

Audio-Visual Media and Practice Style Implementation to Improve Proper Ways of Tooth Brushing in Health Education Lessons

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Abstract

The purpose of this research is to improve proper ways of tooth brushing through the implementation of audio-visual media and practice style in health education. The methodology used in this research is class action research (CAR), which the subject of the research is primary students of class 1-A in SD Labschool UPI Bandung with a total of 24 students, namely 10 male and 14 female students. Research process is divided into two cycles. The first cycle is consisted of two actions and the second cycle is consisted of one action. Every action of this research applies practice style as a way of teacher to provide opportunities for students in practicing the information which comes from audio-visual media throughout the lessons. The data is taken by filling observation form on how to brush the teeth. All the collected data is analyzed using percentage frequency distribution. From preliminary observation to the first action of second cycle, the result indicates that students are able to display proper ways of brushing teeth throughout the learning process. An increase is shown from 69,9% of students to 97,8% students that demonstrate the correct ways of brushing teeth from the starting point. Therefore, this research is proven to be successful and needs no continuation as it has achieved the desired outcomes.

Keywords: How to brush teeth well, Practice Style, Audio Visual, Health Education

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1. INTRODUCTION

Physical Education for young learners is a crucial area of study that greatly impacts and supports other academic disciplines. This highlights that physical education is not just an extra

component added to the school curriculum to keep students engaged in activities or games after their academic classes. Instead, physical education plays a vital role in fostering various capabilities in students, including their physical, cognitive, and emotional development, aiming to enhance their overall humanity. Physical education is an integral part that cannot be separated from the education system as a whole, because it aims to develop aspects of health, physical fitness, critical thinking skills, emotional stability, social skills, reasoning and moral action through physical activities and sports (Gunawan & Nurdin, 2022).

Physical Education is a subject that in the educational process can be implemented through selected and meaningful physical activities, games and sports in order to achieve educational goals, with the purpose to develop all the potential possessed by students (R. Ramadhan et al., 2018). Holistic physical education aims to cultivate various aspects that make students more well-rounded, benefiting their everyday lives and having lasting effects in the future. Within physical education, health education plays a crucial role that must be conveyed by teachers throughout the instruction process. However, there are times when physical education teachers at schools overlook their duty to provide knowledge and emphasize the significance of adopting healthy habits for students. Along with ensuring cleanliness in the environment for health and aesthetic reasons, it is essential to prioritize individual health for students, including following a nutritious diet, keeping nails clean, maintaining hand hygiene, and practicing dental and oral care. Furthermore, these topics can be addressed during physical education lessons at school or outside the classroom settings, such as during extracurricular activities or educational trips.

Health is a crucial element that influences physical fitness and bodily appearance, and it stands as our most precious resource that cannot be replaced. Consequently, people naturally desire a vibrant and joyful life, striving to always present themselves as healthy, fit, and youthful, without experiencing rapid aging or wrinkles. This awareness becomes clearer when we have experienced illness ourselves. Hence, it is essential for us to prioritize and safeguard our health. Numerous factors contribute to good health, including a balanced diet, adopting a healthy lifestyle, living in a clean environment, ensuring adequate nutrition, and exercising consistently. The efforts that must be made are socialization and education regarding balanced nutrition and taking care the oral cavity (mouth) to keep it healthy and clean (Umasugi, 2021)

In this situation, health serves as a fundamental basis for managing and carrying out all tasks we undertake, making it essential to ensure proper health maintenance. One does not perceive health simply on a personal level, as it is influenced by a nourishing environment. Consequently, there is a necessity for health education, which involves assisting individuals, whether alone or in groups, to make informed choices regarding factors that influence their own health and the health of others. According to WHO, Health education in schools is an important thing that consists of a combination of learning experiences designed to help individuals and communities improve their health, by increasing knowledge or influencing each individual's attitude in implementing a healthy lifestyle (Mustar et al., 2018).

One crucial aspect of health that requires attention and maintenance is dental and oral health. Teeth play significant role as essential tools that are vital for aiding various digestive functions. Oral hygiene practices by each individual are the most recommended preventive measures, so that individuals have taken real preventive measures. This oral hygiene practice can be done by individuals by brushing their teeth. Brushing teeth serves to remove and avoid plaque

and debris, clean food residue that sticks to the teeth, stimulate gingival tissue, and eliminate halitosis or commonly called unwanted bad breath. (Purwaningsih et al., 2022).

