

# sirkumsisi

*by* turnitin turnitin

---

**Submission date:** 09-May-2023 02:39AM (UTC-0500)

**Submission ID:** 2088390228

**File name:** publikasi\_sunat.docx (62.09K)

**Word count:** 5545

**Character count:** 30543

## **The Autistic Child During Circumcision on Parents Experience**

Cau Kim Jiu, Tuter Kardiatur, Usman, Jaka Pradika, Syahid Amrullah, Hartono

### **Abstract**

**Background:** One of the reasons boys are in circumcision is for religious reasons so for a Muslim man including those with autism spectrum disorder should be done circumcision.

**Purpose:** to explore the experiences of parents who have autistic children during circumcision

**Methods:** This is a qualitative study with a phenomenological study design. This study was conducted on 10 parents who had boys with Autistic Spectrum Disorder using purposive sampling techniques. This research was conducted from December 2022 to March 2023 with data collection techniques using structured interviews face to face interviews and analyzed using thematic analysis.

**Results:** the results of this study group parents' experiences into three categories, namely; 1) experience before circumcision, 2) experience during circumcision, and 3) experience after circumcision.

**Conclusion:** health education and counseling are needed for parents before and after the child undergoes circumcision

**Keywords:** Autism Spectrum Disorder, Circumcision, Elderly, Experiences

## A. Introduction:

Circumcision is the surgical removal of some, or all, of the foreskin (or prepuce) from the penis (Blank et al., 2012). Circumcision for men is done for various reasons such as religious, cultural, social and medical (Abdulwahab-Ahmed & Mungadi, 2013; Ullmann et al., 2017). For Muslim men, circumcision is an obligation ordered by religious law to be carried out in order to carry out religious orders (Abdulwahab-Ahmed & Mungadi, 2013). Religious requirements are the main reason for circumcision in 92.6% of children. However, 89.6% of respondents think that circumcision also has medical benefits. Half of the children (54.1%) had a delay in circumcision (range from 2.5 months to 13 years); although 81.2% of parents argued that circumcision should be performed within 60 days of birth. Babies born in facilities had less delay in circumcision (49.1%) compared to babies born at home (60.5%) (Anwer et al., 2017).

Although there is no mutual agreement yet on the age of circumcision should be carried out but most of the debates about the best age at which to perform male circumcision focus on the following age groups: neonatal and infancy period, phallic stage (Bicer et al., 2015). Autism spectrum disorder (ASD) is one of the serious developmental disorders that is usually diagnosed below the age of three years (Salari et al., 2022). ASD is a neurodevelopmental disorder characterized by deficits in social communication and the presence of restricted interests and repetitive behaviors (Hodges et al., 2020). ASD Epidemiological studies have shown a rapid increase in the prevalence of ASD in recent years, with a prevalence of four to five times more in boys than girls (Salari et al., 2022). The phenomenon in the field during the study was based on brief interviews with parents who had ASD children, on average, newly circumcised ASD children when they entered the age of 12-13 years when the child completed primary school education.

Parents will experience confusion when they first decide on a child to be circumcised. The results of previous studies have shown that parents' circumcision decisions were affected by their evaluations of the procedure's medical risks and benefits, their considerations of the relationship between being circumcised, hygiene, and health, as well as their interactions with healthcare providers. Also relevant to their decision were their experiences circumcising previous children (Reeves & Mishtal, 2022). Parents who have a son with ASD who will be circumcised need to make various preparations both physically and mentally before the implementation to post-circumcision. Before circumcision, a surgeon needs to explain the procedures to be performed during circumcision in children and parents and provide education about circumcision to prepare the child mentally so as not to feel afraid during the circumcision process (Rizalar et al., 2017).

Circumcision in children with ASD requires a specific approach and skill from Surgeon. Regarding the circumcision technique that will be used, a Circumciser or Surgeon needs to conduct a preliminary assessment before

the implementation of circumcision so that the techniques used are in accordance with the condition of the child with ASD. There are so many techniques used for circumcision such as conventional circumcision, shield and clamp devices. But every technique has its advantages and disadvantages (Andersen et al., 2021).

The results of the initial preliminary study conducted by researchers through brief interviews with several parents who had children with ASD who were going to be circumcised felt that they were not exposed to information about circumcision in ASD children and some parents did not accompany their son during circumcision and chose to leave the room on the grounds that they were afraid and could not bear to see the implementation of circumcision in their children. There have not been many research results that discuss the experiences of parents who have sons with ASD when in circumcision, making researchers interested in exploring how the experiences of parents who have children with autism spectrum disorder during circumcision

## B. Methodology

This is qualitative research with a phenomenological study design. Phenomenological research is a deep investigation of what experiences mean to people. At its core, it concerns the investigation of everyday human experiences in order to learn people's common sense understanding and the meaning they make of their experiences and the experiences of others (Bliss, 2016). This study attempts to explore the experiences and perceptions of parents who have children with autism spectrum disorder when performed circumcision based on the perspective of their respective parents. This study was conducted on 10 parents in Pontianak City, West Kalimantan Province, Indonesia who had boys with autism spectrum disorder. Sampling techniques using purposive sampling. The inclusion criteria of participants were parents who had boys with ASD, the age of ASD children 10 – 14 years old when in circumcision, this research was conducted from December 2022 to March 2023 with data collection techniques through structured interviews face to face interviews and analyzed using thematic analysis.

