



**Development of Preventive Dentistry Practicum Guide Module for D – IV Dental Nursing
Department Students, Health Polytechnic, Ministry of Health, Jambi**

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Abstract

This research aims to develop a Preventive Dentistry practice guide module as a learning aid for students of the Dental Nursing Department at the Jambi Health Polytechnic. This research uses research and development methods involving various stages such as needs analysis, teaching material development, expert validation, and field trials. The research sample involved third semester students of the Dental Nursing Department for the 2017-2018 academic year, Jambi Health Polytechnic. Data was collected through student achievement assessments, questionnaires, and expert validation. The validation results show that the module developed meets the criteria for clarity of learning objectives, availability of practicum tools and materials, consistency of writing, and suitability of images/photos with practicum material. Based on input and suggestions from material experts and design experts, revisions were made to the module to improve its quality. It is hoped that this module can help students understand and apply Preventive Dentistry material more effectively and efficiently.

Keywords: Practice Guide Module; Preventive Dentistry; Student Learning

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INTRODUCTION

To improve the quality of learning, it is necessary to start with learning planning which is realized through learning design. To design learning, you need to use a systems approach. Learning design planning refers to how a person learns. To plan a learning design, it refers to individual students. The learning carried out will lead to the achievement of learning objectives, in this case there will be direct learning objectives and accompanying learning objectives (Hamzah, 2007)

Educational facilities and equipment need to be provided in accordance with educational needs which continue to develop from time to time. Institutions need to keep up with developments in the demand for personnel for health services. Education graduates or personnel who have completed training must have the ability to handle the tasks assigned to them. One of the competency standards that a dental nurse must have is being able to carry out preventive measures. Preventive Dentistry is one of the courses at the Health Polytechnic, Dental Nursing Department. The object of Preventive Dentistry is studying the topical actions of fluoridation applications, scaling, pit and fissure sealants, and periodontal tissue measurements. The Preventive Dentistry course needs to be taught because it is the basic science of expertise in Dental Nursing and is a prerequisite course for taking clinical practicum.

The results of the evaluation and achievement index results at the end of the semester in the

Preventive Dentistry course were still 2.63% of students who had not passed the Preventive Dentistry course and had to repeat it in the next semester. Based on the data above and based on the author's experience as an instructor in the Preventive Dentistry course at the Jambi Dental Nursing Department, the problem experienced by students is the difficulty in studying the Preventive Dentistry course because the material is a lot and uses foreign languages, but also because students must be able to apply the theory and apply it during practicum correctly. With the correct SOP and the correct sequence. There is no practicum guide module with explanations accompanied by pictures that make the material clearer so that students can more quickly understand and apply it in practicum. The lack of uniformity of supervisors in providing assessments of work/practicum results is also an obstacle in learning Preventive Dentistry.

With the practicum guide module, it is hoped that this problem can be overcome, because with an interesting module accompanied by explanations with pictures that better explain the material presented, students' understanding of the material and applying it in the practicum will be more fun and interesting. By systematically developing the module, a Preventive Dentistry practicum module will be produced which can help the students of the Jambi Health Polytechnic Dental Nursing Department, so that students' difficulties in studying the Preventive Dentistry course, especially in the practicum, can be overcome, so that Preventive Dentistry learning is expected to be more interesting, effective and efficient. In achieving the expected competencies, it is known that learning is a deliberate, purposeful and controlled effort so that relatively permanent changes occur in a person. Research conducted by Sahertian (2004) on the influence of the use of teaching materials and learning styles on learning outcomes. From the research that has been carried out by research it can be concluded that by developing teaching materials it will be possible to increase student motivation and learning outcomes. The aim of this development is to produce a Preventive Dentistry practicum module for students of the Dental Nursing Department, Health Polytechnic, Ministry of Health, Jambi. Describe the feasibility level of the Preventive Dentistry practicum module for students of the Jambi Health Polytechnic Dental Nursing Department.

