high category. In the control group before being given a lecture, the level of knowledge is still a lot in the low category, then after being given a lecture, the level of knowledge is in the high category but not all of it.

From the data above on the second day, it was found that there was no change in the value of knowledge in the intervention group because all respondents were already in the good category and there was an increase in the percentage of good knowledge values in the control group after being given a lecture. This is because according to research Maulidiyah (2020) explained that the use of interactive multimedia including audio and visual can help create a fun learning situations, increase enthusiasm, trigger student memory and significantly affect student learning outcomes. On the second day, respondents in the intervention group already had scores in the high category

before giving the video because they still remembered the learning on the previous day.

This is to the results of Batubara's research (2019) which stated in his research that there is a significant influence of health promotion using audiovisuals on the level of knowledge of children with mental disabilities, so according to him using audiovisual media as an alternative learning media so that children with special needs are not bored or saturated when participating in learning.

Azjailani (2022) explained that there is an increase in knowledge in children with mental disabilities while using learning videos. This means that the use of learning videos can contribute positively to increasing the knowledge of children with mental disabilities. Tools or media are expected to attract the attention of children with disabilities with the learning process is very interesting, relaxed, and colourful, students can be active or participate in learning and most importantly because almost all the sensory elements that students have can be used, namely sight, hearing and motor because the more interactions carried out optimize all the senses they have, then with the use of Video Media, it is hoped that children with mental disabilities can take care of themselves or take care of themselves without relying on others.

### **Analysis of the Effectiveness of Respondents' Knowledge Levels in the First-Day Intervention Group and Control Group.**

On the first day before being given video media was still in the low category and then there was an increase in respondents' knowledge after being given video media entirely in the high category, it was concluded that there was a significant difference in the level of knowledge in the first-day intervention group before and after being given video media. While the first day the majority of respondents' knowledge was still low, after being given a lecture there was an increase in knowledge to the high category but not all respondents, so it can be said that there was a significant difference in the knowledge of the control group before and after being given the lecture.

The control group and the intervention group, of them were shown to have significant differences in the level of knowledge of children before and after the intervention, but based on the p-value, it can be concluded that intervention with

video media is more effective in increasing children's knowledge than lectures conducted in the control group.

Maulidiyah (2020) argues that one of the interactive learning media that can be used is video, this is because video can contain material to be simpler, and concrete, display visuals accompanied by audio that attracts students' attention, and deliver material can be developed more gradually and can be repeated.

This is in agreement with research conducted by Pratiwi et al. (2019), Riyadi (2020), Sasongko et al. (2021), Suharja (2019) and Rosmaya (2019) which stated that the use of video media in the intervention group obtained a significant value of affecting dental and oral health in children with mental disabilities.

Sianipar (2021) in his systematic review explained from 10 research journals it can be concluded that the use of media at the time of counselling in elementary school children is effective for increasing knowledge. This is indicated by an increase in before and after counselling is carried out, and the most effective media is video media.

### **Analysis of the Effectiveness of Respondents' Knowledge Levels in the Intervention Group and the Second-Day Control Group.**

On the second day in the intervention group, the knowledge level of all respondents in the high category before the intervention remained stable after the intervention, the significance value could not be calculated because the value of all respondents before and after the intervention of all respondents was already in the high category. On the second day of the control group, the level of knowledge was still in the low category after being given a lecture to be high but not all respondents were present, this shows that there was a significant influence of the intervention on the control group on the second day.

In the intervention group, video media can show maximum results on the first day, it is proven that on the second day the pretest value before the intervention is carried out on respondents is all in a high category, in contrast to the control group that has been lectured for 2 days but there are still respondents who have a low level of knowledge after the intervention is carried out.

Constantika (2022) in her literature review concluded that video media is an effective learning medium to improve dental and oral health knowledge, especially for caries in children with mental disabilities. Supported by the opinion stated by Shafiei et al (2021) in their research that from the literature review he conducted found substantial evidence of the use of behaviour modification techniques, audio-visual aids as well as preventive and restorative treatment procedures to effectively manage caries among children with mental disabilities. Based on the evidence reviewed, the visual approach is the most recommended tool to facilitate the treatment of treatment teeth in children with mental impairments. Most children with mental impairment, regardless of verbal fluency, intellectual level, age, or gender, show good adherence to dental care. The study concludes that video media interventions should be used as the first approach for children with disabilities.