Interviews were conducted at participants' homes with a duration of 45 minutes to 60 minutes each informant. Before starting the interview, the researcher explained about the research objectives, the benefits and impacts of the research, as well as the rights of key informants. Key informants can withdraw or resign if they object to participating in this research. After the explanation, the researcher also requested the key informants to sign the consent form if they agreed to participate, as proof of their willingness and agreement to participate in this study voluntarily. The instruments used for interviews are developed by researchers based on the purpose of the study. Some examples of key questions based on interviews include 1) what do you prepare before your child is performed? 2) how do you feel watching your son with Autism perform circumcision? 3) How does the father or mother persuade his son to want to do circumcision? 4) What does the father or mother do after the child undergoes circumcision?

8

According to Braun & Clarke (2006), Thematic analysis consists of six stages including transcribing all audio recording interview data verbatim, coding, searching for themes, reviewing themes, defining and naming themes, and the process of Last is writing (Braun & Clarke, 2006). At the first stage the researcher first transcribes all the audio recorded in Indonesian. The transcript Indonesian then translated into English with the help of bilingual Indonesian-English translators (Indonesian and English) to ensure the accuracy of the translation. The researcher re-reads the translation results and crosschecks so that the translation results are actually transcribed according to what the key informants revealed. In the second stage the researcher does the coding for the transcribed results. It is done by identifying the data that is considered to be related to the research question and then encoding all the data items line by row. In the third stage, after coding the researcher then creates sub-themes that are grouped into themes. Finally, at the last stage, the researcher writes the entire research findings. All the process of stages in analyzing the data is carried out manually in a Microsoft Word document.

In addition to the participant, the researcher also conducted peer checking. The techniques conducted for establishing credibility were member checking and triangulation. Transferability was established by purposive sampling and thick description.

12

### C. Finding and Discussion

Participants in this study were mothers of children who experienced ASD totaling seven participants and fathers totaling 3 participants. The age of circumcised children is between 10 – 14 years old, all of whom are Muslim and male. The results of the study found that there are 3 categories of experiences of parents who have autistic children when circumcised, namely: 1) experience before circumcision, consists of two themes, namely parents looking for information about circumcision in children with autism and 2) mental preparation of children. 2) experience during circumcision consists of three themes, namely the feeling of parents watching their children circumcised, distracting children when they are circumcised and requiring of extra assistance, 3) experience after circumcision consists of two themes, namely supervising child's activities and learning to do wound care. The themes of the complete research results can be seen in table 1.

#### 1. Experience before circumcision

Before doing circumcision in children with ASD, some preparations that parents will do are to find as much information as possible related to circumcision in children with ASD. The following will describe the themes and sub-themes of the parents' experience before the child is circumcised

##### **Theme 1: Parents looking for information about circumcision in children with Autism**

The results of the interviews showed that all participants tried to find information to prepare for the child's circumcision. Some of the information needed by parents includes the method of circumcision to be carried out, the selection of places where circumcision is carried out between at home, clinic or hospital, consultation with doctors and asking other parents who already have experience carrying out circumcision in ASD children.

### Subtheme 1: Finding circumcision methods used for children with Autism

Parents want the methods and techniques used by the circumciser or surgeon to be completely safe for their children because parents realize their children are different from other children so they need experienced circumciser and the methods used are suitable for their children with special needs, as stated by the following participants:

"My husband and I were trying to find information about the type of circumcision that is good for my son who is autistic and an experienced circumciser so that the child can rest assured, if you choose general anesthesia later my child, then choose the one who uses the clamps afraid of pulling it out later" (interview with M1)

Article Error (ETS)

"There are many methods offered for us to choose, but we are also confused about what is right because there is no previous experience, so we are still thinking about it and want to consult again with a therapist with a doctor later" (interview with M5).

Article Error (ETS)

"As an important father, my son can be circumcised safely, safely, and soundly, whatever model of circumcision is important to be circumcised and be grateful for..." (interview with F8)

Frag. (ETS)

The principles of circumcision are asepsis, adequate excision of the outer and inner preputial skin layers, hemostasis, protection of the glands and urethra, and cosmesis. Many methods used today belong to one of these main classes. The shield and tongs adopt the use of devices for the effect of circumcision negating the use of knives in most cases. (Abdulwahab-Ahmed & Mungadi, 2013). The result of this review article is that the technique of using shields and tongs such as Smart Clamp circumcision has several advantages, namely minimal bleeding, rarely injures the glans penis and faster, but the disadvantages are taken more expensive, and edema often occurs in

the circumcision area, in general, the circumcision method using shielding and clamping tools is more profitable and more practical than conventional methods (Andersen et al., 2021).

According to researchers, each method and technique used has its own advantages and disadvantages, especially for children with ASD, so the selection of circumcision techniques needs to be adjusted to the child's condition. Risks that will occur such as severe bleeding during circumcision, penis scratched or cut **scalpel** due to children who cannot stay still and scream during circumcision so that it requires special methods or techniques and professional medical personnel and experienced in dealing with ASD children. Parents should directly bring a child with ASD to consult a doctor or surgeon to determine the method that is suitable for use for the child because each ASD child is unique so it is necessary to consider the child's condition at that time.

