

Family nursing care for a school-aged child with a knowledge deficit in managing study schedules in Padukuhan Gentingan, Sleman, Yogyakarta

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Abstract

School aged children are in the psychosocial development stage of industry vs. inferiority (Erikson) and the concrete operational stage (Piaget), where self-confidence and logical thinking skills begin to develop. However, at this stage, children still require assistance in managing study time, particularly from family members. A lack of structured learning at home and the negative impact of gadget use are among the causes of low study discipline in children. This study aims to evaluate the effectiveness of family nursing care in improving family knowledge and involvement in studying time management and self-care for school-aged children. This descriptive case study involved one family with a 12-year-old school-aged child experiencing a knowledge deficit in study schedule management. Data were collected through interviews, observations, and discussions during seven home visits conducted in January–February 2025. The nursing care process consisted of assessment, diagnosis, planning, implementation, and Evaluation. Nursing interventions, including education on study time management and menstruation self-care using visual aids and interactive discussions, showed increased child understanding, active family involvement, and positive behavior changes. Structured family nursing care effectively improves family knowledge and health management, particularly in supporting children's independent and sustainable study habits. Families are encouraged to create structures study schedules with their children, limit gadget usage, and provide continuous support and motivation during learning activities.

Keywords: family nursing; school aged children; study time management.

1. Introduction

According to Erikson, school-aged children are in the psychosocial development stage of industry vs. inferiority, where they begin to build self-confidence through achievements, including academic activities. Piaget places children aged 7–12 in the concrete operational stage, characterized by logical thinking, understanding of rules, and the ability to classify and sequence information. At this stage, children start to take responsibility for school tasks, including time management. However, their ability to managing time is still heavily influenced by their environment particularly the family's role in providing structure, support, and positive learning routines (Fatmawati, 2022).

One major challenge faced by school-aged children in managing study schedules at home is environmental distractions. Their curiosity and inclination toward fun activities like using gadgets or playing can interfere with their ability to focus on learning (Fatmawati, 2022). Excessive unsupervised gadget use often diverts their attention from studying. Furthermore, children's self-regulation abilities are still developing, making it difficult for them to differentiation between playtime and study time. A lack of parental structure and guidance can further exacerbate these issues (Safitri & Hartati, 2021).

Learning at home should not be limited to academic tasks but seen US a crucial part of holistic education, especially for 12-year-olds transitioning to adolescence. During this stage, children experience rapid cognitive, emotional, and social development, requiring effective and enjoyable learning approaches to make studying a motivational and character building activity. Parents play a critical role in creating a conducive learning environment and guiding children in managing time, maintaining focus, and using appropriate learning media (Eliasa et al., 2024).

Despite the important role of families, children often struggle to manage their time independently. Poor study time management can lead to academic failure. Optimal learning outcomes depend on the child's interest, environmental support, and strong study such skills US making study schedules, allocating after-school time, reviewing material, summarizing, and comprehending lessons thoroughly (Sofyananjani et al., 2021; Darimi, 2020).

Creating a proper study schedule is vital for developing productive learning routines. Structured

schedules help instill discipline, independence, and responsibility early in life. Walad & Suparti (2024) emphasize that a daily activity schedule tailored to a child's needs can enhance their learning discipline and engagement. Annisa (2022) supports this by showing that educational play activities can effectively introduce the concept of time management. Thus, planning learning activities according to the child's developmental stage supported by active parental involvement is essential for making learning meaningful and enjoyable.

2. Methods

This study employed a descriptive case study design focusing on family nursing care for a knowledge deficit in managing study schedules among school-aged children in Padukuhan Gentingan, Sleman, Yogyakarta. The subject was a family with a school-aged child who struggled to manage study time independently. Data were collected through interviews, observations, child development assessments, and family discussions during seven home visits over two weeks in January–February 2025. The nursing process included assessment, nursing diagnosis, planning, implementation, and evaluation. The sample consisted of family members of the school-aged child experiencing difficulties in managing study time. The data collection instrument followed the standard family nursing care format used by 'Aisyiyah Yogyakarta University.