Riyadi (2019) also stated that after the intervention with video media there was a change in attitudes and behaviours related to efforts to improve dental and oral health in children with mental disabilities.

### **CONCLUSION AND RECOMMENDATION**

Based on the results of research and discussions that have been carried out, it can be concluded as follows:

1. On the first day, the level of knowledge of children with mental disabilities before and after being given intervention in the intervention group increased from low to high. The level of knowledge before and after the lecture in the control group increased from low to high but not all.
2. On the second day in the intervention group before and after the intervention was given the knowledge level of all respondents in the high category. In the control group before and after the lecture, there was an increase in knowledge from low to high categories but not all.
3. On the first day, video media had a significant influence on the level of knowledge of children with disabilities in the intervention group. While the control group had a significant influence from giving lectures to the control group on the first day but not all of them.

4. On the second day, all respondents of the intervention group showed a high level of knowledge both before and after the provision of video media. In the control group, there was a significant influence lecture on the control group on the second day.

### 7.1 Saran

Based on the results of the research and discussion carried out, suggestions can be given as follows:

1. SLB Putra Mandiri  
This research can be used as a reference for schools, teachers and all SLB officers in providing knowledge to SLB students, especially about dental and oral health, especially caries, as well as increasing creativity in providing education and media used to be more acceptable to students, interesting, effective and efficient in increasing the knowledge of SLB students.
2. For the Next Researcher  
Researchers can then develop other media in providing interventions, increasing the variables used or using different variables, and comparing other health education media as effectiveness testers so that in the future the provision of health education can be better.
3. For Health Workers  
This research can be used as a reference for health workers, especially puskesmas, to be able to use video media as an alternative to increasing the level of knowledge of children with disabilities.

### REFERENCE

1. Afrinis, N., Indrawati, I., & Farizah, N. 2020. Analisis Faktor yang Berhubungan dengan Kejadian Karies Gigi Anak Usia Dini. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 5(1), 763. <https://doi.org/10.31004/obsesi.v5i1.668>
2. Amiqoh, Prasetyowati, S., & Mahirawatie, I. C. 2022. Faktor Resiko Karies Gigi Pada Anak Tunagrahita. *Jurnal Ilmiah Keperawatan Gigi (JIKG)*, 3(1), 28-38.
3. Aruldas, C. 2020. Tingkat Pengetahuan Orang Tua/Wali dihubungkan dengan Kebersihan Rongga Mulut Tunagrahita di SLB Negeri Pembina Medan. 7.
4. Azjalaini, 2022. Penggunaan Video Pembelajaran Bina Diri Dalam Meningkatkan Kemampuan Menyikat Gigi Murid Tunagrahita Sedang Kelas V Di Slb Negeri Somba Opu Kabupaten Gowa. Universitas Negeri Makasar <https://doi.org/10.31983/jkg.v7i1.5899>
5. AzZahrah, 2021. Systematic Literature Review Upaya Meningkatkan Keterampilan Menyikat Gigi Pada Anak Tunagrahita. *JIKG : Jurnal Ilmiah Keperawatan Gigi*
6. Constantika, 2022. Efektivitas Media Video Animasi Dalam Pembelajaran Dental Health Education Pada Anak Tunagrahita. *Banjarmasin : DENTIN Jurnal Kedokteran Gigi*
7. Dew, G. A. C., & Wirata, N. 2017. Gambaran Karies Gigi Sulung Dan Tingkat Pengetahuan Orang Tua Terhadap Pemeliharaan Kesehatan Gigi Dan Mulut Pada Anak Prasekolah. *Jurnal Kesehatan Gigi*, 5(1), NO. 2.
8. Dewi, R., Chairanna M, I., & Ulfah, S. F. 2022. Hubungan Pengetahuan, Sikap Dan Tindakan Orangtua Dalam Membimbing Menyikat Gigi Dengan Tingginya Angka Karies Pada Anak Tunagrahita. 3(1), 59-70.
9. Di, P. C.-, & Pandeglang, M. A. N. 2022. Perbedaan Efektivitas Pendidikan Kesehatan Antara Media Video dan Media Leaflet Terhadap Peningkatan Pengetahuan Dan Sikap Pencegahan Covid-19 Di MAN Pandeglang Tahun 2021. [http://ejournal.uika-bogor.ac.id/index.php/Hearty/issue/archive.10\(1\),32-41](http://ejournal.uika-bogor.ac.id/index.php/Hearty/issue/archive.10(1),32-41).
10. Fatmasari, M., Widodo, & Adhani, R. 2017. Hubungan Antara Tingkat Sosial Ekonomi Orangtua Dengan Indeks Karies Gigi Pelajar Smpn Di Kecamatan Banjarmasin Selatan. *Jurnal Kedokteran Gigi*, 1(1), 62-67.
11. Hanif, F. 2018. The Difference of Counseling With Video Media and Hand Puppets To Improving Knowledge of Dental and Oral Health in Elementary School Students. *Jurnal Kesehatan Gigi*, 5(2), 1. <https://doi.org/10.31983/jkg.v5i2.3854>