Dental and oral health status based on the World Health Organization (WHO) report in 2022 stated that around 3.5 billion people worldwide experience dental and oral problems and Indonesia is the country with the second largest total expenditure in Southeast Asia on dental and oral care (WHO in the Ministry of Health, 2023). The results of the 2023 Indonesian Health Survey (*Survey Kesehatan Indonesia*) showed that dental and oral health problems for ages ≥ 3 years in Indonesia were 56.9% and in West Java itself it was above the national average of $\pm 60\%$ (Ministry of Health, 2023). Of these cases, 18.6% were children aged 3-15 years, the majority of whom were school-age children. Looking at these data, it can be said that the incidence of dental and oral problems in elementary school children in Indonesia is still relatively high. The results of the 2023 Indonesian Health Survey stated that dental and oral health problems that often occur among school children are cavities (caries) and gum disorders with most cases occurring among children in environments with limited access to adequate dental health services (Ministry of Health, 2023). There are various factors that affect the condition of dental and oral health among school children, including not brushing their teeth properly, excessive consumption of sweet foods, and lack of understanding of the importance of maintaining dental health (Roza & Nopriyani, 2017). This is largely attributed to a lack of awareness regarding the significance of dental and oral care. Children, in particular, heavily rely on adults for their dental health, which is due to their limited understanding of oral health compared to adults."

Efforts to uphold dental and oral hygiene and promote oral health, particularly among young children or those in elementary school, require a focused approach because this stage of life involves significant growth and development. Previous dental issues can have an impact on how dental health evolves into adulthood. Therefore, it is essential to provide an early education and treatment. Recognizing this situation, the author feels a duty to undertake educational initiatives for the students at the SD Labschool UPI Bandung, specifically in class 1-A. This school will serve as the venue of Field Experience Program (*Praktik Pengalaman Lapangan*) and will include lessons on dental and oral health topics found in the curriculum, particularly emphasizing the correct technique for brushing teeth. This will be done through task-based methods and utilizing audio-visual tools to enhance the understanding of proper tooth brushing within health education and physical education classes.

In order to teach first-grade students in class 1-A at SD Labschool UPI Bandung the proper technique for brushing teeth, the author, who is also the physical education instructor, opted for a task-oriented approach. This method allows students to have hands-on experience with the lessons presented by the teacher or the information obtained from the instructional materials utilized in health education regarding effective tooth brushing. Furthermore, the author incorporates learning tools, specifically audio-visual aids, to enhance both the continuity and effectiveness of the educational experience. In the present and also in the future, there are many media that can be elaborated by a teacher to be able to present an effective and efficient learning process, presenting a comprehensive understanding to students from what is taught. Learning media are all tools that are adequate or support the learning process such as radio, newspapers, television, computers, the internet, and so on. The principle of this media is simplicity and readability, effective and efficient so that students are able to explore the material being studied (Lestari et al., 2018).

Additionally, when students learn through both sight and sound, they tend to understand the material better than if it is presented solely through images or sound alone. Furthermore, children are more inclined to engage with information that is presented in an entertaining way, as they often ask numerous questions about what they observe and pay closer attention to the details shared through audio-visual tools. Moreover, each child or student has unique traits that influence how well they take in information, including visual, audio-visual, and hands-on learning styles. The expectation is that by utilizing audio-visual resources, there will be opportunities to create experiences that cater to all students' learning abilities, helping to enhance their potential, particularly with tasks assigned by teachers that allow them to practice right after acquiring knowledge through audio-visual materials. In this research, the investigator employed the classroom action research approach, which is essentially a method used by teachers or researchers within their own classrooms for self-evaluation and aims to enhance their effectiveness as educators.

2. METHOD

The research method is a technique commonly employed by researchers to gather data for specific objectives and purposes. The aim is to reach a conclusion or outcome that focuses on identifying an effective approach. In this study, the researchers utilize the Class Action Research (CAR) method to address the problems at hand. The CAR method is chosen because the issues being studied stem from challenges that arise during learning activities, specifically to assess the impact of using task style (practice style) and audio-visual media on enhancing proper tooth brushing techniques in health education lessons.