RESEARCH METHODS

Research Design

This research is research and development, intended to produce learning aids in the form of Preventive Dentistry practice guide modules to improve the learning achievement of students in the Dental Nursing Department, especially in preventive dentistry clinical practice courses. Borg and Gall (1983) proposed a series of stages that must be taken in this approach, namely research and information collecting, planning, developing preliminary form of product, preliminary field testing, main product revision, main field testing, operational product revision, operational field testing, final product revision, and dissemination and implementation.

Research Target/Subject

The sample used at the needs analysis stage was 33 third semester students of the Dental Nursing Department for the 2017-2018 academic year at the Jambi Health Polytechnic. This small group trial involved 10 level II diploma IV students from the Department of Dental Nursing, Poltekkes Jambi with a classification of 3 people representing the above average group, 3 people representing the below average group and 4 other people representing the group of students with average abilities. -flat. 3. Validation of material experts, learning design experts, and media experts.

Research Procedure

The development research procedure begins with a preliminary research stage, where a pre-survey is carried out to collect information from literature and field studies to identify learning problems which are then summarized. Next, the teaching material development stage involves defining the skills needed, formulating specific objectives that reflect the content of the material, as well as selecting Competency Standards and Basic Competencies and their indicators. Learning and evaluation materials are prepared

according to the results of the previous stage. After that, the teaching materials were validated by involving experts, revised, and tested individually and in small groups. The validation stage continues with field trials or empirical validation, which is then followed by revisions until the final revision is reached. This process refers to the Research and Development (R&D) cycle approach of Borg and Gall (1983), which is simplified to facilitate the implementation of research and development. Dissemination is not carried out due to considerations of research conditions, time and costs, but development principles are still maintained.

The development of the practicum guide module was designed using the learning system design model proposed by Dick and Carey (2005) to create an effective, efficient and interesting learning program. There are nine (9) stages of the Dick and Carey model module used in module development, namely; (1) identify learning objectives; (2) conducting learning analysis; (3) analyzing the learner and the context; (4) formulate specific objectives; (5) developing assessment instruments; (6) developing learning strategies; (7) developing learning materials; (8) designing formative evaluation; (9) revising learning.

Instruments, and Data Collection Techniques

This research collects quantitative data through assessing the learning achievement of third semester students in the preventive dentistry clinical practice course to identify gaps in learning outcomes. Initial data was obtained from preventive dentistry practice scores in the third semester of the 2018-2019 academic year, while questionnaires were distributed to students and lecturers to obtain input. This data collection technique aims to obtain valid information to identify needs in research development.

The instruments used include a needs grid to obtain needs assessment data from 3rd semester students and practice supervisors. This is used as a basis for decision making in developing learning aids. In addition, the instruments for limited trials consist of one-on-one trials, small group trials, and expert judgment, with the aim of assessing the performance of the product being developed in accordance with predetermined criteria.

Apart from that, there is also an instrument for individual trials which aims to identify the advantages and disadvantages of individual preventive dentistry practice guidebooks. Trials were carried out in small groups to evaluate product performance using questionnaires. The observed aspects are developed in the form of an instrument grid.

Another instrument is for expert validation, where observation guidelines are used to collect expert evaluation data on learning designs, learning materials, and media. Several aspects observed are used as indicators of the quality of appearance, attractiveness and organization of the material. These aspects are developed in the form of an instrument grid. With these various techniques and instruments, it is hoped that the data obtained will be more valid for identifying needs in this research.

Data analysis technique

Data analysis is one of a series of research activities related to the type of program chosen, problem formulation and research objectives, type of data, number of subjects, and theoretical assumptions underlying research activities. The data analysis used at this research stage is qualitative analysis. Qualitative analysis is used in conceptual studies of preventive dentistry learning, field studies on the application of teaching materials, development of teaching materials and during field trials. The process of analyzing qualitative research data has three interrelated components, namely; a) data reduction; b) data presentation; and c) drawing conclusions. Data reduction and data presentation are two components of data analysis carried out during data collection (Fuadi, 2009). Data regarding conceptual studies of preventive dentistry learning, field studies, discussions with colleagues, expert validation, results of individual and small group trials, were analyzed taking into account the three aspects above.

