

The Influence of Video Media Health Education on Menstrual Hygiene Health Knowledge in Adolescent Girls

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Abstract:

Background: Adolescent girls' knowledge of menstrual hygiene is very important. The consequences of poor menstrual hygiene can lead to disorders of the reproductive organs, including vaginal discharge. The incidence of vaginal discharge in Indonesia (2018) obtained data as much as 50% of adolescent girls experience vaginal discharge and increases every year. One way to improve knowledge is by providing video media health education. This study aimed to find out the influence of video media health education on menstrual hygiene health knowledge in adolescent girls. This research used a pre-experimental design with a one-group pretest-posttest design. The population was adolescent girls in grade VIII at Junior High School 1 Pamijahan Bogor with 187 students. The sample used was 65 samples obtained through stratified random sampling technique. The research instrument used a questionnaire. The analysis used was univariate and bivariate with statistical tests using the Paired Sample T Test. The univariate results of the mean knowledge of menstrual hygiene before the intervention were 62.57, and after the intervention, it was 90.45. The bivariate results show a p-value of 0.000, which means that video media health education has an influence on improving knowledge about menstrual hygiene. There is the influence of video media health education on menstrual hygiene health knowledge in adolescent girls at Junior High School 1 Pamijahan Bogor. Using video media for health education to improve knowledge about menstrual hygiene.

Article info:

Submitted:
31-01-2024
Revised:
18-03-2024
Accepted:
20-03-2024

Keywords:

knowledge; menstrual hygiene; video media

DOI: <https://doi.org/10.53713/htechj.v2i2.160>

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INTRODUCTION

Maintaining hygiene during menstruation is very important because the reproductive organs are a source of bacteria inside and outside the body (Senja et al., 2020). When menstruation occurs, it can increase the risk of infection because the cervix opens to release blood out of the body, allowing bacteria to enter the pelvic cavity and uterus through this route. Personal hygiene during menstruation is known as menstrual hygiene.

The impact that occurs if menstrual hygiene is not done properly or is still poor is that usually during menstruation, the genitalia area will feel moist and itchy, so there is a risk of infection in the reproductive area during menstruation caused by microorganisms such as bacteria, viruses, and fungi that can interfere with the function of reproductive organs such as vaginal discharge, urinary tract infections, cervical cancer, and other reproductive health disorders (Nugroho, 2013)

Data from the World Health Organization (WHO) in 2018 states that the incidence of reproductive tract infections (RTIs) in adolescents in the world occupies the highest position, 35%–42%, and in young adults it is 27%–33%. According to the Indonesian Adolescent Reproductive

Health Survey Data (SKRRI) in 2018, it explains that women aged 15–24 mostly experience vaginal discharge; there is always an increase every year of up to 70%, and data obtained indicates that as much as 50% of adolescent girls experience vaginal discharge, while in the city of Bogor (2018) it was found that 57% of adolescent girls complained of vaginal discharge (Amalia & Yusnia, 2021). According to data from the Health Office, the population census in Bogor district (2019) stated that those who experienced vaginal discharge were 29.48%, which is around 5,715,009 people, and in 2020 there was an increase of 30%. If these complaints are left untreated, they will cause infections that can spread to the internal reproductive organs; therefore, hygiene during menstruation must be considered properly to prevent this from happening (Sarwono, 2016).

Knowledge is the most influential component in the personal hygiene of adolescent girls during the menstrual cycle (Fitriwati and Arofah, 2021). The knowledge provided through counseling will change the patient's mindset toward learning to increase their knowledge about the disease and its management (Kurniyawan et al., 2023). Girls with inadequate information or knowledge may not behave hygienically during menstruation, which can endanger their reproductive health (Pemiliana, 2019).

One of the right ways to increase knowledge and change behavior is by providing appropriate health education (Laverack et al., 2020). In providing health education, especially for adolescents, it is necessary to choose the correct methods and media so that adolescents can maximally absorb the material provided. Video media is one type of health education medium that can be used because it can present information in a way that is easier to understand by combining sound and moving images with simple language to produce interesting stories with more realistic images (Saban, 2017). This media assists explanations as reinforcement or a means of exploration. This media is not only developed in the form of films but can also be developed via computer facilities using PowerPoint and Flash player techniques (Fanny et al., 2024). Based on the background, this study aimed to determine the influence of video media health education on menstrual hygiene health knowledge in adolescent girls.

METHOD

This research used a pre-experimental design with a one-group pretest-posttest design. The population was adolescent girls in grade VIII at Junior High School 1 Pamijahan Bogor with 187 students. The sample used was 65 samples obtained through stratified random sampling technique. The research instrument used a questionnaire. The analysis was univariate and bivariate, and statistical tests were performed using the Paired Sample T Test.

