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Original Article

Efektivitas Pelatihan Pemasangan Mitella sebagai Intervensi Pertolongan Pertama pada Siswa Sekolah Menengah Atas

Effectiveness of Mitella Placement Training as a First Aid Intervention Among High School Students

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ABSTRACT

Upper limb injuries, particularly involving the arm and shoulder, are common among adolescents in high school settings. Proper first aid management, including the use of a sling (Mitella), is essential to prevent further damage, reduce pain, and support recovery.

This study employed a pre–post-test design to evaluate the effectiveness of Mitella placement training among students at SMA 3 Kota Kediri. A total of 32 Grade 1 students were selected using purposive sampling. The training followed a structured Standard Operating Procedure, including theoretical explanation, demonstration, and supervised hands-on practice. Participants' knowledge was assessed using a 7-item validated questionnaire. Data were analyzed using descriptive statistics and the Wilcoxon Signed Ranks Test.

Mitella placement training significantly improved participants' knowledge($p = 0.008$). Most students demonstrated enhanced understanding after the training, indicating that the combination of theory, demonstration, and hands-on practice effectively strengthened their competence.

Mitella placement training effectively enhances high school students' knowledge. These findings support the implementation of practical first aid training programs in schools to improve adolescents' preparedness and competence in managing upper limb injuries.

Keywords: *Mitella, training, knowledge, high school students, first aid*

ABSTRAK

Cedera pada anggota tubuh atas, terutama lengan dan bahu, umum terjadi pada remaja, khususnya di lingkungan sekolah menengah. Penanganan pertolongan pertama yang tepat, termasuk penggunaan mitella, sangat penting untuk mencegah kerusakan lebih lanjut, mengurangi nyeri, dan mendukung pemulihan.

Penelitian ini menggunakan desain pre–post-test untuk mengevaluasi efektivitas pelatihan pemasangan Mitella pada siswa SMA 3 Kota Kediri. Sebanyak 32 siswa kelas 1 dipilih menggunakan teknik purposive sampling. Pelatihan dilakukan dengan prosedur standar, mencakup penjelasan teori, demonstrasi, dan praktik langsung dengan bimbingan instruktur. Pengetahuan peserta diukur menggunakan kuesioner 7 item yang telah divalidasi dan diuji reliabilitasnya. Analisis data dilakukan menggunakan statistik deskriptif dan Wilcoxon Signed Ranks Test.

Pelatihan pemasangan Mitella secara signifikan meningkatkan pengetahuan peserta ($p = 0.008$) . Sebagian besar peserta menunjukkan peningkatan pemahaman setelah pelatihan, yang mengindikasikan efektivitas kombinasi teori, demonstrasi, dan praktik langsung dalam memperkuat kompetensi mereka.

Pelatihan pemasangan Mitella efektif meningkatkan pengetahuan siswa SMA. Temuan ini mendukung penerapan program pelatihan pertolongan pertama secara praktis di sekolah untuk meningkatkan kesiapan dan kompetensi remaja dalam menangani cedera anggota tubuh atas..

Kata Kunci: Mitella, pelatihan, pengetahuan, siswa SMA, pertolongan pertama

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Key Findings

- ⇒ Mitella placement training enhances high school students' knowledge in providing first aid for upper limb injuries.
- ⇒ A training approach integrating theoretical instruction, demonstration, and hands-on practice effectively strengthens students' understanding and competence.
- ⇒ The implementation of practical first aid training in school settings contributes to improved student preparedness in injury management.

Introduction

Upper limb injuries, particularly involving the arm and shoulder, are common among adolescents, especially those in high school settings. These injuries often occur during physical activities, sports, or accidental falls, and can significantly affect daily functioning and participation in school activities (Binda et al., 2024; Fares et al., 2023; Olaya-González, 2023; Roberts et al., 2022). Proper first aid management is crucial to prevent further damage, reduce pain, and support recovery. One widely recommended intervention for such injuries is the use of a sling, commonly referred to as a "mitella," which serves to immobilize the injured limb temporarily (Kamesyworo & Haryanti, 2022; Y.-J. Kim et al., 2024; Lau et al., 2024; Nanda et al., 2021).