RESULTS AND DISCUSSION

A module is a form of print-based teaching material designed for independent learning by learning participants. Therefore, the practical module developed must be able to increase student motivation and be effective in achieving the expected competencies according to the level of complexity to produce a good module (Asyhar, 2010, 214-215). The research results were obtained from expert validation of the content of the Preventive Dentistry learning material. Criticism and suggestion sheets are made in the form of questionnaires as input for revising teaching material modules. Next, the Preventive Dentistry teaching material module was reviewed by senior lecturers who have held Preventive Dentistry courses for approximately 25 years in the Dental Nursing Department, Health Polytechnic, Ministry of Health, Jambi, which has experts in the field of Preventive Dentistry, from 3 December 2018 to 3 May 2019. Suggestions from the expert review the content of the material is more about writing and consistency. Apart from that, it is recommended to improve the writing of incorrect words and always be consistent in writing. Based on the results of this review, revisions were made to the teaching materials for the Preventive Dentistry module. The results of the validation decision carried out by the Preventive Dentistry practicum guidance material expert were good with the following details: (1) according to the content it is valid; (2) good writing technique; (3) good language preparation; and approved for research trials.

The Preventive Dentistry practicum module materials were also validated by learning design experts in the field of Educational Technology at Jambi University and have expertise in designing and developing modules from May 2019 to June 2019. The design experts did not provide assessment scores, but only provided comments and suggestions. By paying attention to the results of the analysis above, the developer still needs to make revisions based on written and verbal suggestions and comments submitted by design experts to improve the product quality of the Preventive Dentistry practicum module. General comments and recommendations from him are that the components of the module must be fulfilled, use colors that are more relevant to dental health and consistency in providing evaluations for each practice, preferably using foreign terms that have not been Indonesianized in italics, size and placement of letters/pictures and writing are corrected and layout and spacing are paid attention to. Based on his comments and suggestions, revisions were made to improve the quality of the Preventive Dentistry module. The results of the validation decision carried out by the Preventive Dentistry practicum guidance material expert were good with the following details: (1) according to the content it was valid; (2) good writing technique; (3) good language preparation; and approved to be tested in research.

The one-on-one test was held on December 3 2018 in the second level classroom of the Diploma IV Dental Therapy Study Program at the Health Polytechnic of the Ministry of Health, Jambi. Learning products that have undergone revision based on input from material experts and learning design experts are then tested one by one. The one-on-one test respondents were three fourth semester students of the Diploma IV Dental Therapy Study Program, Dental Nursing Department, Health Polytechnic, Ministry of Health, Jambi who had high, medium and low abilities. This trial data aims to determine the level of attractiveness and feasibility of the development product. From the results of the one-on-one test, quantitative data was obtained and suggestions and comments were also obtained for improving the product quality for developing the Preventive Dentistry practicum module. Analysis of the data from the questionnaire results showed that the percentage of practicum guidance modules in general was 6.66% giving a score of 3 which could be said to be quite clear/quite good/quite appropriate/quite appropriate, 68.88% with a score of 5 could be said to be very clear/very good/very appropriate/very appropriate.

