

How to Cite

Attamimi, H. R. ., Lestari, Y. ., Situmorang, B. . H. L. ., Antari, G. Y. ., & Nugrawati, N. . (2020). Application of habituation method in germas interventionsin: the pandemic time COVID-19 . *International Journal of Health & Medical Sciences*, 3(1), 98-104. <https://doi.org/10.31295/ijhms.v3n1.175>

Application of Habituation Method in Germas interventionsin: The Pandemic Time COVID-19

Has'ad Rahman Attamimi

STIKes Griya Husada Sumbawa, Indonesia

Yunita Lestari

STIKes Griya Husada Sumbawa, Indonesia

Benny Harry Leksmon Situmorang

STIKes Widya Nusantara Palu, Indonesia

Corresponding author: has.ad.rahman31121992@gmail.com

Gladeva Yugi Antari

STIKes Griya Husada Sumbawa, Indonesia

Nelly Nugrawati

STIKes Amanah Makassar, Indonesia

Abstract---*The Healthy Lifestyle Movement (GERMAS) is a government program that is expected to be able to guide the community in carrying out healthy living behaviors, in GERMAS seven steps can be implemented, including: 1) Doing a physical activity, 2) Eating fruits and vegetables, 3) Not smoking, 4) Not consuming alcoholic drinks, 5) Doing regular health checks, 6) Maintaining environmental cleanliness and 7) Using a latrine. As an effort to cultivate a healthy lifestyle during the Covid-19 pandemic, a study was conducted with an action research design. This study was designed with 2 cycles, each cycle consisting of 4 stages; planning, implementing, observing, and reflecting. The subjects in this study were 34 students of SMP N 1 Sumbawa, and the object was healthy living behavior with GERMAS intervention using the habituation method. The results showed that there was a significant behavior change, the behavior in question was actions that prevented the implementation of GERMAS steps. The first cycle showed an average of 59% of students stated an increase in implementing the GERMAS step, and in the second cycle an average of 85.5% of students expressed an increase in similar cases, in other words, there was a difference of 25.5% between the first cycle and the second cycle. Two, it is concluded that the application of the habituation method in the GERMAS intervention during the covid-19 period in junior high school 1 Sumbawa students is quite effective.*

Keywords---*action research, COVID-19, habituation method, Junior High School 1 Sumbawa, The Healthy Lifestyle Movement (GERMAS).*

Introduction

The severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2) has resulted in a global pandemic (Huang *et al*, 2020 & WHO, 2020). SARS-CoV-2, which is responsible for coronavirus disease 2019 (COVID-19), can cause pneumonia and acute respiratory distress syndrome (ARDS) as well as several extrapulmonary manifestations. These include cardiovascular, hematologic, and thrombotic sequelae due to the direct and indirect effects of the viral illness (Driggin *et al.*, 2020, Clerkin *et al.*, 2020 & Bikdeli, 2020; Klok *et al.*, 2020).

Clinical manifestations are absent or mild in a substantial proportion of subjects who test positive for SARS-CoV2. Bilateral pneumonia is the main finding in hospitalized patients and at least 5% initially present in serious condition, requiring advanced medical support or intensive care (Zhou *et al.*, 2020). Bilateral pneumonia, systemic inflammation, endothelial dysfunction, coagulation activation, acute respiratory distress syndrome, and multiorgan failure have been described as key features of severe COVID-19 (Han *et al.*, 2020, Chen *et al.*, 2020 & Huang *et al.*, 2020). Signs of myocardial injury are present in at least one-quarter of severe cases (Clerkin, 2020).

GERMAS (Healthy Lifestyle Movement) is one of the preferred solutions to suppress the massive spread of covid-19. In addition to implementing health protocols according to standard covid-19 prevention protocols, behavior or lifestyle-related to healthy living habits also needs to be considered, because apart from the potential for spread, the potential for exposure also needs to be taken into account, so as an effort to protect yourself, the main thing to do must be related to a condition of self-resistance, where the condition of the body's resistance is influenced by internal and external components, where the internal component is related to what is accepted by the body to meet the needs of the support while the external component includes the environment and matters relating to components related to the environment, such as activities, objects, and places.