### **Subtheme 2: Selection of premises is carried out circumcision**

Some parents who have children with ASD prefer the child to be circumcised at home. The reason parents choose to do it at home is so that they can accompany children when carrying out circumcision and provide comfort for children, as expressed by some of the following parents:

"If circumcision is in the hospital, he will be traumatized by the hospital environment while in the operating room, good at the prosecutor's house, don't worry about me, so you can hold him and we can be next to him..." (interview with M3)

"We prefer to stay at home so that our children feel comfortable when we are parents beside him..." (interview with participant M4)

"My wife and I agreed to perform circumcision on our son at home so that our parents could stay by his side..." (interview with participant F9)

In addition, there are parents who choose to carry out circumcision in clinics and hospitals because of consideration of the child's condition that is impossible to do at home as the following parental expression:

“My son has severe ASD so it is safer to be circumcised in the hospital because if forced in the clinic or at home he is afraid of unwanted risks because my son likes to struggle and cannot calm down...” (interview with participant F10)

“My son was circumcised in the hospital to make it calmer because my wife and I were also afraid to accompany him, especially my son likes to throw tantrums and tantrums so that if there are experts in the hospital, there is no need to worry” (interview with participant F8)

Some parents who have children with ASD prefer the child to be circumcised at home so that the child comes to the house. There is a sense of worry from parents to circumcise their children without assistance considering their children with special needs, so it is not surprising that some parents choose the implementation of circumcision at home so that children can get assistance from both parents. According to researchers, the selection of circumcision site is very important for children with ASD, especially children who show uncontrolled behavior that can endanger themselves, so appropriate methods are needed such as general anesthesia or general anesthesia and can only be done in the operating room and done by a team of experienced doctors. Children with ASD show different symptoms depending on the degree of ASD experienced. In general, children with ASD experience impairments in three aspects, namely social interaction, communication and behaviour with restricted and stereotyped interests (Parmeggiani et al., 2020). So, it requires the assistance of parents who understand the condition of their children next to their children to make it easier for doctors to communicate with their children because some of the languages that children speak and the behaviors that children show can only be understood by the child's parents.

### Subtheme 3: Informant sources

Before the child is circumcised, parents will look for information related to circumcision in children with ASD. In this study, parents asked other parents who had children with ASD who had been circumcised as a source of information, as expressed by some of the following participants:

“I called one of the mothers who had an autistic child as well and she told me a lot about how she prepared their autistic child for circumcision...” (interview with participant M4)



“... I went to the house of one of my friends to ask about her experience when her special needs son was circumcised at home” (interview with M3)

In addition to asking other parents, some parents, especially fathers, invite his wife to consult directly with surgeons to ensure their children can be circumcised safely, as some parents say:

“My wife and I before our child were circumcised, we took a consultation to the surgeon so that we could get direct information from the experts because our child is different from other children so at least we as parents have an idea of what circumcision is like because honestly there is no experience at all” (interview with F8)

“...Not satisfied with hearing stories from other parents who had experienced their children being circumcised, my wife and I went to the doctor practice by bringing the child so that the doctor could see directly the condition of our child and we could hear directly the opinions of the experts...” (interview with F10)

According to researchers based on the results of this study, sources of information for parents who will circumcise their children who have autism disorders can come from parents who already have previous experience or come from health workers such as doctors or nurses, or therapists. There are no specific research results that explain the sources of information used by parents in finding information about circumcision in autistic children, but it was found that parents occupy the largest percentage as sources of information about circumcision in girls (Dewi H. Susilastuti, Eddy Kiswanto, Novi Widyaningrum, 2017)

## **Theme 2: Mental preparation of the child**

Various preparations made by parents when the child will be circumcised. The preparations that parents do include mental preparation of child so that child with autism want to be circumcised and undergo circumcision calmly. There are two sub-themes related to the mental preparation of children carried out by parents, namely the first by reading the prayer of salvation or reading the holy verses of the Quran and the second by giving gifts to child if the child wants to be circumcised.

### **Sub theme 1: Reading prayers for the salvation of children**

Most of the participants in this study held a joint prayer activity for the safety of their sons who were about to be circumcised. This activity of reading prayers for salvation is carried out before the implementation of circumcision activities, as expressed by some of the following participants:

"As a Muslim family, we ask for prayers of salvation for our son who will be circumcised, may it be smooth and safe and secure..."

(interview with M2)

P/V (ETS)

"It is already a habit that if there is an activity, we always invite neighbors to read prayers, especially this is our son's circumcision activity so please ask God for protection so that the implementation is safe and secure" (interview with M5)

"It is like a tradition that if there are activities such as circumcision in the place where we always invite neighbors and family to read prayers together asking God so that everything goes safely and we as parents have a calm heart..." (interview with participant M6)

Frag. (ETS)

### Sub theme 2: Giving gifts to child if they want to be circumcised

Parents have their own way to make their children willing to be circumcised by giving gifts to their children if they want to be circumcised. The prizes given were smart phones and toys. As some of the following participants expressed:

"Before circumcision, my husband and I took my son to a mobile phone store and bought it for his son as a gift if he wanted to be circumcised..." (interview with participant M7)

"My son loves toys so we bought him his favorite toy so he would be circumcised as a gift..." (interview with participant M1)

Mental preparation is necessary not only for children who want to be circumcised but also parents who will witness their children's circumcision so some families hold prayer recitation activities together and recite the holy verses of the Qur'an to get calm. Reading prayers can positively affect a person and reduce stress and depression, providing comfort and hope. Islam influences many aspects of Muslim life. Therefore, most Muslims practice or participate in at least some religious and spiritual activities to bring tranquility (Yucel, 2010). While some parents give gifts to children, according to researchers, this is one-way parents provide motivation for children to be willing to be circumcised. The gifts referred to here are children's favorite items such as toys or smartphones so that children feel happy and motivated to be circumcised. Previous study has suggested that good support by families ahead of circumcision can reduce anxiety levels (Bitcar et al., 2022). According to researchers, it is important for families to provide support to children before circumcision, where the support provided can increase children's self-confidence and reduce anxiety faced. Support provided by the family can be in the form of mental, financial, spiritual support or in the form of giving gifts so that children want to be circumcised.