Then the Preventive Dentistry module was tested on a small group in May 2019. The small group test was on students in the fourth semester of the Diploma IV Dental Therapy Study Program, Dental Nursing Department, Health Polytechnic, Ministry of Health, Jambi, consisting of nine students. From the one-on-one test, the comments showed that there were a lot of mistyped words. From the results of the one-on-one test, the Preventive Dentistry module was revised in the case of typos. From the results of the small group test, respondents found that the overall module was good, although there were still typing errors and missing pages. The results of the assessment/responses of nine students in the small group test obtained quantitative data and suggestions and comments were also obtained for improving the product quality for

developing the Preventive Dentistry practicum module. Analysis of the Preventive Dentistry practicum module in table 4.7 can be seen from the average percentage of modules showing results of 35.55% giving a score of 3 which can be said to be quite clear/quite good/quite appropriate/quite precise and 7.40% giving a score of 5 which can be said to be very clear/very good/very appropriate/very precise.

Field tests of development products are carried out to find out whether the development product can be used by users according to their needs. With field testing, it is hoped that a Preventive Dentistry practicum module product will be produced that can be used in the practicum learning process and according to user needs. The field test was carried out on twenty-nine (29) fourth semester students of the Diploma IV Dental Therapy Study Program, Dental Nursing Department, Health Polytechnic, Ministry of Health, Jambi. The large group test or field test was carried out on December 3 2018. The results of the field test on the development product on thirty-two students obtained an average percentage of 21.9% giving a score of 3 which can be said to be quite clear/quite good/quite appropriate/quite precise, 55 % giving a score of 4 can be said to be clear/good/suitable/precise and 22.3% giving a score of 5 can be said to be very clear/very good/very appropriate/very appropriate.

The modules presented can be used by students and meet the principles of module preparation according to characteristics such as self-instructional (self-study), self-contained (presented in its entirety), stand-alone, adaptive (able to adapt), user friendly. The modules are prepared by taking into account student characteristics, so that students who study the module material can carry out practicums at dental and oral health care clinics correctly and independently. Validation sheets for material content experts and learning design experts as well as criticism and suggestion sheets are made in the form of questionnaires as input for revising teaching materials. Furthermore, the Preventive Dentistry teaching materials were provided by senior lecturers who have held Preventive Dentistry courses for approximately 28 years in the Dental Nursing Department, Health Polytechnic, Ministry of Health, Jambi, who have expertise in the field of Preventive Dentistry. Suggestions from material content expert reviews are more about writing and consistency. Apart from that, it is recommended to improve the writing of incorrect words and always be consistent in writing. Based on the results of this review, revisions were made to the teaching materials for the Preventive Dentistry module.

The interpretation of material expert assessment data is presented as follows:

- The learning objectives regarding the clarity and accuracy of practicum descriptions are quite clear, the practicum learning objectives are in accordance with the curriculum.
- Regarding the tools and materials used in the practicum, they are appropriate and available in the laboratory
- With regard to the work method (SOP) it is in accordance with the theory, the steps in the work method are in accordance with the procedure, the relevance of the practicum material to the expected competencies is clear, the description of the practicum material in each subject is appropriate, the order of the material for the types of subjects is correct appropriate.
- The description of the content of the practicum material is in accordance with the learning objectives and the description is clear, the source of the practicum material is correct, the coverage is adequate and good and the description of the material is easy to understand.
- The pictures/photos are in accordance with the practicum material, the pictures are clear and can clarify the contents of the practicum material.
- The assessment sheet for the scores given for each practical assessment is correct, the assessment on the practical sheet is complete in accordance with the work method (SOP).

The teaching materials for the Preventive Dentistry module are validated by learning design experts who are lecturers in the field of Educational Technology at Jambi University and have expertise in module design and development. General comments and suggestions from him are that if the module components must be fulfilled, use colors that are more relevant to dental health and consistency in providing evaluations for each practice, preferably using foreign terms that have not been Indonesianized in italics, size and

placement of letters/ images and writing are corrected and pay attention to layout and spacing. Based on his comments and suggestions, revisions were made to improve the quality of the Preventive Dentistry module.