The prevalence of non-communicable diseases in Indonesia currently makes Covid-19 not the only cause of death in the infectious disease group, in Indonesia itself the case of death caused by non-communicable diseases is still quite high, and this is the impact of an unhealthy lifestyle. Cut (Ministry of Health, 2020) revealed that the prevalence of non-communicable diseases in Indonesia is still high, this is due to an unhealthy lifestyle. Basic Health Research Data (Riskesmas) in 2018 shows that 95.5% of Indonesians consume fewer vegetables and fruit. Then 33.5% of people lack physical activity, 29.3% of people of productive age smoke every day, 31% have central obesity and 21.8% have obesity in adults. Mainly with a healthy lifestyle or behavior. Non-communicable diseases have also experienced a shift in disease patterns, where this condition was only experienced by adults and the elderly, now it is also occurring at the age of 10 to 14 years to be applied in the community.

GERMAS is a program that consists of seven steps, including; 1) Doing a physical activity, 2) Eating fruits and vegetables, 3) Not smoking, 4) Not consuming alcoholic drinks, 5) Doing regular health checks, 6) Maintaining environmental cleanliness and 7) Using latrines (Ministry of Health RI, 2018). To ensure the implementation of these steps, it is necessary to develop a mechanism and method of implementation that is appropriate. Various forms of approaches and methods can be applied, such as one of the approaches applied in this study, namely the habituation method. The habituation method itself means the process of making a person accustomed to it (Armai in Nikmaturohmah, 2014), of course in its application it is intended to take a step or action repeatedly.

Preliminary observation results in junior high school 1 Sumbawa shows the community is still not fully implementing a healthy lifestyle. For example, there is still garbage scattered about, this is of course the result of one or some people holding trash out of place, besides the design of learning activities that are generally implemented in schools where there is no room for light exercise, there is no mechanism. Related to the regular health check program and the vegetable and fruit-eating program. The community in question is all students, teachers, staff, cleaners, canteen traders, up to school guards, but this research only focuses on the scope of students.

In addition to the method, the form of application of the method also needs to be considered, in this case, the application of the habituation method with the action research design is carried out (Gore & Zeichner, 1991; Baskerville & Pries-Heje, 1999). Action research itself is a research that focuses on the process of applying a method, the research process will be sufficient if the object under study has undergone positive changes after being given treatment (habituation method) in several cycles.

Arifin (2018), describes habits as patterns for responding to certain situations that an individual learns and does repeatedly for the same thing. Meanwhile, according to Ramayulis (2012), mentions habituation as a certain behavior that is automatic without being planned in advance and just acts without thinking. Thus the habituation method can be interpreted as a technique or a way of getting something done by either a person or a group of people. The distinctive feature of the habituation method is that there are repeated processes. Ulwan in Zubaedi (2017), states that the habituation method is a practical way or effort information (coaching) and preparation.

The advantage of the habituation method is that it can increase the accuracy and speed of execution and automate complex and complex movements. based on this description, the researchers are interested in researching the application of the habituation method in gernas interventions in the pandemic time covid-19 in the students of junior high school (SMPN) 1 Sumbawa.

Research Method

This research was designed with a qualitative descriptive research type with an Action Research design. The study was conducted from July to August 2020. Participants in this study were students of junior high school (SMPN) 1 Sumbawa, Sumbawa-West Nusa Tenggara. Data collection techniques and instruments used were observation, interview, and questionnaire techniques. The data obtained is in the form of information related to behavior change as a result of the intervention method given.

Discussion

Research procedure

This action research lasted for two cycles. The cycles in this action research included planning, implementing, observing, and reflecting.

Description of Cycle 1

Cycle 1 is held on the 3rd week of July 2020 with a time allocation of 3 x 45 minutes in one day, and at the end of the meeting, a cycle evaluation is held. In cycle 1, the actions taken are as follows: Perencanaan

At this stage the researchers compiled a research tool consisting of:

Method

The method used in this action research is the habituation method. This method is used in the GERMAS intervention to the healthy behavior of participants in junior high school (SMPN) 1 Sumbawa.

Research Material

Research material is a set of materials provided by researchers to participants as part of supporting the research process. The materials given are materials related to GERMAS (objectives, benefits, and stages of implementing GERMAS).

GERMAS video

This video contains an overview of the materials that will be provided during the research process.