## 2. Experience during circumcision

There are three themes obtained from the experience of parents accompanying children during circumcision, namely feelings of anxiety, distracting of children and requiring of extra assistance

### Theme 1: The feelings of parents watching their children circumcised

Various feelings arise when parents accompany their children during circumcision both at home and in the hospital. Feelings that arise such as anxiety are felt by both the father and mother of an autistic child who undergo circumcision. As quoted from the following interview: (ETS)

"As a father, to be honest, I was very anxious when I saw my son being taken to the operating room for circumcision..." (interview with participant F8)

Article Error (ETS)

"...Be anxious, sir, especially me as a father who has also felt circumcision, as a parent feeling of anxiety and worry must exist, especially my child with special needs is different from other children..." (interview with participant F10)

Article Error (ETS)

"My husband couldn't bear to see him so I tried to accompany my son when circumcised at home, even though I was anxious at the time but I tried to endure that feeling for the sake of my son..." (interview with participant M2)

"...Anxious, sir, especially when he was injected with anesthetic the first time, my son cried and screamed..." (interview with participant M4)

Frag. (ETS)

### Thema 2: Distracting of children

Parents have different ways to distract children when circumcised, almost all parents distract children by giving smartphones so that children can play games on smart phones or watch movies through smartphones. Here are some parents' expressions during the interview:

"He likes to play mobile phones so during circumcision let my son calm down we give him a mobile phone while he plays games during circumcision, otherwise it can throw a tantrum and scream at him..." (Interview with participant M1)

"Let calm down at that time we distracted him by giving him gadgets and he watched cartoons through his gadgets until he finished circumcision..." (Interview with participant M5)

"At first he cried and struggled, after that we tried to give him a cellphone, thank God after being given a cellphone, he was calm

because he watched and played games on his cellphone...”  
(interview with participant M7)

Article Error (ETS)

Frag. (ETS)

Run-on (ETS)

### Thema 3: Requiring of extra assistance

Circumcision in children with autism requires a special approach that is different from other children. They are not used to new people around them so the presence of parents and closest people who understand the child's condition is needed so that the child does not struggle when circumcised and parents can help calm the child when the child begins to struggle by holding the feet and hands so that the doctor can work calmly and safely, As quoted from the following interview:

“...so, my wife and I help hold it, I hold the leg and my wife hold our child's hand so as not to struggle or tantrum when injected ...” (interview with participant P9)

P/V (ETS)

Article Error (ETS)

“My son went tantrum when he was injected, so we held it so that we would not be wrong with circumcision later...”  
(interview with participant M6)

Article Error (ETS)

“The doctor who circumcised brought one assistant and we who held three people because my son was fat so his energy was strong...” (interview with participant M2)

Frag. (ETS)

Most parents experience anxiety and stress when the child undergoes surgery in the first 24 hours, but 16% of them show suggestive criteria for acute stress disorder (Scrimin et al., 2009). Parents who have children with autism spectrum disorders will feel stress, especially a mother because mothers spend more time with children at home (Begum & Mamin, 2019; Jiu & Rungreangkulkij, 2019). According to researchers, feelings of anxiety are felt by parents when accompanying circumcision children because parents have not had previous experience coupled with the condition of children suffering from autism so that parents feel worried about their children.

Circumcision will cause pain for that necessary techniques to reduce pain and anxiety in children. Some previous studies results stated that distraction and hypnosis are effective in reducing needle-related pain and distress in child (Birnle et al., 2014). Mobile video games were found to be more effective in distracting children than watching videos, thereby reducing a child's anxiety (Allani & Setty, 2016).

Article Error (ETS)

When performing circumcision at home, parents are always beside the child and help in calming the child such as by holding hands or feet and hugging the child so as not to struggle or move while circumcised because if you move a lot or tantrum while circumcised it can be dangerous for the child and at risk of injury. Parents are the main and most important link in the care, education and supervision of persons with disabilities. Accepting parents are able to give love to a disabled child, without feeling rejected (Kandel & Merrick, 2007). In addition, parents who can accept the presence of children positively will provide

unlimited affection whatever the child's condition in various situations, including when the child needs the presence of parents beside him (Jiu & Rungreangkulkij, 2019b).

### 3. Experience after circumcision

There are two themes of parents' experiences after the child is circumcised, namely supervising and helping child's activities and learn to do wound care post-circumcision.

#### Theme 1: supervising and helping child's activities

Children after circumcision every activity must be monitored by parents, especially this is a child with autism disorder so that parental supervision must be extra. In addition, parents also help meet the daily needs of children, both minimal and partial assistance until the wound heals. As quoted from the following interview:

"Get used to being able to bathe by himself, but after circumcision, I helped and taught him how to bathe so that the wound does not get water and heals quickly..." (interview with participant M5)

"After circumcision I accompanied my son to sleep because fear of nights he slept restlessly and the wound was bleeding or the bandage came off..." (Interview with participant F8)

"I forbade him from playing outside for temporary because I was fear of infection or loose stitches, so I really followed him everywhere..." (interview with participant M6)

"Fortunately, the circumcision time coincided with school holidays, so even his activities were only at home, I kept an eye on him lest he jump or run, worried that he would fall and bleed his wounds..." (interview with participant M3)

Children with autistic disorder are unique children who sometimes have hyperactive behavior so parents should be aware of these behaviors when the child is circumcised and after circumcision. Extra supervision is needed by parents in the care of children with autism disorders both at home and in the community. Most of those who help meet the needs of children during circumcision are mothers. Mothers help their autistic children to do some activities such as bathing, eating, putting on clothes, and other self-cleaning activities. In this case, the care given by family members to children varies depending on the mildness and severity of autism disorders that children experience (Jiu & Rungreangkulkij, 2019a).