The interpretation of design expert assessment data is presented as follows:

- The cover/front cover relates to the module cover with the suitability of the material stated to be very suitable to the practicum material, the writing and illustrations are very appropriate, the module cover at the time of validation was colored red and the design stated that it was not relevant to dental health and had been changed to purple which was relevant to the Department Dental Nursing.
- The components in the module have been advised by design experts so that they are consistent in providing evaluation for each practice and have been revised, the sequence in the module is adequate and the organization of the module content is correct.
- The learning objectives regarding the clarity and accuracy of the practicum description are clear, the learning/practicum objectives are in accordance with the curriculum.
- The language used in the module is in accordance with Indonesian language rules, the sentence descriptions are clear, the language used in the module is easy to understand.
- The image/photo is in accordance with the practical material, the size of the image/photo is advised by the design expert so that it is made proportional and any blurry and unclear images are corrected, in this case they have been revised. The pictures/photos are good and can clarify the content of the practical material or the content is good according to design experts.
- Font size and color, the design expert gave suggestions to use varied font sizes so that the subtitle and content are clearly visible, in this case they have been corrected, as well as the typeface has been revised by improving the layout and spacing.

Interpretation of material expert assessment data is presented as follows:

- 66.66% of module covers gave a score of 4 and could be interpreted as good or interesting and 33.33% gave a score of 5 and could be interpreted as very good/very appropriate/very appropriate.
- 66.6% of material descriptions gave a score of 4 and could be interpreted as good or interesting and 33.33% gave a score of 5 and could be interpreted as very good/very appropriate/very appropriate. The material is clear and easy to understand for students with high, medium and low abilities. The material description is clear, the material description is easy to understand, the order of the material for each practicum is correct.
- The tools and materials used in the practicum of respondents gave a score of 3 as much as 66.66% and could be interpreted as quite good or quite interesting and 33.33% gave a score of 4 and could be interpreted as good/suitable/appropriate modules. This states that the tools available in the laboratory are correct as well as the materials used in each practicum are also correct.
- With regard to language use, respondents gave a score of 4 and it can be interpreted as good or interesting and 33.33% gave a score of 5 and it can be interpreted as that the module is very good/very appropriate/very precise, regarding the text/writing in the one-on-one test where data was obtained that Of the three students who were tested one-on-one, they stated that the language used and the text/writing used were correct.
- The picture/photo is in accordance with the practicum material. Respondents gave a score of 4 and can be interpreted as good or interesting and 33.33% gave a score of 5 and can be interpreted as the module being very good/very appropriate/very appropriate, the picture is clear and can clarify the content of the practicum material. Overall the module appearance is good/attractive.
- With regard to the assessment score given in each practicum, respondents gave a score of 4 of 100% and can be interpreted as good or interesting. The working method (SOP) is in accordance with the theory, the working steps are in accordance with the procedures, the relevance of the practicum material to the expected competencies is clear, the description of the practicum material in each subject is appropriate, the order of the material for each subject is correct.

Interpretation of material expert assessment data is presented as follows:

- 55.55% of respondents gave a score of 3 and could be interpreted as quite good or quite interesting and 44.44% gave a score of 4 and could be interpreted as good/suitable/appropriate. This shows that according to students in the one-on-one test, the revised cover is interesting.
- 55.55% of respondents gave a score of 3 in the description of the material and it can be interpreted as quite good or quite interesting and 44.44% gave a score of 4 and it can be interpreted as good/appropriate/appropriate modules. The material is easy to understand for students with high, medium and low abilities. The material description is clear, the material description is easy to understand, the order of the material for each practicum is correct.
- The tools and materials used in the practicum of respondents gave a score of 3 at 66.66% and could be interpreted as quite good or quite interesting and 33.33% gave a score of 4 and could be interpreted as good/suitable/appropriate modules. This states that the tools available in the laboratory are correct as well as the materials used in each practicum are also correct.
- With regard to language use, 44.44% of respondents gave a score of 3 and could be interpreted as quite good or quite interesting and 55.55% gave a score of 4 and could be interpreted as good/appropriate/accurate modules regarding the text/writing in the one-on-one test where data was obtained. that the three students who were tested one-on-one stated that the language used and the text/writing used were correct.
- 11.11% of respondents' pictures/photos gave a score of 3 and could be interpreted as quite good or quite interesting and 77.77% gave a score of 4 and could be interpreted as good/appropriate/appropriate modules. And 11.11% can be interpreted as the module being very good/very suitable/very appropriate. Overall the module appearance is good/attractive.
- With regard to the assessment scores given in each practicum, respondents gave a score of 3, 44.44% and could be interpreted as quite good or quite interesting and 55.55% gave a score of 4 and could be interpreted as good/appropriate/appropriate modules. The work method (SOP) is in accordance with the theory, the work steps are in accordance with the procedure, the relevance of the practicum material to the expected competencies is clear, the description of the practicum material in each subject is appropriate, the order of the material for the types of subjects is correct.