Evaluation Sheet

Evaluation sheets are sheets containing evaluation questions at the end of each research cycle.

Thus, the preparation stage in cycle 1 has been completed and continues to the stage of implementing the action.

Implementation

The implementation of cycle 1 is carried out in 5 meetings from Monday to Friday starting at 08.15 WITA to 10.45 WIB. The material is given in this cycle 1s about the objectives of GERMAS, the benefits of GERMAS, and the steps of GERMAS. In this study, the researcher acts as an observer to obtain research data. Before the implementation of the research activities, the researcher coordinates with the teacher and the principal about the procedures that will be carried out during the implementation of the research (learning). The action is carried out in 5 meetings in cycle 1.

After the implementation of the action in Cycle 1, an online system was evaluated by giving some questions on a Google Form. The evaluation was carried out to measure or know the extent to which participants' understanding and behavior changes as a material influence (GERMAS) with the given habituation method.

The steps for giving material by applying the habituation method in cycle 1 are as follows:

a. Initial activity

At this stage, before the material giving activity, it begins by giving an opening greeting and checking the participation of participants. Then the researcher conveyed perceptions to the participants to check the readiness of the participants by explaining several things related to the material. Furthermore, the researcher motivates the participants by asking questions related to everyday life.

b. Core activities

The researcher gave the material using audio-visual media by displaying a video about GERMAS. The 15-minute video contains the objectives, benefits, and steps of GERMAS. Participant motivation was high in following the material delivery process even though some participants did not take part in the learning.

The researcher gave the participants 1 day to listen to the material presented in the video, this was because the process of providing material was carried out online, where some participants experienced internet problems and other obstacles. On the following day, the researcher allowed the participants to ask questions. After that, the researcher explained the whole thing about GERMAS. The researcher gave questions to the participants about the material obtained and did not forget to provide reinforcement.

At this stage, the researcher also provided some instructions and preparations needed by the participants in implementing the GERMAS program the following day, these instructions were in the form of instructions related to the implementation of GERMAS, in this case, the researcher only focused research on 4 steps of the 7 GERMAS steps such as consuming fruits and vegetables, do sports, maintain cleanliness, and carry out regular health checks. These instructions were given as material for evaluating research activities in cycle 1.

As the most important part of the GERMAS familiarization process, researchers periodically conduct online monitoring to ensure participants apply the steps of GERMAS in their daily lives.

Observation

Data evaluation results in cycle 1

The evaluation was carried out after the provision of material and the intervention in cycle 1 took place. The results of the evaluation are presented in Table 1.

Table 1
Evaluation results in cycle 1

Indicator	Information (%)	
	Increase	Stagnant
Consuming fruits and vegetable	61%	39%
Regular exercise	74,5%	25,5%
Maintain cleanliness	75%	25%
Periodic health checks	40%	60%
Mean	59%	41%

The evaluation data in cycle 1 are presented in Table 1 shows an average of 59% increase in behavior change according to the GERMAS indicator, but the results of the evaluation in cycle 1 stated that they had not reached the expected target percentage of $\geq 75\%$, so the researchers concluded there was a need for improvement in the cycle next.

Reflection

After implementing the habituation method in the GERMAS intervention effort in the first cycle, then a reflection is carried out on the process that has taken place. In general, the implementation of the entire process is following the research plan that has been prepared. However, there are still some obstacles that arise during implementation that need to be improved.

Based on the results of the descriptive evaluation in cycle 1, there are several aspects of success and weakness. The aspects of success and weakness in cycle 1 are used as information to make improvements in the implementation of the next cycle. The aspects of success and disadvantages are as follows:

a) Aspects of Success

The habituation method has trained participants to adopt healthy living behaviors with the GERMAS steps.

b) Weakness Aspects

The results of the evaluation of the participants showed that there were still some participants who had low motivation in carrying out the GERMAS program in their daily lives.

c) Revision and Next Cycle Plan

Based on the aspects of the advantages and disadvantages of action in cycle 1, the corrective steps taken in cycle 2 are by increasing monitoring and controlling for participants.