12. Hestyaningsih, L., & Pratisti, W. D. 2021. Efektivitas Permainan Tradisional Dakon untuk Meningkatkan Kemampuan Berhitung pada Anak Tunagrahita. *JIP (Jurnal Intervensi Psikologi)*, 13, 161–174. <https://journal.uii.ac.id/intervensipsikologi/article/view/20092>
13. Kemenkes. 2018. Kementerian Kesehatan Republik Indonesia. Kementerian Kesehatan RI, 1(1), 1. <https://www.kemkes.go.id/article/view/19093000001/penyakit-jantung-penyebab-kematian-terbanyak-ke-2-di-indonesia.html>
14. Listrianah. 2017. Indeks karies gigi ditinjau dari penyakit umum dan sekresi saliva pada anak di Sekolah Dasar Negeri 30 Palembang 2017. *JPP (Jurnal Kesehatan Palembang)*, 12(2), 136–148.
15. Margareta, S. 2012. 101 Tips & Terapi Alami Agar Gigi Putih & Sehat (Hands (ed.); Cetakan I). Pustaka Cerdas.
16. Maulidiyah, F. N. 2020. Media Pembelajaran Multimedia Interaktif Untuk Anak Tunagrahita Ringan. *Jurnal Pendidikan*, 29(2), 93–100. <https://doi.org/10.32585/jp.v29i2.647>
17. Mernawati, C. 2020. Penerapan Permainan Puzzle Terhadap Perkembangan Motorik Halus Anak Tunagrahita Ringan. 1–8.
18. Mubarak, W. I. 2012. Promosi Kesehatan Untuk Kebidanan (Cetakan Ke). Salemba Medika.
19. Munadirah. 2017. Perbandingan Efektivitas Media Video dan Flip Chart terhadap Peningkatan Pengetahuan Kesehatan Gigi dan Mulut Murid Kelas IV dan V di SDN NO 38 Boro Kec. Rumbia Kab. Jeneponto. *Media Kesehatan Gigi*, 16(2), 5–10. <http://journal.poltekkes-mks.ac.id/ojs2/index.php/mediagigi/article/view/758/320>
20. Notoatmodjo, S. 2010. Ilmu Perilaku Kesehatan (Cetakan Pe). PT Rineka Cipta.
21. Notoatmodjo, S. 2012. Promosi Kesehatan Dan Perilaku Kesehatan (Cetakan Pe). PT Rineka Cipta.
22. Nurul Aula, S. K. 2020. Peran Tokoh Agama Dalam Memutus Rantai Pandemi Covid-19 Di Media Online Indonesia. *Living Islam: Journal of Islamic Discourses*, 3(1), 125. <https://doi.org/10.14421/lijid.v3i1.2224>
23. Oktaviani, E., Sofiyah, Y., & Lusiani, E. 2020. Hubungan Peran Orang Tua Dalam Membimbing Anak Merawat Gigi Dengan Kejadian Karies Pada Anak Usia Sekolah 10-12 Tahun. *Jurnal Asuhan Ibu&Anak*, 5(1), 25–30.
24. Palupi, D. N., Rachmawati, R., Anggraini, Z. O., Studi, P., Dokter, P., Kedokteran, F., & Universitas, G. 2017. Anak Tunagrahita the Role of Caregiver in Improving Oral Health for Children With. *E-PRODENTA*, 1.
25. Prasetya, R. G. 2017. Efektifitas Penyuluhan Kesehatan Menggunakan Metode Cerita Boneka Tangan Terhadap Peningkatan keterampilan Gosok Gigi Pada Anak Prasekolah Di TK Darma Wanita Kecamatan Wasuponda Kota Sorowako. 16(2), 6–18.
26. Pratiwi, S. L., Hatta, I., & Adhani, R. 2019. Efektivitas Penyuluhan Menyikat Gigi Metode Horizontal antara Demonstrasi dan Video Terhadap Penurunan Plak. *Jurnal Kedokteran Gigi*, 3(2), 55–60.
27. Pratiwi, 2020. Efektivitas Penyuluhan Menyikat Gigi Metode Horizontal Antara Demonstrasi Dan Video Terhadap Penurunan Plak. *Banjarmasin : DENTIN Jurnal Kedokteran Gigi*
28. Prawestri, G., & Hartati, E. 2019. Gambaran Mengenai Status Kebersihan Gigi Dan Mulut Serta Kemandirian Toilet Training Pada Anak Tunagrahita. *Jurnal Ilmu Keperawatan Komunitas*, 2(2), 7. <https://doi.org/10.32584/jikk.v2i2.409>
29. Putri Abadi, N. Y. W., & Suparno, S. 2019. Perspektif Orang Tua pada Kesehatan Gigi Anak Usia Dini. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 3(1), 161. <https://doi.org/10.31004/obsesi.v3i1.161>
30. Riyadi, 2020. Perbedaan Perilaku Menyikat Gigi Sebelum Dan Sesudah Penyuluhan