The interpretation of material expert assessment data is presented as follows:

- 26.19% of respondents gave a score of 3 and could be interpreted as quite good or quite interesting, 50% gave a score of 4 and could be interpreted as good/suitable/appropriate and 23.80% gave a score of 5 and could be interpreted as saying that very good/ very appropriate/ very appropriate module. This shows that according to students in the one-on-one test, the revised cover is interesting.
- 11.90% of respondents gave a score of 3 in the description of the material and it can be interpreted as quite good or quite interesting, 66.66% gave a score of 4 and it can be interpreted that the module is good/suitable/appropriate and 21.42% gave a score of 5 and it can be interpreted that The module is very good/very suitable/very precise, can be understood well by students with high, medium and low abilities. The material description is clear, the material description is easy to understand, the order of the material in each practicum is correct.
- The tools and materials used in the practicum of respondents gave a score of 3 by 16.66% and could be interpreted as quite good or quite interesting, 61.90% gave a score of 4 and could be interpreted as good/appropriate/appropriate modules and 21.42% gave a score 5 and it can be interpreted that the module is very good/very suitable/very appropriate, this states that the tools available in the laboratory are correct as well as the materials used in each practicum are also correct.
- With regard to language use, 21.42% of respondents gave a score of 3 and could be interpreted as quite good or quite interesting, 54.76% gave a score of 4 and could be interpreted as good/appropriate/appropriate modules and 23.80% gave a score of 5 and could interpreted that the module is very good/very suitable/very appropriate. Regarding the text/writing in the field test, data was obtained that out of the forty-two students who underwent the field test stated that the language used and the text/writing used were correct.

- 26.19% of respondents' pictures/photos gave a score of 3 and could be interpreted as quite good or quite interesting, 40.47% gave a score of 4 and could be interpreted as good/suitable/appropriate modules and 33.33% gave a score of 5 and could be interpreted as that very good/ very appropriate/ very appropriate module. The pictures can clearly explain the contents of the practical material. Overall the module appearance is good/attractive.
- With regard to the assessment scores given in each practicum, 16.66% of respondents gave a score of 3 and could be interpreted as quite good or quite interesting, 66.66% gave a score of 4 and could be interpreted as good/suitable/appropriate and 16.66%. % gives a score of 5 and can be interpreted as a very good/very appropriate/very appropriate module. The working method (SOP) is in accordance with theory,; the working steps are in accordance with the procedure, the relevance of the practicum material to the expected competencies is clear, the description of the practicum material in each subject is appropriate, the order of the material for each subject is correct.

