

The Effect Of Reproductive Health Education On Increasing Pre-Conception Knowledge In Young Girls At Yaspih High School Tangerang Banten In 2023

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Abstract.

Background: Reproductive and sexual health education is very necessary in achieving the growth and development tasks that must be passed by a teenager. The preconception period is the period before conception or before pregnancy occurs and the period between conceptions which can begin within two years before conception. Purpose of Writing: To determine the effect of reproductive health education on increasing pre-conception knowledge for young women. Research Methods: This type of research uses a quasy experimental design with a one group pre-test post-test design, the sample in this study is 74 people, the Wilcoxon statistical analysis test. Research results: there are differences in knowledge before and after being given reproductive health education (p value = 0.000), it can be concluded that the Effect of Reproductive Health Education on Increasing Preconception Knowledge in Young Girls at SMA Yaspih Tangerang Banten. Conclusions and Suggestions: It is hoped that the results of this study can be used as a reference for female students to increase reproductive health knowledge in future pre-conceptual health in women.

Keywords: *Reproductive health education, knowledge and preconception.*

I. INTRODUCTION

The Central Statistics Agency (BPS) estimates that there will be 65.82 million youth in Indonesia in 2022. This number is equivalent to 24% of the total population in the country so far this year. The number of youth in Indonesia in 2022 recorded an increase of 1.39% compared to the previous year. In 2021, there will be 64.92 million youth in the country. Youth is defined as Indonesian citizens aged 16-30 years. This is as stated in Law Number 40 of 2009 concerning Youth. Adolescent reproductive and sexual health issues are important for national development considering the large adolescent population and the long-term impacts that can arise from adolescent sexual and reproductive health problems. According to the World Health Organization (WHO), women's reproductive age is when they are 14-49 years old. The preconception period is the period before conception or before pregnancy occurs and the period between conceptions which can begin within two years before conception. Reproductive health care that begins during adolescence is one way to reduce the Maternal Mortality Rate (MMR) and Infant Mortality Rate (IMR). Based on data from the 2017 IDHS survey results, the most risky sexual behavior was carried out by adolescents aged (15-19) years, namely: holding hands, followed by kissing, and there were teenagers who claimed to have touched their partner's sensitive body parts, and 3.6 % of male adolescents admit that they have had sexual intercourse like husband and wife. According to Winarti & Alamsyah (2020) the percentage of premarital sex initiation in the form of teenagers holding hands was 55.8%, hugging 35.29%, special dates alone 14.70%, kissing the cheeks 14.70% and kissing the lips 5.8% . Premarital sex has an impact on the spread of Sexually Transmitted Diseases (STDs) such as HIV/AIDS, unwanted pregnancies, abortions and the risk of uterine cancer.

Sexual behavior is any form of a person's behavior based on sexual desire, either with the opposite sex or the same sex. Meanwhile, sexual behavior is said to be risky if the sexual behavior is detrimental or results in unexpected things that have a negative impact on adolescents, such as increasing the number of abortions, unwanted pregnancies (KTD), sexually transmitted diseases (STDs), free sex, and also drug abuse. . Factors that influence risky sexual behavior include: age, gender, education level, family roles, peer roles, and pornographic media. Reproductive and sexual health education is very necessary in achieving the growth

and development tasks that must be passed by a teenager. Research by Fine and McClelland (2006), states that it is necessary to discuss sexual desire in sexual education so that students can develop their subjectivity and responsibility as sexual beings. In a survey conducted by Holzher and Oetomo (2014) in Feby Suryafma (2020) in Karawang, Sukabumi, and Tasikmalaya it showed that 60% of female respondents aged 15-24 years had received reproductive health education, but the majority of them as much as 70% stated material that given is about the dangers of sex.

This kind of sexuality education does not empower young people to understand their sexuality and avoid sexual behavior that is at risk for their reproductive and sexual health because the scope of sex education is not only limited to providing knowledge about the dangers of sex but also providing an understanding of biological, psychological and psychosocial changes. The results of the preliminary study on February 20 2023 and March 6 2023 at Yaspih High School and Hanjuang High School Tangerang Regency through interviews with 10 students in each school regarding reproductive health, it was found that out of 10 students interviewed about reproductive health at Yaspih High School, 7 people (70%) showed that students' knowledge was still lacking, only 3 people (30%) could answer questions properly and correctly. Most of the female students said that they had never received material on sexual and reproductive health. As for the results of interviews with 10 Hanjuang High School students, it was found that 3 people (30%) did not know adequately about adolescent reproductive health, there were 2 students (20%) who considered it taboo to discuss reproductive health, while 5 students (50%) had an open understanding of everything problems related to reproductive health. From this problem, the researcher is interested in conducting research with the title "The Influence of Reproductive Health Education on Increasing Preconception Knowledge in Young Women at Yaspih High School, Tangerang Regency in 2023".