The reason this approach is utilized by researchers stems from the nature of the research itself, which seeks to analyze an event or issue and identify the factors that lead to its occurrence, as well as to find appropriate solutions to challenges encountered in the educational process. The method of this research used classroom action research by using model taken from Stephen Kemmis and Robin Mc Taggart, where this research was carried out on cyclical basis. CAR can be called as the implementation of practical action which is arranged systematically by personal teacher or group. It is done to fix educational problem and then give a reflection. After that, again it is done an action so it achieves the target determined (Suyatno Hendriana in Marlina et al., 2024). This research began with pre-cycle, then it was continued with first cycle, and next until the expected data were achieved. Every cycle step or meeting consists of planning, action, observation, and reflection. In every meeting, children were given a new learning method or a new learning strategy. Then, it was observed to see whether there was an effect from that action to cognitive, affective, and psychomotor development. The same activity was done in the next cycle so it gained the same result.

Based on the insights of various specialists regarding CAR, the writer determines that this classroom action research aims to address issues that arise during learning activities in the classroom. Furthermore, CAR serves as a means of growth that contributes to the development of school-based curricula, enhances professional growth, and supports policy and school improvement initiatives, as well as strategic planning for educational systems. The advantages gained from CAR encompass practical enhancements aimed at resolving numerous challenges faced by students instructed by teachers involved in the CAR process. The ultimate goal is to achieve the best possible outcomes from each aspect of education, fostering a supportive, efficient, and creative learning environment.

2.1 Participants

The study took place involving 24 students from class 1-A at the UPI Bandung Pilot Laboratory Elementary School, located at Jalan Sanjaya Guru No. 4, UPI Bumi Siliwangi Campus, which included 10 male students and 14 female students.

2.2 Research Design

This research employs a specific method known as classroom action research. This method involves the planning or strategy implemented to structure research within the classroom, aiming to gather valid and pertinent data in line with research goals. The action research design typically follows a cyclical process, involving multiple phases of planning, executing, observing, and reflecting.

2.3 Instruments

In this research, the data was gathered by utilizing the Observation Form designed for proper tooth brushing techniques. The following is an observation sheet used to assess the correct way of brushing teeth in elementary school students in Class 1-A of the SD Labschool UPI Bandung.

A. RESPONDENT DATA

Instructions for filling in: Fill in the respondent's biodata sheet completely and correctly.

1. Respondent Number :
2. Name / Class :
3. Age :
4. Gender : Male/Female (*Cross out unnecessary)

B. HOW TO BRUSH YOUR TEETH

Instructions for filling in: Choose one answer that the observer thinks are most appropriate. give a proper mark *checklist* (√) in the answer column provided.

NO	QUESTION ITEM	INFORMATION	
		Yes (1)	NO (2)
1.	Students brush their teeth 2-3 times a day.		
2.	Students brush their teeth before going to bed at night and in the morning.		
3.	Students use their own toothbrushes.		
4.	Students use soft-bristled toothbrushes.		
5.	Take a toothbrush and toothpaste and pour a peanut-sized amount of toothpaste onto the toothbrush.		
6.	Take some water and rinse your mouth before brushing your teeth.		

7.	First, the lower jaw is moved forward parallel to the upper jaw. Brush the upper and lower teeth with an up and down motion (horizontal) or rotate. The toothbrush handle is 45 degrees.		
8.	Brush all chewing surfaces of the upper and lower teeth using short, back and forth movements.		
9.	Brush the surface of the front teeth of the lower jaw facing the tongue with the brush facing outwards from the oral cavity.		
10.	Brush the surface of the back teeth of the lower jaw facing the tongue with a circular motion.		
11.	Brush the surface of the front teeth of the upper jaw facing the roof of the mouth with the brush pointing outwards from the oral cavity.		
12.	Brush the surface of the upper back teeth facing the palate in a circular motion		
13.	Rub your tongue, palate, and right and left cheeks.		
14.	Brush your teeth with a rhythm of 8-10 strokes.		
15.	Gargle after brushing your teeth.		
16.	Wipe your lips and hands with a handkerchief.		
17.	Wash your toothbrush. Store the toothbrush and toothpaste in their place.		
AMOUNT			

*Information:

- Yes = Did (Has a value of 1)
- No = Did Not Do (Has a value of 0)

From the results of the validity and reliability test of the instrument above using the SPSS application, the following information was obtained:

1. It is shown that the instrument is valid in 1 test with a significance level of 95% (0.05)
2. It is shown that the instrument is valid in 2 tests with a significance level of 99% (0.01)

As for the research method, the test criteria are comparing the r_h value ($r_{\text{count/correlation}}$) with r_t (product moment table) where n (Number of Samples) = 22, the r table is 0.423

As for its reliability, it can be seen that the Cronbrach's alpha value is above 0.423 or overall, the instrument is declared reliable because the Alpha value is close to index 1 (one); the closer to index 1, the better the level of reliability. From the results of the analysis obtained, it can be concluded that this instrument is valid and reliable, and can be used to measure the correct way of brushing teeth.