Some parents forbid their children from excessive activity after circumcision to avoid bleeding and infection after circumcision. Circumcision

complications such as bleeding, infection, phimosis, urinary retention, and necrosis although not all cases can occur complications depending on many factors. The risk of complications and severity is higher in traditional circumcision than in medical circumcision (Abdulwahab-Ahmed & Mungadi, 2013)

Table 1. Result of study

Categories	Theme	Subtheme
Experience before circumcision	1. Parents looking for information about circumcision in children with autism	1.1. Finding circumcision methods used for children with autism 1.2. Selection of premises is carried out circumcision 1.3. Informant sources
	2. Mental preparation of the child	2.1. Reading prayers for the salvation of children 2.2. Giving gifts to child if they want to be circumcised
Experience during Circumcision	1. Feelings of parents watching their children circumcised	
	2. Distracting of the child	2.1. Children play gadgets during circumcision
	3. Requiring of extra assistance	3.1. Hugging a child during circumcision 3.2. Being next to the child while holding the child's feet and hands
Experience after Circumcision	Supervising child's activities	1.1. Helping meet children's daily needs 1.2. Temporarily limiting a child's physical activity

Source: Results of interview analysis

## D. Conclusion

### E. References

- Abdulwahab-Ahmed, A., & Mungadi, I. A. (2013). Techniques of male circumcision. *Journal of Surgical Technique and Case Report*, 5(1), 1–7. <https://doi.org/10.4103/2006-8808.118588>
- Allani, S., & Setty, J. V. (2016). Effectiveness of Distraction Techniques in The Management of Anxious Children in the Dental Operatory Effectiveness of Distraction Techniques in The Management of Anxious Children in the Dental Operatory. *IOSR Journal of Dental and Medical Sciences (IOSR-JDMS)*, 15(10), 69–73. <https://doi.org/10.9790/0853-1510026973>
- Andersen, Shannen, F. A., & Mataram, R. (2021). Advantages and Disadvantages of Male Circumcision Techniques: a Literature Review. *Indonesian Journal of Urology*, 28(1), 1–7. <https://doi.org/10.32421/juri.v28i1.557>
- Anwer, A. W., Samad, L., Iftikhar, S., & Baig-ansari, N. (2017). Reported Male Circumcision Practices in a Muslim-Majority Setting. *BioMed Research*

- International*, 2017. <https://doi.org/https://doi.org/10.1155/2017/4957348>
- Begum, R., & Mamin, F. A. (2019). Impact of Autism Spectrum Disorder on Family. *Autism Open Access*, 9(4), 1–6. <https://doi.org/10.35248/2165-7890.19.09.244>. Copyright
- Bicer, S., Kuyrukluıldiz, U., Akyol, F., Sahin, M., Binici, O., & Onk, D. (2015). At what age range should children be circumcised? *Iranian Red Crescent Medical Journal*, 17(3), 1–4. <https://doi.org/10.5812/ircmj.26258>
- Birnie, K. A., Ons, B. A. H., Noel, M., Parker, J. A., Chambers, C. T., Uman, L. S., Kisely, S. R., & McGrath, P. J. (2014). Systematic Review and Meta-Analysis of Distraction and Hypnosis for Needle-Related Pain and Distress in Children and Adolescents. *Journal of Pediatric Psychology*, 39(8), 783–808. <https://doi.org/10.1093/jpepsy/jsu029>
- Bitcar, B., Idris, S., & Mora, G. L. (2022). the Relationship Between Family Support System and Child Anxiety Levels Before Circumcision. *Jurnal Keperawatan Respati Yogyakarta*, 9(1), 56–59. <https://doi.org/10.35842/jkry.v9i1.655>
- Blank, S., Brady, M., Buerk, E., Carlo, W., Diekema, D., Freedman, A., Maxwell, L., & Wegner, S. (2012). Male circumcision. *American Academy of Pediatrics*, 130(3). <https://doi.org/10.1542/peds.2012-1990>
- Bliss, L. A. (2016). Phenomenological Research. *International Journal of Adult Vocational Education and Technology*, 7(3), 14–26. <https://doi.org/10.4018/ijavet.2016070102>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/http://dx.doi.org/10.1191/1478088706qp063oa>
- Dewi H. Susilastuti, Eddy Kiswanto, Novi Widyaningrum, S. P. (2017). Female Genital Mutilation/ Cutting Standing between the Tradition and Modernity. *Center for Pupulation and Policy Studies Universitas Gadjah Mada*.
- Hodges, H., Fealko, C., & Soares, N. (2020). *Autism spectrum disorder : definition , epidemiology , causes , and clinical evaluation*. 9(8). <https://doi.org/10.21037/tp.2019.09.09>
- Jiu, C. K., & Rungreangkulkij, S. (2019a). Family Management of Autistic Children in Malay Families Indonesia. *International Journal of Multidisciplinary Research and Publications*, 2(2), 29–36.
- Jiu, C. K., & Rungreangkulkij, S. (2019b). Impacts of having Children with Autism in Malay Family of Indonesia. *International Journal of Preventive and Public Health Sciences*, 5(1), 1–8.
- Jiu, C. K., & Rungreangkulkij, S. (2019c). The life scenarios of family who have autistic child at home. *Journal of Health Technology Assessment in Midwifery*, 2(1), 4–9.
- Kandel, I., & Merrick, J. (2007). The Child With a Disability : Parental Acceptance , Management and Coping. *TheScientificWorldJOURNAL*, 7, 1799–1809. <https://doi.org/10.1100/tsw.2007.265>
- Parmeggiani, A., Corinaldesi, A., & Posar, A. (2020). Early features of autism spectrum disorder : a cross-sectional study. *Italian Journal of Pediatrics*, 8(2019), 1–8. <https://doi.org/doi.org/10.1186/s13052-019-0733-8>