II. METHODS

This study uses a type of pre-experimental research as a research method that is used to find the effect of certain treatments and is carried out to see the effect of treatment on others under controlled conditions. The method used is the group pretest-post-test design, this design is used to test the effect of a treatment on the dependent variable. The test was carried out by comparing the results of the pretest and posttest of the dependent variable in the experimental group. In this study, the experimental group will be given a pretest at the beginning before being given the intervention and after being given the intervention a posttest will be carried out. The population of this study were all 289 Yaspih High School students in Tangerang Regency. The type of data in this study is primary data. Primary data collection techniques in this study by filling out questionnaires. Statistical test using Wilcoxon.

III. RESULT AND DISCUSSION

A. Univariate analysis

Table 1. Frequency Distribution of Preconception Knowledge Levels Before and After Reproductive Health Education in Young Women At Yaspih High School, Tangerang, Banten

Knowledge level	Before		After	
	(f)	(%)	(f)	(%)
Good	24	32,4	51	68,9
Not Good	50	67,6	23	31,1
Total	74	100	74	100

Based on table 5.1 above, it can be seen that of the 74 respondents before being given reproductive health education, the majority of preconceptional knowledge was found in the poor category by 50 (67.6%) and good knowledge by 24 (32.4%) Then after being given reproductive health education from 74 respondents it was found there was a change in the increase in preconception knowledge in the majority of good categories by 51 (68.9%) and poor knowledge by 23 (31.1%).

Table 2. Average Value of Preconception Knowledge Before and After Reproductive Health Education in Young Girls at SMA Yaspah Tangerang Banten.

Variable	n	Knowledge Value		
		M	SD	Min-Max
Before	74	55,47	9,030	30-68
After		86,12	11,045	65 -100

n = Sampel; M = Mean; SD = Standard Deviation

Based on Table 5.2 it is known that, of the 74 respondents who consisted of before being given reproductive health education, the average value was 55.47 and the standard deviation was 9.030 with a knowledge value of at least 30 and a maximum of 68. After being given reproductive health education, the average value was obtained – the average is 86.12 and the standard deviation is 11.045 with a minimum knowledge value of 65 and a maximum of 100. This means that there can be seen changes in the assessment before and after based on the value of the respondent's knowledge of preconceptions.

B. Normality Test

Table 3. Normality Test Results

	Kolmogorov - smirnov			Shapiro - wilk		
	statistik	df	sig.	statistik	df	sig.
Before	.165	74	.000	.911	74	.000
After	.197	74	.000	.873	74	.000

Table 5.3 shows the results of the normality test assessment in the intervention group to get the Shapiro-Wilk value of 0.000 (before) and 0.000 (after) so that the Shapiro-Wilk value with a P-value <0.05, it can be concluded that the normality test is not normally distributed. Because the results of the study used non-parametric statistical tests through the Wilcoxon test as the basis for taking the results of hypothesis testing, it can be said that they are not normal.

C. Bivariate analysis

Table 4. The Effect of Reproductive Health Education on Increasing Preconception Knowledge in Young Girls at SMA Yaspah Tangerang Banten

Knowledge level	N	Mean Rank	Sum Of Rank	Sig. (2-tailed)
After	0	0,00	0,00	0,000
Before	74	37,50	2775,00	
Positif Ranks	74	37,50	2775,00	
Ties	0			
Total	74			

Based on the Wilcoxon Test, it was found that the majority of the average values of 74 respondents were positive ranks or increase in knowledge before and after was 74, the mean rank was 37.59 = 0 and the sum rank was 2775.00 meaning 74 people got an increase between before and after reproductive health education. there was no negative rating rating or reduced value as well as a tie value or fixed rating between before and after being given reproductive health education. Based on the research results, it is known that Asymp. Sig (2 – Tailed) has a value of 0.000 because 0.000 <0.05, it can be concluded that the hypothesis is accepted. This means that there is a difference in knowledge before and after being given reproductive health education. So it can be concluded that the Effect of Reproductive Health Education on Increasing Preconception Knowledge in Young Girls at SMA Yaspah Tangerang Banten.