2.4 Procedures

The examination procedure starts at the beginning and continues until the conclusion of

the action's execution. The gathered information can be examined from the orientation phase through to the completion phase of the action, taking into account the specifics, problem focus, and goals. The standards and success indicators for the research objectives are established based on the outcomes of both individual and group assessments. The observation checklist for proper tooth brushing serves as a guide to evaluate student learning development.

2.5 Data Analysis

Additionally, this assessment employs the conventional Guttman scale analysis (Cross Selection), which can be displayed as follows:

Finding the Average Value (\bar{X}) which can be used for individual or group/overall average values,

namely: $\bar{X} = \frac{\sum X}{N}$

Information:

\bar{X} = Average value sought (Individual/ Amount)

$\sum X$ = Sum of Individual X Scores or Sum of Scores X Total

N = Number of subjects

X = Score for Each Subject/Question Item (specifically for overall average score)

To find the percentage (%) of “Yes” answers obtained from the observation sheet, it is calculated first and then placed in the percentage scale range as follows:

The value of the answer “Yes” = 1

The value of the answer “No” = 0

Converted into a percentage:

Answer “Yes”: $1 \times 100\% = 100\%$

Answer “No”: $0 \times 100\% = 0\%$ (So it does not need to be calculated)

The way to calculate it is by using:

For the percentage of overall “Yes” answers, use the formula:

$$\% = \frac{F}{N} \times 100\%$$

Description:

P = Percentage (%)

F = Total Score of Students/

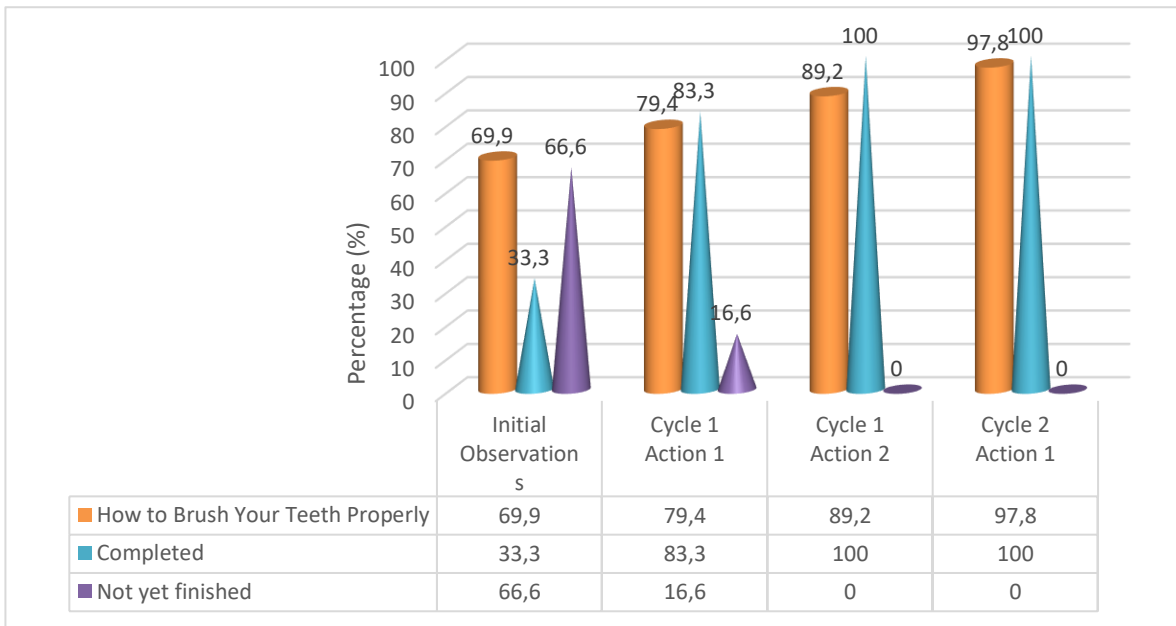
Total Score of all students.