- Reeves, K. M., & Mishtal, J. (2022). *SSM - Qualitative Research in Health* Situating parents' circumcision decision-making within health research, knowledge, and experience. *SSM - Qualitative Research in Health*, 2(July), 100132. <https://doi.org/10.1016/j.ssmqr.2022.100132>
- Rizalar, S., Buyuk, E. T., & Yildirim, N. (2017). Children's perspectives on the medical and cultural aspects of circumcision. *Iranian Journal of Pediatrics*, 27(2). <https://doi.org/10.5812/ijp.7561>
- Salari, N., Rasoulpoor, S., Rasoulpoor, S., Shohaimi, S., Jafarpour, S., & Abdoli, N. (2022). The global prevalence of autism spectrum disorder: a comprehensive systematic review and meta-analysis. *Italian Journal of Pediatrics*. <https://doi.org/10.1186/s13052-022-01310-w>
- Scrimin, S., Haynes, M., Altoè, G., Bornstein, M. H., & Axia, G. (2009). Anxiety and stress in mothers and fathers in the 24h after their child's surgery. *Child: Care, Health and Development*, 35(2), 227–233. <https://doi.org/10.1111/j.1365-2214.2008.00920.x>
- Ullmann, E., Licinio, J., Barthel, A., Petrowski, K., Oratovski, B., Stalder, T., Kirschbaum, C., & Bornstein, S. R. (2017). Circumcision does not alter long-term glucocorticoids accumulation or psychological effects associated with trauma- and stressor-related disorders. *Translational Psychiatry*, 7(3). <https://doi.org/10.1038/tp.2017.23>
- Yucel, S. (2010). *Prayer and Healing in Islam with addendum of 25 Remedies for the Sick by Said Nursi*. Tughra Books New Jersey.



# sirkumsisi

## ORIGINALITY REPORT

15%

SIMILARITY INDEX

14%

INTERNET SOURCES

9%

PUBLICATIONS

5%

STUDENT PAPERS

## PRIMARY SOURCES

1	<a href="http://journal.unnes.ac.id">journal.unnes.ac.id</a> Internet Source	3%
2	<a href="http://www.ncbi.nlm.nih.gov">www.ncbi.nlm.nih.gov</a> Internet Source	2%
3	<a href="http://ijmrap.com">ijmrap.com</a> Internet Source	1%
4	<a href="http://www.researchgate.net">www.researchgate.net</a> Internet Source	1%
5	Submitted to Mancosa Student Paper	1%
6	<a href="http://juri.urologi.or.id">juri.urologi.or.id</a> Internet Source	1%
7	Submitted to VCU - Noodle Partners Student Paper	1%
8	<a href="http://ejournal.unisayogya.ac.id">ejournal.unisayogya.ac.id</a> Internet Source	1%
9	Submitted to University of Liverpool Student Paper	1%

10	Submitted to Liberty University Student Paper	<1 %
11	Submitted to University Der Es Salaam Student Paper	<1 %
12	<a href="http://ejournal.undip.ac.id">ejournal.undip.ac.id</a> Internet Source	<1 %
13	<a href="http://dcommon.bu.edu">dcommon.bu.edu</a> Internet Source	<1 %
14	<a href="http://www.moh.gov.my">www.moh.gov.my</a> Internet Source	<1 %
15	<a href="http://downloads.hindawi.com">downloads.hindawi.com</a> Internet Source	<1 %
16	<a href="http://scholarworks.waldenu.edu">scholarworks.waldenu.edu</a> Internet Source	<1 %
17	<a href="http://academic.oup.com">academic.oup.com</a> Internet Source	<1 %
18	Submitted to Anglia Ruskin University Student Paper	<1 %
19	<a href="http://etd.aau.edu.et">etd.aau.edu.et</a> Internet Source	<1 %
20	<a href="http://ijpphs.com">ijpphs.com</a> Internet Source	<1 %
21	Thu Hang Tran Thi, Sriyani Padmalatha Konara Mudiyansele, Mei-Chih Huang.	<1 %

"Effects of Distraction on Reducing Pain During Invasive Procedures in Children with Cancer: A Systematic Review and Meta-Analysis", Pain Management Nursing, 2022

Publication

---

22

"Clinical Handbook of Psychological Consultation in Pediatric Medical Settings", Springer Science and Business Media LLC, 2020

Publication

---

<1 %

23

Isack Kandel, Joav Merrick. "The Child With a Disability: Parental Acceptance, Management and Coping", The Scientific World JOURNAL, 2007

Publication

---

<1 %

---

Exclude quotes      On

Exclude matches      Off

Exclude bibliography      On

# sirkumsisi

---

PAGE 1

---



**Possessive** You may need to use an apostrophe to show possession.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Frag.** This sentence may be a fragment or may have incorrect punctuation. Proofread the sentence to be sure that it has correct punctuation and that it has an independent clause with a complete subject and predicate.



**Article Error** You may need to use an article before this word.

PAGE 2

---



**Article Error** You may need to remove this article.



**Missing ","** You may need to place a comma after this word.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**P/V** You have used the passive voice in this sentence. Depending upon what you wish to emphasize in the sentence, you may want to revise it using the active voice.



**S/V** This subject and verb may not agree. Proofread the sentence to make sure the subject agrees with the verb.



**Prep.** You may be using the wrong preposition.

PAGE 3

---



**Missing ","** You may need to place a comma after this word.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Article Error** You may need to remove this article.



**P/V** You have used the passive voice in this sentence. Depending upon what you wish to emphasize in the sentence, you may want to revise it using the active voice.

PAGE 4

---



**S/V** This subject and verb may not agree. Proofread the sentence to make sure the subject agrees with the verb.



**Proofread** This part of the sentence contains a grammatical error or misspelled word that makes your meaning unclear.



**P/V** You have used the passive voice in this sentence. Depending upon what you wish to emphasize in the sentence, you may want to revise it using the active voice.