Based on input, suggestions and analysis from material experts and learning design experts on the results of the development of the Preventive Dentistry practicum module, revisions were made as follows:

- Product revisions from preventive dentistry material experts

Based on input and suggestions from the validation results of material experts, the developer revised the product as follows:

Table 1. Revision of Module Development Products from Preventive Dentistry Material Experts

No	Comment	Revision
1	Page 4 footer has a green line, the cavity should be cavity	Revised
2	Page 8 how to write cavities should be cavities	Revised
3	Page 10 preparation stages for italicizing foreign terms	Revised
4	Page 41 mylar matrix should be celluloid strips	Revised

Comments and suggestions from experts_ material as a whole regarding the contents of the Preventive Dentistry module, Dental Nursing Department, fourth semester, Jambi Health Polytechnic as follow:

- This Preventive Dentistry module is quite good in its clarity in describing the practical steps that students will follow.
- Improvements are needed in writing foreign terms, so that they are consistent from start to finish.
- Product Revisions from Preventive Dentistry Design experts

Based on input and suggestions from the validation results of material experts, the developer revised the product as follows:

Table 2. Revision of Module Development Products from Design Experts

No	Comment	Revision
1	If it is a module, the module components must be fulfilled	It has been revised according to suggestions
2	Use colors that are more relevant to dental health	It has been revised according to suggestions
3	Consistency in providing evaluations for each practice	It has been revised according to suggestions
4	It's best if you use foreign terms that haven't been Indonesianized in italics	It has been revised according to suggestions
5	The size and placement of letters/images and writing are corrected	It has been revised according to suggestions
6	Pay attention to layout and spacing	It has been revised according to suggestions

Overall comments and suggestions from learning design experts regarding the Preventive Dentistry Module for the fourth semester of the Jambi Health Polytechnic Department of Dental Nursing are as follows:

- If it is a module, the module components must be fulfilled
- Use colors that are more relevant to dental health
- Consistency in providing evaluations for each practice
- It's best if you use foreign terms that haven't been Indonesianized in italics
- The size and placement of letters/images and writing are corrected
- Pay attention to layout and spacing
- One-on-One Test Product Revision

Based on input and suggestions from one-on-one test results, the developer revised the product as follows:

Table 3. Product Revisions

No	Comment	Revision
1	Page 1, typing the word supervisor, before putting it in the mold, smear it with Vaseline first	Revised
2	Page 2 there is a picture of smearing Vaseline but there is no way it works	Revised
3	Page 108 the picture is not clear	It's been clarified
4	It is best to add short material to the module to remind students	It's been added
5	The cover should be made more attractive	Revised
6	Page 14, line 3, has a typo in the word supervisor	Already repaired
7	Page 18 has a typo in the word can	Already repaired

Based on input and suggestions from small group test results, the developer revised the product as follows:

Table 4. Revision of Module Development Products from Small Group Tests

No	Comment	Revision
1	Page 52 image caption is wrong	Revised
2	Page 37 the word fissure should be fissure	Revised
3	Page 55 excavator should be an excavator	Revised
4	Page 11 writing kavita and powder should be havitas and powder	Revised
5	The image has been tidied up even more	It's been tidied up
6	Page 13 after closing brackets should be given a space	Revised
7	Page 12 said mentors should be mentors	Revised
8	Page 29 typo bial should be possible and the word filing should be filling, mercury should be mercury	Revised
9	The image size has been enlarged for clarity	Revised
10	The module should be made reciprocal so that it is thinner and lighter to carry	Considered
11	Page 31 image description does not match the image	Revised
12	Page 27 tools and preparation materials do not have counter angles, only 1 micromotor	Revised

CONCLUSION

Based on the research results, the Preventive Dentistry practicum guidance module developed has the advantage of providing independent or group guidance to achieve learning objectives. This module is accompanied by instructions for use that make it easier for readers to use it, and is designed with the use of attractive images and photos to increase learning motivation. The material presented at the beginning of each practicum aims to improve students' understanding and retention, accompanied by practice questions

and feedback to evaluate understanding. The results of evaluation and validation from material experts, design experts, as well as one-on-one, small group and field trials show that this module has good quality and is in accordance with the learning needs of fourth semester students in the Jambi Health Polytechnic Dental Nursing Department. Thus, this module has the potential to be an effective learning tool in improving students' understanding and skills in Preventive Dentistry practicum.

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