N = Number of Students

100% = Fixed Number

3. RESULTS

Based on the research findings from the pre-observation to the second cycle of action one, it is found that the proper tooth brushing techniques among the students in class 1-A of SD Labschool UPI Bandung improved during the lessons. The initial observation revealed that only 69.9% of the students approached brushing their teeth correctly, but this figure rose to 97.8% in the second cycle of action one. Consequently, this indicates that the research was successful and did not require further continuation, as it achieved the anticipated outcomes and conclusions. Therefore, the researcher determined that using a task approach (practice style) along with audio-visual aids effectively enhanced the students' ability to brush their teeth correctly.



Research Results Improving the Correct Way of Brushing Teeth in Class 1-A Elementary School Students Labschool UPI Bandung

4. DISCUSSIONS

In addition to being a crucial subject, physical education influences and supports other disciplines in both elementary and secondary schools. Physical Education is an important subject in schools which in the process is carried out through selected and meaningful physical activities, games and sports to achieve the expected educational goals (Mahendra in Safitri et al., 2018). Physical Education has a very important role in emphasizing the implementation of education as a lifelong human development process. Physical Education provides opportunities for students to be directly involved in various learning experiences through physical activities, playing, and sports that are carried out systematically, directed, and planned. The provision of student experiences is directed to foster, as well as form a healthy and active lifestyle throughout life (Iswanto & Esti, 2021). The focus of Physical Education development is on aspects such as physical fitness, motor skills, cognitive, social, reasoning, emotions, morality, healthy living, and introduction to a clean environment. Physical Education taught at schools serves as an opportunity for students to experience various learning experiences (Syafuruddin et al., 2022).

This article explains that Physical Education at schools has a curriculum that cares about health education. One of the topics discussed in the health education material for physical education classes at schools is the importance of maintaining dental and oral hygiene, which is the basis for this research. In order for students to live a good life, the habit of maintaining, caring for, or brushing teeth properly must be instilled from an early age. Knowledge of dental and oral health is one of the efforts to prevent and overcome dental health problems through a dental and oral health education approach. Dental health education that is delivered is expected to be able to change the dental health behavior of individuals or communities from unhealthy behavior to healthy behavior (A. Ramadhan et al., 2016). Dental and oral health plays a big role in human life, especially in the process of digesting food (Roza & Nopriyani, 2017). Dental and oral health is an inseparable part of general health. Someone who experiences dental and oral health problems will have an impact on their general health, meaning that dental and oral disease can be a risk factor for other diseases (Fatmasari et al., 2019). Brushing your teeth is one of the good ways to remove food residue that sticks to the surface of your teeth. If we do not pay attention to dental and oral hygiene by brushing our teeth, then the bacteria in our mouth will change the food residue into an acid that will dissolve tooth enamel and cause damage to hard tooth tissue or caries (Manu dalam Edi et al., 2021).

Gestina and Meilita (2021) added that there is a relationship between the level of knowledge and dental care behavior in school-age children. Various previous studies have stated that most elementary school children have substandard tooth brushing, low knowledge of dental and oral health, habits of consuming sweets and chocolate and swallowing disorders (Ihsani et al., 2023). It is essential to understand the ways of brushing teeth, by choosing proper toothbrush and toothpaste, as well as the frequency, time and method of brushing teeth itself (Hamadi in Eldarita et al., 2023) School age children is a critical period to be exposed by healthy habit in order to maintain a healthy life (Edi et al., 2021). Still, it is often found that children at school age are not yet able to demonstrate appropriate ways of brushing teeth even though they have reached their psychomotor development stage (Fatmasari et al., 2019). Maintaining dental health relies on a habit of brushing teeth, as it is the advisable primary prevention (Agung & Dewi, 2019)

Based on the background presented previously, the results of the 2023 Indonesian Health Survey (*Survey Kesehatan Indonesia*) showed that dental and oral health problems for ages ≥ 3 years in Indonesia were 56.9% and in West Java itself was above the national average of $\pm 60\%$ (Kemenkes, 2023). Of the number of cases, 18.6% were children aged 3-15 years, the majority of whom were school-age children. Therefore, it is important to conduct this research in order to carry out early prevention, one of which is the role of schools and Physical Education and health teachers at schools in understanding and providing practices on how to brush the teeth properly to increase the awareness of school-age children in implementing correct dental care behaviours (Nurhamsyah et al., 2025).