**P/V** You have used the passive voice in this sentence. Depending upon what you wish to emphasize in the sentence, you may want to revise it using the active voice.



**Article Error** You may need to use an article before this word.

PAGE 5

---



**Article Error** You may need to use an article before this word.



**Run-on** This sentence may be a run-on sentence. Proofread it to see if it contains too many independent clauses or contains independent clauses that have been combined without conjunctions or punctuation. Look at the "Writer's Handbook" for advice about correcting run-on sentences.



**Article Error** You may need to use an article before this word.



**Missing ","** You may need to place a comma after this word.



**Frag.** This sentence may be a fragment or may have incorrect punctuation. Proofread the sentence to be sure that it has correct punctuation and that it has an independent clause with a complete subject and predicate.



**Possessive** You may need to use an apostrophe to show possession.

PAGE 6

---



**Article Error** You may need to use an article before this word.



**Article Error** You may need to use an article before this word.



**Frag.** This sentence may be a fragment or may have incorrect punctuation. Proofread the sentence to be sure that it has correct punctuation and that it has an independent clause with a complete subject and predicate.



**Article Error** You may need to use an article before this word.



**Frag.** This sentence may be a fragment or may have incorrect punctuation. Proofread the sentence to be sure that it has correct punctuation and that it has an independent clause with a complete subject and predicate.



**Frag.** This sentence may be a fragment or may have incorrect punctuation. Proofread the sentence to be sure that it has correct punctuation and that it has an independent clause with a complete subject and predicate.



**Missing ","** You may need to place a comma after this word.



**Missing ","** You may need to place a comma after this word.



**Article Error** You may need to use an article before this word.



**Frag.** This sentence may be a fragment or may have incorrect punctuation. Proofread the sentence to be sure that it has correct punctuation and that it has an independent clause with a complete subject and predicate.



**P/V** You have used the passive voice in this sentence. Depending upon what you wish to emphasize in the sentence, you may want to revise it using the active voice.



**Frag.** This sentence may be a fragment or may have incorrect punctuation. Proofread the sentence to be sure that it has correct punctuation and that it has an independent clause with a complete subject and predicate.



**Missing ","** You may need to place a comma after this word.



**P/V** You have used the passive voice in this sentence. Depending upon what you wish to emphasize in the sentence, you may want to revise it using the active voice.



**Article Error** You may need to use an article before this word.



**Frag.** This sentence may be a fragment or may have incorrect punctuation. Proofread the sentence to be sure that it has correct punctuation and that it has an independent clause

with a complete subject and predicate.



**Article Error** You may need to use an article before this word.



**Article Error** You may need to use an article before this word.



**P/V** You have used the passive voice in this sentence. Depending upon what you wish to emphasize in the sentence, you may want to revise it using the active voice.



**Article Error** You may need to use an article before this word.



**Frag.** This sentence may be a fragment or may have incorrect punctuation. Proofread the sentence to be sure that it has correct punctuation and that it has an independent clause with a complete subject and predicate.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Article Error** You may need to use an article before this word.



**P/V** You have used the passive voice in this sentence. Depending upon what you wish to emphasize in the sentence, you may want to revise it using the active voice.



**Article Error** You may need to use an article before this word.



**Frag.** This sentence may be a fragment or may have incorrect punctuation. Proofread the sentence to be sure that it has correct punctuation and that it has an independent clause with a complete subject and predicate.



**Article Error** You may need to use an article before this word.



**Frag.** This sentence may be a fragment or may have incorrect punctuation. Proofread the sentence to be sure that it has correct punctuation and that it has an independent clause with a complete subject and predicate.



**Article Error** You may need to use an article before this word.



**Frag.** This sentence may be a fragment or may have incorrect punctuation. Proofread the sentence to be sure that it has correct punctuation and that it has an independent clause with a complete subject and predicate.



**Article Error** You may need to use an article before this word.



**Frag.** This sentence may be a fragment or may have incorrect punctuation. Proofread the sentence to be sure that it has correct punctuation and that it has an independent clause with a complete subject and predicate.



**Possessive** You may need to use an apostrophe to show possession.



**Confused** You have used **here** in this sentence. You may need to use **hear** instead.



**Article Error** You may need to use an article before this word.



**Missing ","** You have a spelling or typing mistake that makes the sentence appear to have a comma error.



**Confused** You have used **to** in this sentence. You may need to use **two** instead.

PAGE 10

---



**Article Error** You may need to use an article before this word.



**P/V** You have used the passive voice in this sentence. Depending upon what you wish to emphasize in the sentence, you may want to revise it using the active voice.



**Article Error** You may need to use an article before this word.



**Frag.** This sentence may be a fragment or may have incorrect punctuation. Proofread the sentence to be sure that it has correct punctuation and that it has an independent clause with a complete subject and predicate.



**Article Error** You may need to use an article before this word.



**Frag.** This sentence may be a fragment or may have incorrect punctuation. Proofread the sentence to be sure that it has correct punctuation and that it has an independent clause with a complete subject and predicate.



**Missing ","** You may need to place a comma after this word.



**Frag.** This sentence may be a fragment or may have incorrect punctuation. Proofread the sentence to be sure that it has correct punctuation and that it has an independent clause with a complete subject and predicate.





**Frag.** This sentence may be a fragment or may have incorrect punctuation. Proofread the sentence to be sure that it has correct punctuation and that it has an independent clause with a complete subject and predicate.



**Frag.** This sentence may be a fragment or may have incorrect punctuation. Proofread the sentence to be sure that it has correct punctuation and that it has an independent clause with a complete subject and predicate.



**Frag.** This sentence may be a fragment or may have incorrect punctuation. Proofread the sentence to be sure that it has correct punctuation and that it has an independent clause with a complete subject and predicate.



