



Influence of Reproductive Health Education Via Animation Videos on Adolescent Girls Knowledge and Attitudes

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ABSTRAK

Remaja, khususnya remaja putri, rentan terhadap masalah kesehatan reproduksi. Penelitian ini bertujuan untuk mengevaluasi pengaruh pendidikan kesehatan reproduksi melalui video animasi terhadap pengetahuan dan sikap mereka. Menggunakan metode quasi eksperimen dengan desain pretest-posttest dan kelompok kontrol, 32 responden berusia 13-15 tahun yang telah menstruasi terlibat. Variabel independen adalah video animasi, sedangkan variabel dependen adalah pengetahuan dan sikap. Data diperoleh melalui kuesioner dan dianalisis menggunakan uji statistik Wilcoxon dan Mann Whitney. Hasil menunjukkan peningkatan signifikan dalam pengetahuan, dari cukup menjadi baik (100%), dan perubahan sikap negatif menjadi positif (56,2%). Analisis statistik menunjukkan p-value 0.000, menandakan bahwa video animasi efektif dalam meningkatkan pengetahuan dan sikap remaja. Penelitian ini menyimpulkan bahwa video animasi merupakan alat yang efektif bagi petugas kesehatan dalam menyampaikan informasi kepada remaja. Dengan cara yang menarik dan mudah dipahami, video ini dapat membantu menjelaskan konsep kesehatan reproduksi, meningkatkan pemahaman, dan memotivasi perilaku hidup sehat di kalangan remaja.

Kata Kunci : Pengetahuan, Sikap, Video Animasi

ABSTRACT

Adolescents, especially adolescent girls, are vulnerable to reproductive health problems. This study aims to evaluate the influence of reproductive health education through animated videos on their knowledge and attitudes. Using a quasi-experimental method with a pretest-posttest design and a control group, 32 respondents aged 13-15 years who had menstruated were involved. The independent variable is the animated video, while the dependent variable is knowledge and attitude. Data was obtained through a questionnaire and analyzed using the Wilcoxon and Mann Whitney statistical tests. The results showed a significant increase in knowledge, from sufficient to good (100%), and a change in negative attitudes to positive attitudes (56.2%). Statistical analysis revealed a p-value of 0.000, indicating that animated videos are effective in improving adolescents' knowledge and attitudes. This study concludes that animated videos are an effective tool for health workers in conveying information to adolescents.

Keywords : Knowledge, Attitudes, Animated Video

INTRODUCTION

Adolescence is a period when individuals begin to undergo various changes in cognitive, knowledge, emotional, social, and moral aspects. Additionally, adolescence is also filled with challenges related to achieving good reproductive health (Rima Wirenviona et al., 2020). Adolescents generally face reproductive health challenges. Sexually Transmitted Infections (STIs) are one of the main issues in adolescent reproductive health. STIs are infectious conditions caused by bacteria and other pathogens transmitted through sexual intercourse, whether vaginal, anal, or oral (Tribakti et al., 2023).

According to the World Health Organization (WHO), adolescents currently have the highest rate of STI symptoms compared to other age groups. Every year, one in 20 adolescents contracts an STI, and nearly half of HIV cases affect individuals under 25. Based on reproductive health or HIV/AIDS case reports in East Java from January to December 2021, there were 5,538 cases in East Java. This number shows a decrease from 7,395 cases in 2020. There were 544 AIDS cases, with 102 of them resulting in death (18.7%) (*Profil Kesehatan Jawa Timur*, 2021).

According to the National Population and Family Planning Board (BKKBN), data on risky sexual behavior among adolescents shows that 60% of 16-17 year-olds have engaged in sexual intercourse. Additionally, 20% of 14-15 year-olds and 20% of 19-20 year-olds are also involved in such behavior (Badan Koordinasi Keluarga Berencana Nasional, 2023). A preliminary study conducted at SMP Muhammadiyah 13 Surabaya found that out of 150 eighth-grade female students, interviews with 10 students revealed that 7 were still insufficiently informed about reproductive health, while 3 had some understanding. This indicates that many teenage girls are still unaware of the importance of reproductive health.