Cycle Description 2

Planning

Cycle 2 is carried out to improve the weaknesses in cycle 1. Based on the reflection of cycle 1, what needs to be done in cycle 2 is to increase the control and monitoring of participants so that the research objectives are expected to run better. In the action planning stage of cycle 2, the researcher conveyed to the participants the results of the evaluation in cycle 1, then the researcher again reminded the important points of GERMAS and provided interventions with the same method as in cycle 1.

Implementation

Cycle 2 is carried out in 3 meetings. Overall, the implementation stage of the action is carried out as in the cycle 1 stage. As in cycle 1, in cycle 2 the researcher acts as an implementer as well as an observer. The description of the implementation of research in cycle 2 is based on the steps of research implementation by applying the habituation method, as follows:

a) Initial activities

At this stage, in contrast to cycle 1, this stage the researcher reflects the participants in the form of delivering the evaluation results in cycle 1. Then the researcher conveys aspirations to the participants to increase their activeness in carrying out the GERMAS steps in their daily life. Furthermore, the researcher gave the same motivation as cycle 1.

b) Core activities

Researchers controlled and monitored for 3 days with a random schedule, this technique was used by researchers to ensure the readiness of participants to carry out the GERMAS steps.

c) Final activity

At this stage, the researcher returned to conducting an evaluation using the google form media. Then conveying motivation to participants to continue to carry out the steps of GERMAS in their daily life.

Observation

a. Evaluation Result Data

Evaluation is carried out after the series of processes in cycle 2 has been completed. The evaluation results are presented in Table 2.

Table 2
Evaluation results in cycle 2

No	Indicator	Information (%)	
		Increase	Increase
1	Consuming fruits and vegetable	91,2%	8,8%
2	Regular exercise	82%	17%
3	Maintain cleanliness	91,2%	8,8%
4	Periodic health checks	73,5%	26,5%
	Mean	84, 5%	15,5%

Evaluation result data in cycle 2 which is presented in Table 3 shows an increase or an average of 85% so that in this second cycle it is stated that it has reached the expected indicator which is $\geq 75\%$, but in all indicators, in GERMAS there is one indicator that still below the expected indicator, namely the "periodic health check" indicator with evaluation results showing a figure of 73.5% or less than the minimum achievement indicator of 75%.

a. Data on Participant Response Questionnaire Results

After the action was taken in cycle 2, participants were asked to fill out a questionnaire sheet (google form) of the participants' responses to the benefits of GERMAS for the participants. The results of the participant response questionnaire data analysis are presented in Table 3.

Table 3
Distribution of questionnaire results participant response

No	Category	Frequency	Percentage
1	Not positive	4	11,8 %
2	Positive	6	17,6 %
3	Very positive	24	70,6 %
Total		34	100 %

Based on Table 3, it shows that the participants gave a positive response to the benefits of GERMAS. This is based on a percentage of 70.6% of participants responded very positively and 17.6% of participants responded positively.

b. Reflection

Based on the results of the evaluation in cycle 2, it shows that in general, the research objectives carried out in cycle 2 have gone as expected. In the implementation of cycle 2, there are aspects of success and weakness. The aspects of success and weakness in cycle 2 are as follows:

1) Success Aspects

The achievement of the minimum target indicator in cycle 2 reaches 84.5% or exceeds the minimum target of 75%.

2) Weakness Aspects

In general, all indicators used as an assessment in the implementation of GERMAS have been fulfilled, but specifically the indicator for "periodic health checks" has not yet reached the minimum target.

Conclusion

This action research was carried out in two cycles, each cycle there were achievements of successes and weaknesses, but the weaknesses found were insignificant, because of weaknesses, for example, the indicator "periodic health checks" which became weaknesses that still occurred in the second cycle was a weakness that could not be. The intervention was too far away because it had its constraints that were directly related to the participants.

In general, this research was declared successful because the habituation method applied in the intervention of GERMAS for junior high school 1 Sumbawa students went well. The results showed that there was an increase in behavior change according to the GERMAS indicators, cycle I was 59% and 84.5% in cycle 2. This means that There was an increase in behavior changes of up to 25.8%, so it can be concluded that the application of the habituation method in the GERMAS intervention during the Covid-19 pandemic in junior high school 1 Sumbawa students was declared quite effective.

Acknowledgments

The author would like to thank the principal of SMP N 1 Sumbawa who has permitted to conduct research and all students who are willing to become sources.