Globally, accidents pose a major public health concern, with 1.19 million deaths and 20–50 million non-fatal injuries reported in 2021, many causing long-term disability. Road traffic crashes are the leading cause of death for those aged 5–29 years, with 92% of fatalities occurring in low- and middle-income countries. The economic impact is substantial, costing approximately $3.6 trillion annually. These figures highlight the urgent need for first aid training to provide immediate care, reduce injury severity, and save lives (CDC, 2023; WHO, 2023).

Effective immobilization using a mitella is not only important for physical recovery but also for minimizing psychological distress associated with injury (Franciozi et al., 2023; M.-S. Kim, 2022; Simon et al., 2023). According to the theory of planned behavior, individuals' adherence to health interventions, including correct application of first aid techniques, is influenced by their knowledge, attitudes, and perceived behavioral control (Alshahrani et al., 2024; Gautam et al., 2023; Sun et al., 2024). In the context of

adolescents, providing structured training can enhance their confidence and competence in managing injuries safely.

Despite the recognized importance of first aid skills, several studies indicate that high school students often lack sufficient knowledge and practical experience in applying emergency interventions such as mitella (Berg et al., 2023; Girianto & Fuadah, 2024; Minna et al., 2022). This gap underscores the need for targeted educational programs that combine theoretical knowledge with hands-on practice. Previous research has shown that training programs significantly improve students' skills, self-efficacy, and readiness to respond in real-life situations.

Therefore, assessing the effectiveness of mitella application training in high school students is critical to ensuring both immediate and long-term health outcomes. By evaluating students' competence before and after training, educators and health professionals can identify best practices, optimize training methods, and ultimately empower adolescents to respond effectively to common upper limb injuries. This study is guided by the conceptual framework that links knowledge acquisition, skill competency, and behavioral intention to proper first aid application.

Methods

Design, Participants, and Setting

This study employed a pre–post-test design to evaluate the effectiveness of Mitella placement training among high school students. The target population consisted of high school students, and a total of 32 students from Grade 1 participated in the study. Participants were selected using a purposive sampling technique. The inclusion criteria were Grade 1 students who had not previously participated in Mitella training, while students who had already received such training or were absent during the intervention were excluded. The independent variable in this study was the Mitella placement training, and the dependent variable was the participants' knowledge regarding proper Mitella application. The study was conducted at SMA 3 Kota Kediri, and the training and assessments were carried out in the classroom under supervised conditions in October 2025.

Instruments

The independent variable in this study was the Mitella placement training, conducted using a structured Standard Operating Procedure (SOP). The training session included a brief theoretical explanation of Mitella and upper limb splinting, demonstration by the instructor, and supervised hands-on practice by the students. Each training session lasted approximately 60 minutes, ensuring that all participants could perform the Mitella placement correctly under guidance. Visual aids such as leaflets and flipbooks were used to enhance understanding and retention of the training material.

The dependent variable was the participants' knowledge of Mitella

placement, measured using a 7-item questionnaire specifically designed for this study. Each item was scored 1 for a correct answer and 0 for an incorrect answer. The total scores were categorized into three levels: Poor (less): 0–2 correct answers, Moderate (sufficient): 3–5 correct answers, Good: 6–7 correct answers (**Table A1 and Table A2**).

The questionnaire covered fundamental knowledge about splints and Mitella usage, including the purpose, function, and proper application techniques (**Table 1**).

Table 1. Questionnaire Items for Assessing Knowledge of Mitella Placement

No	Statement	Correct Answer (1 = True, 0 = False)
1	The arm splint is used to stabilize or prevent movement of a fractured bone.	1
2	The purpose of splinting is to speed bone healing without medical assistance.	0
3	Splinting aims to reduce pain in a fractured bone.	1
4	The applied splint should be loose.	0
5	Any cloth can be used for a splint without considering cleanliness.	0
6	Without a splint, the severity of injury will be prevented.	0
7	The splint only functions to prevent excessive bleeding.	0

Notes:
Each item is scored 1 for correct and 0 for incorrect.
Total score categorization: Poor (0–2), Moderate (3–5), Good (6–7).
The questionnaire was validated by experts in first aid and adolescent health to ensure content validity.

Intervention

The intervention in this study involved Mitella placement training for students at SMA 3 Kota Kediri following a structured Standard Operating Procedure (SOP). The training began with a theoretical explanation of upper limb injuries, the function of splints, and proper Mitella application, followed by a demonstration conducted by the instructor. Students then performed hands-on practice under supervision to ensure correct placement techniques. Educational materials such as leaflets and flipbooks were provided to reinforce learning. After the practical session, participants engaged in a discussion and received feedback from the instructor to clarify any doubts. This combination of theory, demonstration, and supervised practice was designed to improve students' knowledge, skills, and preparedness in managing upper limb injuries promptly and correctly.

