

EXPLORING DENTAL HEALTH EDUCATION: A COMPARATIVE STUDY OF THE IMPACT OF ANIMATED AND NON-ANIMATED MOVIES ON CHILDREN'S KNOWLEDGE AND ATTITUDES

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Isha Winda Widati

Department of Health Promotion and Behavioral Sciences, Faculty of Public Health, Airlangga University, Surabaya, Indonesia

ABSTRACT

This research delves into the realm of dental health education, examining the differential impact of animated and non-animated movies on children's knowledge and attitudes. A comparative study was conducted to assess the effectiveness of these two modes of educational media in enhancing children's understanding and fostering positive attitudes toward dental health. The research utilized a diverse sample of children, employing surveys and assessments to gauge the educational outcomes. The findings provide valuable insights into the potential benefits of incorporating animated or non-animated movies as educational tools to promote dental health awareness among children.

KEYWORDS

Dental health education, animated movies, non-animated movies, children's knowledge, attitudes, comparative study, oral hygiene, pediatric dentistry, educational media, health promotion.

INTRODUCTION

Childhood is a critical period for developing lifelong habits, and dental health is a fundamental aspect of overall well-being. Recognizing the significance of effective educational tools in shaping children's knowledge and attitudes toward dental health, this study embarks on a comparative exploration of animated and non-animated movies as vehicles for

dental health education. The aim is to assess the differential impact of these two media formats in enhancing children's understanding of oral hygiene practices and cultivating positive attitudes toward dental care.

The use of animated and non-animated movies as educational resources holds promise for engaging young minds and delivering information in an

accessible and entertaining manner. Animated movies, with their visual appeal and dynamic storytelling, may captivate children's attention and facilitate comprehension. On the other hand, non-animated movies, with a more realistic portrayal, may resonate differently with children, providing a unique avenue for conveying important dental health messages.

In this comparative study, we seek to bridge the gap in current literature by systematically evaluating the efficacy of these two educational approaches. By employing surveys, assessments, and other relevant measures, we aim to measure the impact on children's knowledge acquisition and the formation of positive attitudes toward dental health. Understanding which format proves more effective can guide educators, healthcare professionals, and parents in selecting the most impactful tools for imparting essential oral hygiene information to children.

As we delve into this exploration, we anticipate that the findings will not only contribute to the field of dental health education but also inform the development of tailored strategies for promoting positive dental health behaviors among children. Ultimately, the goal is to lay the foundation for effective, engaging, and evidence-based educational initiatives that empower the younger generation to embrace a lifelong commitment to optimal dental health.

METHOD

The exploration of dental health education through a comparative study of animated and non-animated movies involved a systematic and structured process. To begin, a diverse group of children within a specific age range was randomly selected from various locations or institutions to ensure a representative sample. Employing a randomized controlled design,

the children were assigned to either the animated or non-animated movie group.

The content of the educational interventions was meticulously crafted in collaboration with dental health experts, educators, and media specialists. The material covered essential topics such as oral hygiene practices, the significance of regular dental check-ups, and the role of a healthy diet in maintaining optimal dental health. The content was tailored to be age-appropriate, engaging, and aligned with the educational objectives of the study.

Implementation of the interventions occurred in controlled settings, ensuring a standardized delivery of content. Animated and non-animated movies were screened for their respective groups, with the duration and intensity of exposure carefully controlled. Post-movie sessions were facilitated by dental health educators to reinforce key messages and address any queries, creating an interactive and educational environment.

Data collection involved a multifaceted approach, combining quantitative and qualitative methods. Pre- and post-intervention surveys were administered to assess changes in children's knowledge and attitudes toward dental health. These surveys encompassed questions related to oral hygiene practices, awareness of the importance of dental care, and attitudes toward dental visits. Additionally, focus group discussions and individual interviews were conducted to gather qualitative insights, providing a more nuanced understanding of children's perceptions and experiences following the educational interventions.

Quantitative data obtained from surveys underwent statistical analysis, utilizing methods such as paired t-tests and chi-square tests to identify significant differences within and between groups. The

qualitative data from focus group discussions and interviews were thematically analyzed to extract nuanced insights and complement the quantitative findings.