The high incidence of STIs is attributed to a lack of knowledge and education, particularly regarding reproductive health. According to WHO, there are 30 types of bacteria, viruses, and parasites that can cause STIs and spread rapidly. The impact of STIs can be severe, including genital damage that, if not promptly addressed, may result in prolonged pain (Tribakti et al., 2023). Without a proper understanding of reproductive health, adolescents are at risk of various issues, such as engaging in risky sexual behavior, unwanted pregnancies, abortion, STIs, HIV/AIDS, sexual violence, and limited access to

health information and services (Galbinur et al., 2021) Additionally, teenage girls are generally at higher risk for reproductive disorders due to the female reproductive system's greater susceptibility to infections, especially during menstruation, and the proximity of the genital area to the anus.

Research by (Izzah & Yulianti, 2021) shows that health education through video media significantly increases adolescent girls' positive attitudes towards sexually transmitted infections. The main goal is to improve knowledge and access to health services by providing health education. It involves the participation of the government, parents, families, and peer groups to increase awareness and understanding among adolescents about the importance of reproductive health, hence this animated video is proven to increase the knowledge of adolescent girls about reproductive health (Ardiansyah, SKM, 2022). This study aims to determine the impact of reproductive health education through animated video media on the knowledge and attitudes of teenage girls.

METHOD

This research employs a quasi-experimental design with a pretest-posttest with control group design. The study has

been conducted from December to May 2024 at Muhammadiyah 13 Junior High School in Surabaya. The research population includes all adolescent girls in the eighth grade at Muhammadiyah 13 Junior High School, totaling 150 students, while the sample consists of 32 adolescent girls selected using Simple Random Sampling, akin to a lottery draw. Each selected child who meets the inclusion criteria is eligible to be included as a sample in this study. The inclusion criteria for this study are adolescent girls in the eighth grade aged 13-15 who have menstruated. The exclusion criteria are adolescent girls in the eighth grade aged 13-15 who have not yet menstruated. This study utilizes the Federer formula because it involves a quasi-experimental design consisting of two groups: a treatment group and a control group, so the sample is calculated using Federer to determine the sample size for each group to ensure that the study can be analyzed according to the needs of the research. The independent variable in this study is animated videos, while the dependent variables are knowledge and attitudes. Data collection utilized a questionnaire that was tested on 10 junior high school students, and validity and reliability tests were conducted using SPSS. The analysis was performed with SPSS for Windows,

including normality tests, Wilcoxon Test. Signed Rank Test, and Mann-Whitney U

RESULTS AND DISCUSSIONS

Result

Respondent Characteristics

In this study, there are 32 teenage girls divided into two groups: 16 in the

experimental group and 16 in the control group. The characteristics of the respondents are presented as follows:

Table 1. Frequency Distribution of Characteristics of Teenage Girls at SMP Muhammadiyah 13 Surabaya in February 2024

Characteristics	Treatment Group		Control Group	
	f	%	f	%
Age				
13 Year	3	18,8	2	12,5
14 Year	10	62,5	11	68,8
15 Year	3	18,8	3	18,8
Total	16	100	16	100
Menstrual Status				
Not Menstruating	0	0	0	0
Menstruating	16	100	16	100
Total	16	100	16	100
Personality Types				
Caring	8	50	10	62,5
Emotional	4	25	2	12,5
Often Prefers to Be Alone	1	6,3	2	12,5
Easily Angered	1	6,3	1	6,3
Cheerful	2	12,5	1	6,3
Total	16	100	16	100
Parents' Occupation				
Employed	14	87,5	13	81,3
Unemployed	2	12,5	3	18,8
Total	16	100	16	100
Parents' Education Level				
Elementary School (SD)	1	6,3	3	18,8
Junior High School (SMP)	2	12,5	2	12,5
Senior High School (SMA)	10	62,5	2	12,5
Academy/University	3	18,8	9	56,3
Total	16	100	16	100
Source of Information				
Experienced	6	37,5	5	31,3
Not Experienced	10	62,5	11	68,8
Total	16	100	16	100

Source: Primary Data (2024)

Table 1 shows that in the treatment group, 62.5% are 14 years old, all have experienced menstruation (100%), 50%

have a nurturing personality, nearly all parents work (87.5%), 62.5% of parents have a high school education, and 62.5% of

respondents have never received information about reproductive health.