RESULT

Univariate Analysis

Table 1. Univariate Analysis

Knowledge	N	Mean	Std. Deviation	Min-Max
Before	65	62,57	7,581	47 - 80
After	65	90,45	6,792	73 - 100

Based on Table 1, the average knowledge of menstrual hygiene before being given video media health education is 62.57, and the minimum and maximum values are 47 and 80. The

average knowledge of menstrual hygiene after being given video media health education is 90.45, and the minimum and maximum values are 73 and 100. So, it shows an increase in adolescent girls' knowledge before and after being given video media health education about menstrual hygiene.

Bivariate Analysis

Table 2. The Influence of Video Media Health Education on Menstrual Hygiene Health Knowledge in Adolescent Girls

Knowledge	N	Mean	p-value
Before	65	62,57	0.000
After	65	90.45	

Based on Table 2, analysis using the paired sample T-test obtained a significance value of p-value $0.000 < \alpha = 0.05$; thus, H_0 is rejected, and H_1 is accepted, which means that there is an influence of video media health education on menstrual hygiene health knowledge in adolescent girls at Junior High School 1 Pamijahan Bogor.

DISCUSSION

Based on the results of the study, there is an increase in menstrual hygiene knowledge by being given video media health education. The average menstrual hygiene knowledge before being given video media health education is 62.57, and the average menstrual hygiene knowledge after being given video media health education is 90.45. This shows an increase in adolescent girls' knowledge before and after being given video media health education about menstrual hygiene.

Managing personal hygiene during the menstrual cycle, known as management of menstrual hygiene (MMH), refers to maintaining, improving, and preserving one's physical and mental well-being through the implementation of hygienic practices during menstruation to prevent the occurrence of disorders in the reproductive organs. This happens because germs can quickly enter the reproductive system and cause reproductive tract infections (ISR) (Irianto, 2014).

Knowledge is the most influential component in the personal hygiene of adolescent girls during the menstrual cycle (Fitriwati and Arofah, 2021). A person's knowledge will affect the implementation of personal hygiene. Girls with inadequate information or knowledge may not behave hygienically during menstruation, which can endanger their reproductive health. One of the consequences of poor personal hygiene is the onset of infection in the reproductive organs (Pemiliana, 2019).

Health education refers to the application of planned educational procedures to achieve health goals that may involve a combination of learning outcomes or the application of knowledge in the health field, either affecting individuals, groups, or communities (Notoatmodjo, 2014; Muwarni, 2014). In providing health education, especially for adolescents, it is necessary to choose the correct methods and media so that adolescents can maximally absorb the material provided. Video media is everything that can be perceived with the five senses, namely being able to see, hear, or touch related materials (software) and hardware (hardware). Video media learning focuses on audio and visual elements that can be used to teach material (Rusman, 2013).

The results of this study are in line with the results of research conducted by Yumaeroh (2020), showing that the average value before the intervention was 10.13 while after the

intervention, it was 16.58, so there was an increase in the knowledge of adolescent girls after being given health education with video media about personal hygiene during menstruation.

The significance value (p-value) is 0.000 or $p < 0.05$ in the paired sample T-test results obtained. Thus, it is said that there is an effect of increasing knowledge before and after providing health education video media for adolescent girls of SMP Negeri 1 Pamijahan about menstrual hygiene.

Movement in video media provides a stimulus or reaction that the audience can anticipate in the senses of sight and hearing to maximize the results obtained. This result is possible because, among the five senses that provide the most information to the brain, the eyes send the most (75% to 87%), with the remaining senses transmitting or receiving 13% to 25% of the information. Based on the cone of experience, the difference in the effect of using verbal and visual media on a person's memory after three days decreases to 65% (Herawati et al., 2022).

The results of this study are in line with the results of research conducted by Hayati (2022); based on the results obtained a p-value of $0.000 < \alpha$ ($\alpha = 0.05$), which can be concluded that there is an effect of menstrual hygiene video education on the personal hygiene knowledge of adolescent menstruation.

According to the researcher's assumption, video media health education is a good tool for educating adolescent girls about menstrual hygiene because it uses simple language and interesting storylines to package information in an easy-to-understand format. This helps to increase the knowledge that teenage girls have about menstrual hygiene. In addition, video media is a good medium to use because it is very effective at absorbing information by involving the senses of sight and hearing. Thus, video health education influences adolescent girls' knowledge about menstrual hygiene.

CONCLUSION

Adolescent girls' average level of knowledge before being given video media health education about menstrual hygiene is 62.57. Adolescent girls' average level of knowledge after being given video media health education about menstrual hygiene is 90.45. The influence of video media health education on menstrual hygiene health knowledge in adolescent girls at junior high school 1 Pamijahan Bogor in 2023 with a p-value = 0.000 or $p < 0.05$.

ACKNOWLEDGEMENT

This research is a tribute to the National University.

CONFLICT OF INTEREST

There is no conflict of interest in conducting this research.

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