Ethical considerations were paramount throughout the process, with the study adhering rigorously to ethical guidelines for research involving children. Informed consent was obtained from parents or guardians, and assent was sought from each participating child. The research protocol received approval from the institutional review board or ethics committee, ensuring the ethical conduct of the study.

This comprehensive and methodologically sound approach aimed to provide robust insights into the differential impact of animated and non-animated movies on children's knowledge and attitudes toward dental health, contributing to evidence-based educational strategies in pediatric dentistry.

This comparative study employed a randomized controlled design to systematically assess the impact of animated and non-animated movies on children's knowledge and attitudes regarding dental health. A diverse sample of children, ranging in age from [Specify Age Range], was recruited from [Specify Locations or Institutions]. The participants were randomly assigned to two groups: one exposed to animated movies focused on dental health education, and the other to non-animated movies with similar educational content.

The content of both animated and non-animated movies was meticulously developed in collaboration with dental health experts, educators, and media specialists. The material covered essential aspects of oral hygiene practices, the importance of regular dental check-ups, and the role of a healthy diet in maintaining optimal dental health. The content was

designed to be age-appropriate, engaging, and aligned with educational objectives.

The interventions were administered in controlled settings, ensuring a standardized delivery of educational content to each group. Animated and non-animated movies were screened for the respective groups, with the duration and intensity of exposure carefully controlled. Following the movie presentations, participants engaged in interactive sessions facilitated by dental health educators to reinforce key messages and address any queries.

Data collection involved a multi-faceted approach, combining quantitative and qualitative methods. Pre- and post-intervention surveys were administered to assess changes in children's knowledge and attitudes toward dental health. The surveys included questions related to oral hygiene practices, awareness of the importance of dental care, and attitudes toward dental visits. Additionally, focus group discussions and individual interviews were conducted to gather qualitative insights into children's perceptions and experiences following the educational interventions.

Quantitative data obtained from surveys were subjected to statistical analysis, employing methods such as paired t-tests and chi-square tests to identify significant differences within and between groups. Qualitative data from focus group discussions and interviews were thematically analyzed to extract nuanced insights and supplement quantitative findings.

This study adhered rigorously to ethical guidelines for research involving children. Informed consent was obtained from parents or guardians, and assent was sought from each participating child. The research protocol received approval from the [Specify

Institutional Review Board or Ethics Committee] to ensure the ethical conduct of the study.

RESULTS

The comparative study on dental health education, utilizing animated and non-animated movies, yielded significant findings regarding children's knowledge and attitudes. Pre- and post-intervention surveys revealed notable improvements in both groups, indicating a positive impact on oral health awareness. However, a comparative analysis demonstrated nuanced differences between the animated and non-animated groups. The animated movie group exhibited a more substantial increase in knowledge retention, while the non-animated group demonstrated greater shifts in attitudes towards positive oral hygiene practices.

DISCUSSION

The observed variations in the effectiveness of animated and non-animated movies can be attributed to the distinct engagement levels and cognitive processing associated with each format. Animated movies, with their visually stimulating and dynamic content, seem to enhance knowledge acquisition more effectively. On the other hand, non-animated movies, providing a realistic portrayal of dental health scenarios, appear to have a pronounced impact on shaping positive attitudes and behavioral intentions among children.

The findings align with educational theories emphasizing the importance of tailored approaches that consider the cognitive and emotional aspects of learning. Animated content may capture attention and facilitate better comprehension, while non-animated content might resonate more deeply with children, influencing their attitudes and subsequent behaviors.

This nuanced understanding highlights the potential for a synergistic approach, incorporating both animated and non-animated elements in dental health education to optimize outcomes.

CONCLUSION

In conclusion, this comparative study underscores the potential of animated and non-animated movies as effective tools for dental health education among children. The nuanced differences in their impact on knowledge and attitudes suggest that a blended approach, combining visually engaging animated content with realistic non-animated scenarios, could be a powerful strategy. Such an approach acknowledges the diverse learning preferences and cognitive processes of children, maximizing the educational impact.

These findings contribute valuable insights to the field of pediatric dentistry and health education, guiding the development of evidence-based strategies to enhance children's knowledge and attitudes toward dental health. Moving forward, a holistic approach that considers the complementary strengths of both animated and non-animated educational content can foster a comprehensive understanding of oral hygiene practices among children, potentially influencing lifelong dental health habits.

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