3. Results and Discussion

3.1. Results

The assessment identified that the family had a 12-year-old daughter enrolled in elementary school, living with both parents and other relatives in Critical situation Hamlet, Yogyakarta. The family was at Stage IV (family with school-aged children). The child had difficulty managing study time and spent significant time on her phone. She had not received any education on self-care during menstruation. The mother lacked knowledge on how to educate the child about time management and self-care. The family had no structured study schedule and had not sought guidance from health professionals or teachers. The nursing diagnosis based on the Indonesian Nursing Diagnosis Standard (SDKI) was "Knowledge Deficit" (D.0111). The family agreed to schedule further nursing interventions, including education on study time management and menstrual self-care.

Table 1. Summary of Family Nursing Care Home Visits

No	Date of Visit	Activities and Outcomes
1.	Tuesday, 11 February 2025	Students introduce themselves to the families, establish a trusting relationship, explain the purpose of the visit, and schedule a follow-up meeting. The families welcome the students.
2.	Wednesday, 12 February 2025	An initial assessment of the family's condition was conducted, including family health history, family structure, and function. Data revealed that An. J played frequently with his cell phone and did not have a regular study schedule.
3.	Thursday, 13 February 2025	An initial assessment of the family's condition was conducted, including family health history, family structure, and function. Data revealed that kid J frequently played with his cell phone and did not have a regular study schedule.
4.	Sunday, 16 February 2025	A physical examination was performed on all family members. The client appeared healthy, well-oriented, and fully conscious. Further discussion revealed that the parents had never consulted regarding their child's learning issues.
5.	Tuesday, 18 February 2025	A time contract was established for the implementation of nursing interventions. It was explained that during the next visit, education on study time management would be provided to kid J. The family agreed to the planned schedule.
6.	Wednesday, 19 February 2025	Study time management for kid J using posters and discussion methods. The clients appeared enthusiastic, could repeat explanations, and showed readiness to apply new learning techniques.
7.	Friday, 21 February 2025	An evaluation of educational outcomes was conducted. The client was able to create his own study schedule, articulate time management strategies, and demonstrate increased focus on learning. The family accompanied the child's learning and provided positive motivation.

3.2. Discussion

The data from the seven home visits indicated that the primary issue was a lack of knowledge regarding study time management and menstrual self-care. The child spent most of her time playing on her phone and had no structured learning routine. She had not been taught about menstruation hygiene. The mother, US the play caregiver, lacked the necessary knowledge to support her child in developing these skills.

The nursing intervention consisting of health education (I.12383) through lectures and interactive discussions using visual aids. The topics included study time management (such as creating a schedule, prioritization techniques, and the Pomodoro method) and menstrual self-care. The intervention showed promising results—children could recall the material, families became more involved, and routines were established. This success was reflected in the outcome indicator "Increased Knowledge Level" (L.12111) from the Indonesian Nursing Outcome Standards (SLKI).

Effective implementation was supported by strong communication, active family participation, and appropriate educational methods tailored to the child's age and needs. These findings are consistent with Walad & Suparti (2024), who emphasized the role of family involvement in improving children's academic and emotional development, and with Purwitasari et al. (2024), who highlighted the importance of fulfilling developmental tasks in supporting children's learning. Structured family-based education significantly improved knowledge and readiness to address child health issues, including study habits and menstrual care (Amalia et al., 2023).

4. Conclusion

Family nursing care for a school-aged child with a knowledge deficit in managing study time and menstrual self-care led to significant improvements in knowledge and family involvement. The intervention included visual media and interactive discussions. After seven home visits, the child can explain time management techniques, including the Pomodoro method, and independently develop a study schedule. Families also began actively supporting learning routines and expressed readiness for ongoing support. Post-intervention evaluation showed that families retained the information, established structured study routines, and planned to consult schools or healthcare professionals as needed. These results underscore that consistent family-based educational approaches can enhance family health management, especially in fostering school-aged children's development and study habits.

5. Recommendations

Following the educational intervention, families are expected to independently apply the knowledge in daily life. This includes developing structured study schedules with children, limiting gadget usage, and offering ongoing support and motivation. Parents should also introduce personal hygiene practices especially menstruation hygiene through age-appropriate and engaging methods.

For healthcare professionals, especially family nurses, it is recommended to conduct proactively promotional and preventive outreach through community education, particularly targeting families with school-aged children. Community-based education can be an effective strategy for enhancing parental understanding and involvement in children's education and development. Health centers should actively collaborate with schools to promote learning skill development and basic reproductive health education. A synergistic relationship among families, healthcare providers, and educational institutions can create a conducive learning environment, supporting optimal growth and development in both academic and health domains.

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