Data Collection and Analysis

Data collection was conducted in several stages. First, baseline knowledge of the participants regarding Mitella placement was assessed using the 7-item validated questionnaire prior to the training session. Next, the students attended a Mitella placement training session, which included theoretical explanation, demonstration, and supervised hands-on practice. After completing the training, participants were asked to complete the same questionnaire to assess post-intervention knowledge.

The collected data were analyzed using descriptive and inferential statistics**.** Descriptive statistics included frequency and percentage for categorical variables, such as sex and knowledge levels, and mean and standard deviation for numerical variables, such as age. The Wilcoxon Signed Ranks Test was applied to compare pretest and posttest knowledge scores**,** as the data were non-normally distributed and paired.

All analyses were performed using IBM SPSS Statistics, Version 25. A p-value < 0.05 was considered statistically significant.

Ethical Approval

All participants were provided with complete information regarding the purpose, benefits, and procedures of the study prior to implementation. Participation was voluntary, without any form of coercion, and participants were free to withdraw at any time without consequence. The confidentiality of identity and personal data was strictly maintained and used solely for research purposes. This study adhered to established research ethics principles, including respect for autonomy, beneficence, justice, and non-maleficence.

Results

Table 2. Demographic Characteristics of the Study Participants (N = 32)

Variable	n (%) / N	Mean (SD)	Min–Max
Sex			
Male	11 (34.4%)		
Female	21 (65.6%)		
Age	32	16.38 (0.55)	16–18

Table 2 shows the demographic characteristics of the study participants, with a total of 32 students. Regarding sex, 11 participants, or 34.4 percent, were male, and 21 participants, or 65.6 percent, were female. The mean age of the participants was 16.38 years with a standard deviation of 0.55, ranging from 16 to 18 years.

Table 3. Participants' Knowledge Scores Before and After Intervention with Wilcoxon Signed Ranks Test (N = 32)

Knowledge Level	Pretest, n (%)	Posttest, n (%)	Wilcoxon Z (p)	Ranks (N)
Poor	3 (9.4%)	4 (12.5%)		
Moderate	9 (28.1%)	18 (56.3%)		
Good	20 (62.5%)	10 (31.3%)	Z = -2.668 (p = 0.008)	
Total	32 (100%)	32 (100%)		
Ranks Detail				Negative = 14, Positive = 3, Ties = 15

Notes:
Negative ranks = Posttest < Pretest
Positive ranks = Posttest > Pretest
Ties = Posttest = Pretest

The Wilcoxon Signed Ranks Test indicates a statistically significant change in knowledge scores after the intervention.

Table 3 presents the participants' knowledge scores before and after the intervention, along with the Wilcoxon Signed Ranks Test results. Prior to the intervention, 3 participants, or 9.4 percent, had poor knowledge, 9 participants, or 28.1 percent, had moderate knowledge, and 20 participants, or 62.5 percent, had good knowledge. After the intervention, 4 participants, or 12.5 percent, had poor knowledge, 18 participants, or 56.3 percent, had moderate knowledge, and 10 participants, or 31.3 percent, had good knowledge.

The Wilcoxon Signed Ranks Test showed a significant difference in knowledge scores, with Z equal to -2.668 and a p-value of 0.008. Regarding ranks, 14 participants showed a decrease in knowledge (negative ranks), 3 participants showed an increase (positive ranks), and 15 participants had no change (ties). These results indicate a statistically significant change in knowledge scores following the intervention.

Discussion

This study aimed to evaluate the effectiveness of Mitella placement training among high school students. The demographic characteristics of the participants indicate a relatively homogeneous group in terms of age and sex, which reduces potential confounding variables related to cognitive development and learning capacity in adolescents.

The analysis of knowledge scores before and after the intervention demonstrates a statistically significant improvement following the Mitella placement training. The rank analysis further reflects variations in individual responses, suggesting that while some participants may experience temporary fluctuations in knowledge, the overall effect of the intervention is positive.