Table 2. Frequency Distribution of Knowledge Before and After Animated Video Intervention at SMP Muhammadiyah 13 Surabaya in February 2024

Knowledge	Treatment Group				Control Group			
	Pre-test		Post-test		Pre-test		Post-test	
	f	%	f	%	f	%	f	%
Good	1	6,25	16	100	3	18,7	16	100
Fair	7	43,75	0	0	8	50	0	0
Poor	8	50	0	0	5	31,2	0	0
Total	16	100	16	100	16	100	16	100

Source: Primary Data (2024)

Table 2 shows the pretest results for the treatment group before the intervention using animated video media, with 50% having insufficient knowledge. After the

intervention, the posttest results indicate that all respondents in the treatment group had good knowledge (100%)."

Table 3. Frequency Distribution of Attitudes Before and After Providing Animated Video at SMP Muhammadiyah 13 Surabaya in February 2024

Attitudes	Treatment Group				Control Group			
	Pre-test		Post-test		Pre-test		Post-test	
	f	%	f	%	f	%	f	%
Positive	6	37,5	9	56,2	7	43,7	9	56,2
Negative	10	62,5	7	43,7	9	56,2	7	43,7
Total	16	100	16	100	16	100	16	100

Source: Primary Data (2024)

Table 3 shows the pretest results for the treatment group before the intervention using animated video media, with 62.5% categorized as having a negative attitude and 37.5% as having a positive attitude.

The posttest results indicate a general improvement in attitudes; after the intervention, nearly all respondents had a positive attitude (43.7%), while 56.2% still exhibited a negative attitude.

Table 4. Results of the Wilcoxon Pretest-Posttest Test

Variable	Treatment Group						Control Group					
	Pre-test		Post-test		Δ	<i>p-value</i>	Pre-test		Post-test		Δ	<i>p-value</i>
	Mean	SD	Mean	SD			Mean	SD	Mean	SD		
Knowledge	25.18	1.8	31.87	2.390	6.69	0.000	26.18	1.470	30.37	3.473	4.19	0.000
Attitudes	68.56	3.9	77.18	2.786	8.62	0.000	70.56	3.915	76.25	3.037	5.69	0.000

Source: Primary Data (2024)

Based on Table 4, the Wilcoxon signed-rank test results show a significant *p-value* of 0.000 ($p < 0.05$) for the treatment group,

indicating that animated video media is effective in improving the knowledge of adolescent girls. Similarly, the Wilcoxon

signed-rank test for the control group also yielded a p-value of 0.000 ($p < 0.05$), meaning that leaflet media can also enhance knowledge about reproductive health. Therefore, it can be concluded that

H1 is accepted and H0 is rejected, indicating that reproductive health education through animated video media has an impact on the knowledge and attitudes of adolescent girls.

Table 5. Difference in the Improvement of Knowledge and Attitudes of Adolescent Girls at SMP Muhammadiyah 13 Surabaya in February 2024

Respondent Group	Knowledge			Attitudes		
	Mean	SD	<i>p</i>	Mean	SD	<i>p</i>
Treatment Group	31.87	2.390		77.18	2.786	
Control Group	30.37	1.024	0.019	76.25	3.473	0.023

Based on Table 5, there is a significant difference between animated video media and leaflets. Knowledge and attitude improvements were higher in respondents using animated videos compared to those using leaflets, as shown by the mean values in Table 4.5. The Mann-Whitney U Test results indicate a p-value of 0.019 ($p < 0.05$) for knowledge and 0.023 ($p < 0.05$) for attitudes. This demonstrates a significant difference between the treatment and control groups after receiving health education through animated videos and leaflets. Thus, reproductive health education using animated videos is more effective than using leaflets.

Discussions

Based on the research results conducted on the treatment group, animated videos can improve adolescent girls' knowledge of

reproductive health with a positive change. The animated videos also proved to affect knowledge and attitudes in the treatment group, effectively enhancing both knowledge and attitudes before and after receiving health education.

Knowledge is an understanding of information about a subject acquired through experience or study, known either by an individual or generally by people (I Ketut Swarjana, 2022). Research by (Mahri & Wandu, 2022) indicates that providing education through animated video media results in increased knowledge and attitudes. Additionally, animated video media significantly impacts learning, as it has been proven to enhance retention by capturing attention and allowing visualization of imagined concepts, objects, and their relationships, thereby facilitating the absorption of the core material presented. The increase in

knowledge and attitudes demonstrates that video media is effective in improving the knowledge and attitudes of adolescent girls (Anggraini et al., 2022).