In this research article it is explained that the main focus is to improve students' ability to brush their teeth properly with the help of teaching media, namely audio-visual media and task style. In the process as explained in the research method, this research uses the Classroom Action Research (CAR) method. Kurt Lewin's model of CAR consists of a series of steps consisting of 4 stages, namely planning, action, observation, reflection (Rahmatunnisa & Halimah, 2018). Based on the data taken from the research, there are many things needed to be evaluated and used as a very valuable experience for researchers and participants related to the CAR carried out, including: (1) In the initial research activities, it was indeed a little difficult to carry out learning

because special experience and methods were needed to guide students so that they could conduct the learning that the teacher conveyed, namely about the correct way to brush their teeth. In practice, the teacher explained various things related to maintaining dental and oral health, including the correct way to brush their teeth. The condition of the students was quite unique because most students were active and able to participate the lessons. Another uniqueness was that students were very critical in asking things that were not yet understood and wanted to quickly carry out the practice of brushing their teeth. However, it can be proven that teachers were able to condition students with the teacher's demeanor and ability to coordinate including answering students' questions. (2) In carrying out learning practices, researchers are very grateful that the facilities are adequate enough to support the creation of comfortable, safe, and conducive learning. This means that facilities such as toilets, hand washing places, places to brush the teeth are available, including facilities such as projectors, laptops and other equipment are available to support the implementation of learning in the classroom. However, one of the shortcomings is in the practice of health education learning, especially those related to the activity on how to brush the teeth properly as some students might not bring toothbrushes and toothpaste from home, so teachers must anticipate by buying or bringing new toothbrushes for student needs.

Learning media is an intermediary used to convey material to students using certain tools so that students can understand quickly and receive knowledge from teachers (Zamnoor et al., 2023) Learning media is one form of aid in the learning process. Through learning media, supporting factors for success in the learning process at schools can help the process of conveying information from teachers to students (Khairani, 2016). One of the learning media used is audio-visual media. This audio-visual media is an aid in the form of sound impressions (audio) and images (visual) made in one play through various digital applications. Besides that, it does not entirely depend on understanding words (Riyanto & Asmara, 2018). The use of audio-visual media is considered more effective and efficient in helping to deliver material and improving student understanding (Manshur & Ramdlani, 2019). Implementation of practice style and the use of audio-visual media used by researchers in this study are be able to improve the correct way of brushing teeth among the students. The use of audio-visual media is an effective strategy in delivering information through video or film displays as it helps students to understand ways to brush their teeth properly and to maintain dental and oral health on daily basis.

In addition, the author acts as a researcher and teacher and is assisted by research partners in conducting classroom action research from the beginning to the end of the research. In this classroom research activity, the researcher found problems related to the research activities. At the beginning of the research, from cycle 1 action 1, cycle 1 action 2, to cycle 2 action 1, students were very critical in asking things that were not yet understood. Many students wanted to participate in providing examples or demonstrating how to brush their teeth in front of the class to their peers. In contrast, some students also experienced boredom while following the lesson since they understood the tasks easily. Therefore, teachers were required to provide different video for the students to stay focus. Teachers also needed to create effective learning to organize the screening and practice of brushing teeth, which was carried out outside the classroom. The enthusiasm of students was really high as they couldn't wait to practice brushing their teeth. The results of this study are expected to be a comparison and basis for further research related to the application of teaching styles, one of which is practice style or other teaching styles in physical education and media and health development, especially those found in the elementary school curriculum.

5. CONCLUSIONS

Based on the investigation carried out by the researcher, it can be inferred that using a task-oriented approach (exercise style) along with audio-visual aids in health education can enhance the proper tooth-brushing techniques among the first-grade students of SD Laboratorium Percontohan UPI Bandung. The research findings, spanning from the initial observation to the second cycle of the first action, reveal that the percentage of class 1-A students brushing their teeth correctly during health education sessions increased from 69.9% during the first observation to 97.8% by the second cycle of action 1. As a result, the study is deemed successful, and no further changes were needed since it achieved the desired outcomes. Thus, the researcher concludes that implementing the task-oriented method (exercise style) alongside audio-visual media significantly improves the proper tooth-brushing habits towards first-grade students at SD Laboratorium Percontohan UPI Bandung within their health education curriculum.

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