These findings are consistent with previous studies indicating that structured, hands-on training effectively enhances knowledge and practical skills in first aid procedures among adolescents (Pandey et al., 2024; Su et al., 2022). The combination of visual aids, demonstrations, and supervised practice in the training session likely contributed to the acquisition and reinforcement of knowledge (Kalra et al., 2024; Ufashingabire Minani et al., 2023). Additionally, the use of a validated and reliable questionnaire ensured an accurate measurement of participants' understanding, strengthening the credibility of the results.

In conclusion, Mitella placement training has a positive impact on high school students' knowledge, supporting its inclusion as part of practical first aid education programs. Future research may focus on long-term retention of knowledge and the translation of theoretical knowledge into practical skills.

Conclusion

Mitella placement training effectively improved the knowledge of high school students. The structured combination of theoretical explanation, demonstration, and hands-on practice contributed to enhanced understanding of proper Mitella application. These findings support the incorporation of

practical first aid training programs in schools to strengthen students' preparedness and competence in handling upper limb injuries.

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Conflict of Interest

There is no conflict of interest.

Author Contribution

Anugrah Desi Sari Honggu: Conceptualization, Methodology, Investigation, Data Analysis, Writing – Original Draft.

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Susana Lerrick: Validation, Writing – Review & Editing.

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Appendix

Table A1. Questionnaire Items for Assessing Knowledge of Mitella Placement (Kuesioner untuk Menilai Pengetahuan tentang penggunaan Mitella)

No	Pernyataan	Benar	Salah
1	Bidai lengan digunakan untuk menahan atau menjaga agar tulang yang patah tidak bergerak.		
2	Tujuan pemasangan bidai adalah mempercepat penyembuhan tulang tanpa bantuan medis.		
3	Pembidaian bertujuan untuk mengurangi nyeri pada tulang yang patah.		
4	Pembidaian yang diberikan harus longgar.		
5	Bidai dapat menggunakan kain apa saja tanpa menggutamakan prinsip bersih atau tidak.		
6	Jika tidak diberikan bidai akan mencegah terjadinya keparahan cedera.		
7	Fungsi bidai hanya untuk mencegah pendarahan semakin banyak.		

Tabel A2. Questionnaire Blueprint for Assessing Knowledge of Mitella (Arm Sling) Use (Kisi-Kisi Kuesioner Pengetahuan Penggunaan Mitella (Bidai Lengan))

Indikator	Pertanyaan	Jawaban	Penjelasan Singkat
Pengetahuan tentang fungsi bidai	Bidai lengan digunakan untuk menahan atau menjaga agar tulang yang patah tidak bergerak.	Benar	Fungsi utama bidai adalah menahan tulang agar tidak bergerak.
Pengetahuan tentang tujuan pemasangan bidai	Tujuan pemasangan bidai adalah mempercepat penyembuhan tulang tanpa bantuan medis.	Salah	Bidai hanya membantu immobilisasi, tidak menggantikan perawatan medis.
Pengetahuan tentang manfaat bidai	Pembidaian bertujuan untuk mengurangi nyeri pada tulang yang patah.	Benar	Menahan tulang tetap membantu mengurangi nyeri.
Pengetahuan tentang teknik pemasangan bidai	Pembidaian yang diberikan harus longgar.	Salah	Bidai harus cukup kencang untuk menahan tulang, tapi tidak terlalu ketat.
Pengetahuan tentang prinsip kebersihan	Bidai dapat menggunakan kain apa saja tanpa memperhatikan prinsip kebersihan.	Salah	Kebersihan penting untuk mencegah infeksi.
Pengetahuan tentang risiko cedera	Jika tidak diberikan bidai akan mencegah terjadinya keparahan cedera.	Salah	Tidak menggunakan bidai bisa memperburuk cedera.
Pengetahuan tentang fungsi tambahan bidai	Fungsi bidai hanya untuk mencegah pendarahan semakin banyak.	Salah	Fungsi utama bidai adalah immobilisasi, bukan mengatasi perdarahan.

Skor dan Kategori: Variabel dependen dalam penelitian ini adalah pengetahuan

peserta mengenai pemasangan Mitella, yang diukur menggunakan kuesioner 7 butir. Setiap jawaban yang benar diberi skor 1, sedangkan jawaban salah diberi skor 0. Total skor kemudian dikategorikan menjadi tiga tingkat pengetahuan: skor 0–2 menunjukkan pengetahuan kurang, skor 3–5 menunjukkan pengetahuan sedang, dan skor 6–7 menunjukkan pengetahuan baik.