References

- Arifin, Y. (2018). *Pemikiran-Pemikiran Emas Para Tokoh Pendidikan Islam*. IRCiSoD.
- Baskerville, R., & Pries-Heje, J. (1999). Grounded action research: a method for understanding IT in practice. *Accounting, Management and Information Technologies*, 9(1), 1-23. [https://doi.org/10.1016/S0959-8022\(98\)00017-4](https://doi.org/10.1016/S0959-8022(98)00017-4)
- Chen, N., Zhou, M., Dong, X., Qu, J., Gong, F., Han, Y., ... & Yu, T. (2020). Epidemiological and clinical characteristics of 99 cases of 2019 novel coronavirus pneumonia in Wuhan, China: a descriptive study. *The Lancet*, 395(10223), 507-513.
- Clerkin, K. J., Fried, J. A., Raikhelkar, J., Sayer, G., Griffin, J. M., Masoumi, A., ... & Schwartz, A. (2020). COVID-19 and cardiovascular disease. *Circulation*, 141(20), 1648-1655.
- COVID, G., Bikdeli, B., Madhavan, M. V., & Jimenez, D. (2020). COVID-19 and thrombotic or thromboembolic disease: implications for prevention, antithrombotic therapy, and follow-up: JACC state-of-the-art review. *J Am Coll Cardiol*, 75(23), 2950-2973.

- Driggin, E., Madhavan, M. V., Bikdeli, B., Chuich, T., Laracy, J., Biondi-Zoccai, G., ... & Brodie, D. (2020). Cardiovascular considerations for patients, health care workers, and health systems during the COVID-19 pandemic. *Journal of the American College of Cardiology*, 75(18), 2352-2371.
- Gore, J. M., & Zeichner, K. M. (1991). Action research and reflective teaching in preservice teacher education: A case study from the United States. *Teaching and teacher education*, 7(2), 119-136. [https://doi.org/10.1016/0742-051X\(91\)90022-H](https://doi.org/10.1016/0742-051X(91)90022-H)
- Han, H., & Yang, L. (2020). Liu Ret al. *Prominent changes in blood coagulation of patients with SARS-CoV-2 infection Clin Chem Lab Med*2020. *Doi*, 10.
- Huang, C., Wang, Y., Li, X., Ren, L., Zhao, J., Hu, Y., ... & Cheng, Z. (2020). Clinical features of patients infected with 2019 novel coronavirus in Wuhan, China. *The lancet*, 395(10223), 497-506. [https://doi.org/10.1016/S0140-6736\(20\)30183-5](https://doi.org/10.1016/S0140-6736(20)30183-5)
- Kementerian Kesehatan RI. 2018. Gerakan Masyarakat Hidup Sehat. <http://promkes.kemkes.go.id/germas>, di akses pada 18/07/2020.
- Klok, F. A., Kruip, M. J. H. A., Van der Meer, N. J. M., Arbous, M. S., Gommers, D. A. M. P. J., Kant, K. M., ... & Endeman, H. (2020). Incidence of thrombotic complications in critically ill ICU patients with COVID-19. *Thrombosis research*. <https://doi.org/10.1016/j.thromres.2020.04.013>
- Nikmaturrohmah, I. L. (2014). Pembiasaan Shalat Dhuha dalam Pembinaan Akhlak Peserta Didik di MTs Al-Ghozali Panjerejo Rejotangan Tulungagung.
- Ramayulis. (2012). *Ilmu Pendidikan Islam*. Jakarta: Kalam Mulia.
- World Health Organization. (2020). WHO Director-General's opening remarks at the media briefing on COVID-19 - 11 March 2020.
- Zhou, F., Yu, T., Du, R., Fan, G., Liu, Y., Liu, Z., ... & Guan, L. (2020). Clinical course and risk factors for mortality of adult inpatients with COVID-19 in Wuhan, China: a retrospective cohort study. *The lancet*. [https://doi.org/10.1016/S0140-6736\(20\)30566-3](https://doi.org/10.1016/S0140-6736(20)30566-3)
- Zubaedi, Z. (2017). *Buku Strategi Taktis Pendidikan Karakter (Untuk PAUD dan Sekolah)*.