**Run-on** This sentence may be a run-on sentence. Proofread it to see if it contains too many independent clauses or contains independent clauses that have been combined without conjunctions or punctuation. Look at the "Writer's Handbook" for advice about correcting run-on sentences.



**Article Error** You may need to use an article before this word.



**Frag.** This sentence may be a fragment or may have incorrect punctuation. Proofread the sentence to be sure that it has correct punctuation and that it has an independent clause with a complete subject and predicate.



**Missing ","** You may need to place a comma after this word.



**Article Error** You may need to use an article before this word.



**Missing ","** You may need to place a comma after this word.



**P/V** You have used the passive voice in this sentence. Depending upon what you wish to emphasize in the sentence, you may want to revise it using the active voice.



**Article Error** You may need to use an article before this word.



**Frag.** This sentence may be a fragment or may have incorrect punctuation. Proofread the sentence to be sure that it has correct punctuation and that it has an independent clause with a complete subject and predicate.



**Article Error** You may need to use an article before this word. Consider using the article **a**.



**Article Error** You may need to use an article before this word.



**Frag.** This sentence may be a fragment or may have incorrect punctuation. Proofread the sentence to be sure that it has correct punctuation and that it has an independent clause with a complete subject and predicate.



**Frag.** This sentence may be a fragment or may have incorrect punctuation. Proofread the sentence to be sure that it has correct punctuation and that it has an independent clause with a complete subject and predicate.



**P/V** You have used the passive voice in this sentence. Depending upon what you wish to emphasize in the sentence, you may want to revise it using the active voice.



**Article Error** You may need to use an article before this word.



**Article Error** You may need to remove this article.



**Article Error** You may need to use an article before this word. Consider using the article **the**.



**Article Error** You may need to use an article before this word. Consider using the article **the**.



**Article Error** You may need to use an article before this word.



**Frag.** This sentence may be a fragment or may have incorrect punctuation. Proofread the sentence to be sure that it has correct punctuation and that it has an independent clause with a complete subject and predicate.



**Missing ", "** You may need to place a comma after this word.



**Frag.** This sentence may be a fragment or may have incorrect punctuation. Proofread the sentence to be sure that it has correct punctuation and that it has an independent clause with a complete subject and predicate.



**Confused** You have used **loose** in this sentence. You may need to use **lose** instead.



**Article Error** You may need to use an article before this word.



**Frag.** This sentence may be a fragment or may have incorrect punctuation. Proofread the sentence to be sure that it has correct punctuation and that it has an independent clause with a complete subject and predicate.



**S/V** This subject and verb may not agree. Proofread the sentence to make sure the subject agrees with the verb.



**Frag.** This sentence may be a fragment or may have incorrect punctuation. Proofread the sentence to be sure that it has correct punctuation and that it has an independent clause with a complete subject and predicate.



**P/V** You have used the passive voice in this sentence. Depending upon what you wish to emphasize in the sentence, you may want to revise it using the active voice.

PAGE 13

---



**Missing ","** You may need to place a comma after this word.



**Article Error** You may need to use an article before this word. Consider using the article **the**.



**Frag.** This sentence may be a fragment or may have incorrect punctuation. Proofread the sentence to be sure that it has correct punctuation and that it has an independent clause with a complete subject and predicate.



**Article Error** You may need to use an article before this word. Consider using the article **the**.



**Article Error** You may need to use an article before this word. Consider using the article **the**.



**Missing ","** You may need to place a comma after this word.



**Article Error** You may need to use an article before this word. Consider using the article **the**.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

PAGE 14

---



**Article Error** You may need to use an article before this word. Consider using the article **the**.



**Article Error** You may need to use an article before this word. Consider using the article **the**.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Article Error** You may need to use an article before this word. Consider using the article **the**.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Article Error** You may need to remove this article.



**Article Error** You may need to use an article before this word. Consider using the article **the**.



**Article Error** You may need to use an article before this word. Consider using the article **the**.



**Article Error** You may need to use an article before this word. Consider using the article **the**.



**Article Error** You may need to use an article before this word.



**Article Error** You may need to use an article before this word. Consider using the article **a**.



**Article Error** You may need to use an article before this word. Consider using the article **the**.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Frag.** This sentence may be a fragment or may have incorrect punctuation. Proofread the sentence to be sure that it has correct punctuation and that it has an independent clause with a complete subject and predicate.



**Article Error** You may need to use an article before this word. Consider using the article **the**.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Frag.** This sentence may be a fragment or may have incorrect punctuation. Proofread the sentence to be sure that it has correct punctuation and that it has an independent clause with a complete subject and predicate.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



**Frag.** This sentence may be a fragment or may have incorrect punctuation. Proofread the sentence to be sure that it has correct punctuation and that it has an independent clause with a complete subject and predicate.



**Article Error** You may need to use an article before this word. Consider using the article **the**.



**Frag.** This sentence may be a fragment or may have incorrect punctuation. Proofread the sentence to be sure that it has correct punctuation and that it has an independent clause with a complete subject and predicate.



**Article Error** You may need to use an article before this word. Consider using the article **the**.



**Frag.** This sentence may be a fragment or may have incorrect punctuation. Proofread the sentence to be sure that it has correct punctuation and that it has an independent clause with a complete subject and predicate.



**Proofread** This part of the sentence contains a grammatical error or misspelled word that makes your meaning unclear.



**Article Error** You may need to remove this article.



**Frag.** This sentence may be a fragment or may have incorrect punctuation. Proofread the sentence to be sure that it has correct punctuation and that it has an independent clause with a complete subject and predicate.



**Sp.** This word is misspelled. Use a dictionary or spellchecker when you proofread your work.