- Dengan Metode Video Untuk Meningkatkan Pembelajaran Bina Diri Anak Tunagrahita Slb N 1 Kota Jambi Tahun 2019. *Jambi : Bahana of Journal Public Health*
31. Rosmaya, 2019. Pengaruh Video Interaktif Dan Media Gambar Terhadap Kemampuan Merawat Diri Pada Anak Tunagrahita. *JOTING : Journal of Telenursing*
32. Saputra, H., & Febriyanto, E. 2019. Media Pembelajaran Berbasis Multimedia Untuk Anak Tuna Grahita. In *MATHEMA JOURNAL* (Vol. 1, Issue 1).
33. Sasongko, 2021. Media Motion Graphic Video Dalam Pembelajaran Self Care Siswa Tunagrahita. *Universitas Negeri Surabaya : Jurnal Pendidikan Khusus*
34. Setiawati, D. N. A. E. 2020. Teknik penguatan positif untuk anak dengan keterbatasan intelektual. *Procedia : Studi Kasus Dan Intervensi Psikologi*, 7(1). <https://doi.org/10.22219/procedia.v7i1.12976>
35. Shafiei. 2021. Caries Management Strategies for Children with Autism Spectrum Disorder. Malaysia: Atlantis Press
36. Sianipar. 2021. Efektivitas Penggunaan Media Penyuluhan Terhadap Peningkatan Pengetahuan Kesehatan Gigi Dan Mulut Pada Anak Sd. Politeknik Kesehatan Kemenkes Medan
37. Suharja, 2019. Interactive Video Improve the Brushing Skills of Mild Mentally Disabled Students. *Journal of Physics: Conference Series*
38. Tarigan, E. 2019. Efektivitas Metode Pembelajaran pada Anak Tunagrahita di SLB Siborong-Borong. *Pionir LPPM Universitas Asahan*, 5(3), 56-63.
39. Tarigan, R. 2013a. Karies Gigi (L. Juwono (ed.); Pertama Ka). Buku Kedokteran EGC.
40. Tarigan, R. 2013b. Karies Gigi (L. Juwono (ed.); Pertama Ka). Buku Kedokteran EGC.
41. Wahyuningtyas, F. 2019. Penerapan metode resitasi berbasis android terhadap perilaku sosial pada anak tunagrahita ringan. *Jurnal Pendidikan Khusus*, 12(3), 1-17.
42. Widiastuti, N. L. G. K., & Winaya, I. M. A. 2019. Prinsip Khusus Dan Jenis Layanan Pendidikan Bagi Anak Tunagrahita. *Jurnal Santiaji Pendidikan (JSP)*, 9(2), 116-126. <https://doi.org/10.36733/jsp.v9i2.392>
43. Zhou N, 2019. Oral health status of children and adolescents with intellectual disabilities: a systematic review and meta-analysis. *Neurol Anak Dev Med*