This study is consistent with (Elsani et al., 2022), who demonstrated a significant improvement in the experimental group compared to the control group. Research by (Asrianna, 2022) also indicates that the increase in knowledge is attributed to the learning process of the respondents and their heightened sensitivity or readiness for the tests administered to them. Learning is also seen as an effort to change the learners' ability to gain knowledge and become aware of what they do not know.

According to the theory proposed by (Darsini et al., 2019), the increase in adolescents' knowledge can occur due to health education or information received through media such as counseling or outreach programs. This knowledge improvement is also attributed to continuous health education and the adolescents' willingness to learn from animated videos or leaflets about reproductive health. state that audiovisual media, such as videos, can simplify information delivery, thereby facilitating the absorption of information and ultimately enhancing knowledge (Widiawati & Selvi, 2022).

Attitude is a hidden reaction or response of

an individual to an object or stimulus, indicating an emotional reaction to social stimuli in daily life (Firdayatun et al., 2023) This study aligns with (Priyatna Yudiansah, 2022) research, which found that adolescents' attitudes towards reproductive health are often negative. This negativity is attributed to habitual patterns and the ease of accessing information online, which can perpetuate negative attitudes. Adolescents' resistance to discussing reproductive health publicly and the lack of up-to-date information contribute to this negativity. Providing new information can offer a cognitive basis for forming attitudes, as cognition includes knowledge, information, beliefs, and facts that influence one's attitude (Laoli et al., 2022).

According to (Mutiarasari et al., 2022) using video media for patient education is not new. Repeated use of animated videos has shown a significant increase in respondents' knowledge and can improve both knowledge and attitudes more effectively than direct educational delivery. The use of animated video media is effective in changing attitudes in providing health education to adolescent girls because animated videos are one of the informative and interesting media with images and sounds that can be received more by the brain and the attitudes

generated using interesting methods that can produce adolescents to be active and not bored and adolescents can receive and absorb the information provided to the maximum.

Researchers believe that using animated videos for health education is more effective for conveying messages to adolescents compared to traditional methods like lectures and discussions without media. Audiovisual media stimulate both auditory and visual senses, leading to more effective results, greater engagement, time efficiency, and the ability to replay content. This approach has been shown to enhance knowledge and attitudes because the engaging methods prevent boredom and help adolescents (Kurnia & Rokhanawati, 2023) absorb and retain information more effectively. In addition to using explainer videos, this study also employed leaflets for the control group to enhance knowledge through visual means. A leaflet is a tool or medium that provides concise information, making it easier for individuals to understand the conveyed information. The sentences in this leaflet should use simple grammar and be combined with images related to the content presented. However, the results of this study indicate that the adolescent girls who received education via the leaflet only improved their

knowledge from low to moderate. The researchers argue that the use of video media can enhance knowledge because explainer videos have an informative narrative structure, combined with engaging illustrations or animations and audio explanations. Video media utilizes both visual and auditory senses to acquire information, allowing the brain to receive more knowledge. In contrast, the treatment group using leaflets only sees images and brief information, resulting in less effective knowledge retention in the brain.

CONCLUSION

Based on the results of the research conducted at SMP Muhammadiyah 13 Surabaya, as outlined in the previous chapter, the researchers conclude that health education using animated video media is effective in increasing knowledge and promoting positive attitudes among adolescent girls. Animated video media has also proven to be more effective in enhancing knowledge and attitudes compared to leaflets. The increase in knowledge and attitudes among adolescents is one way to improve their understanding by utilizing available media, enabling them to better comprehend reproductive health and how to care for their reproductive organs as well as manage reproductive health issues. This

understanding is essential for them to apply in their lives now to ensure a healthy future. For educational institutions, it is hoped that this animated video media can be used by lecturers and students as a teaching tool in both coursework and community service, and can be adopted as a learning method at SMP Muhammadiyah 13 Surabaya. Additionally, for future research, it is expected that this can serve as input or comparative material by increasing the sample size and expanding

the population and variables, as well as replacing the control group with more effective educational media.

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