DISCUSSION

1. Discussion on Univariate Analysis

The results of this study indicate that of the 74 respondents before being given reproductive health education, the majority of preconceptional knowledge was in the poor category by 50 (67.6%) and good knowledge by 24 (32.4%) Then after being given reproductive health education from 74 respondents it was found that there was a change increase in preconception knowledge of the majority of good categories by 51 (68.9%) and poor knowledge by 23 (31.1%). Law Number 4 of 2019 concerning Midwifery states that preconception care is the authority of a midwife which includes providing health education to women before pregnancy in the context of planning pregnancy, childbirth and preparation for parenthood as well as

preconception screening. Provision of health education to women can be done with various media. Animation is one of the effective multimedia used to increase individual knowledge. According to Atikah Sulastri, et al (2022) explained that health education is a process of conveying information and knowledge that aims to increase individual understanding and awareness about health, and encourage someone to take action that has been conveyed through health education. The main goal of health education is to empower individuals and communities to make better decisions. According to Yulizawati, et al. (2016), who explained that health education can be conveyed through various methods of communication channels, namely through formal education, namely health information can be taught in a school environment where the lesson is a lesson about health, through seminars, namely providing education in direct counseling, group discussions or audiovisual presentations.

Then through the mass media, namely using television, print media, online media and can also through individual counseling where medical or health workers carry out education in interpersonal communication, namely between education providers and education recipients. The results of the study are related to the opinions of previous researchers and theories in which there are many advantages in providing health education in changing one's behavior. This is supported by the theory of Notoatmodjo, (2018) which states that experience is an event that is captured by the five senses and stored in memory. Experience can be obtained or felt when an event has just happened or has been going on for a long time. Experiences that occur can be given to anyone to use and become a guide and human learning. This research is in providing education using the question and answer lecture method. The education carried out by researchers was carried out in accordance with previous researchers, namely Noviyana, A., & Purwati. (2018) whose actions. In this activity the service team made a case simulation on adolescent reproductive health problems. Partners were formed in small groups and asked to actively discuss together solving the case, then demonstrate how to provide health education among friends related to the case being discussed. This activity is also an evaluation to find out the increase in partners' knowledge or understanding of adolescent reproductive health and pre-conception so that the Science and Technology Program for the Community has provided information and education to partners about adolescent reproductive health and pre-conception care. so that partner knowledge and skills increase. Apart from that, armed with knowledge, modules and leaflets, it is hoped that partners will be able to become peer educators, giving a positive influence to their peers at school and in their environment.

2. Discussion on Bivariate Analysis

The results of this study indicate Asymp. Sig (2 – Tailed) has a value of 0.000 because $0.000 < 0.05$, it can be concluded that the hypothesis is accepted. This means that there is a difference in knowledge before and after being given reproductive health education. So it can be concluded that the Effect of Reproductive Health Education on Increasing Preconception Knowledge in Young Women at Yaspiah High School Tangerang Banten. The results of this study are in line with previous research by Indah, Firdayanti, & Nadyah. (2019) whose research results showed that Asymp Sig (2 Sided) was 0.000 ($\alpha < 0.05$) it can be concluded that there is an effect of providing education about reproductive health on adolescent knowledge. Adolescent reproductive health is a healthy condition involving the reproductive system, functions and processes possessed by adolescents, which are not only disease-free or free from defects but also mentally and socio-culturally healthy. Adolescents need to know about reproductive health in order to have knowledge, attitudes and responsible behavior regarding their reproductive process. The level of reproductive health knowledge is one of the factors that can influence premarital adolescent sexual behavior (Indah, Firdayanti, & Nadyah. (2019).

Correct sexual knowledge can lead a person towards rational and responsible sexual behavior and can help make important personal decisions about sexuality (Mukhlisiana Ahmad, 2020). Based on previous researchers' explanations of the importance of health education in increasing preconceptional knowledge, namely reproductive health education has a significant influence on increasing preconceptional knowledge in female adolescents. Reproductive health education in understanding preception in which adolescents can understand pregnancy planning and the necessary preparations before carrying out an active sexual life. In the context of female adolescents, reproductive health education provides important information about

reproductive anatomy, the menstrual cycle, conception, and maintaining reproductive health. In addition, according to the assumption of the researchers through reproductive health education, young women can obtain accurate and comprehensive knowledge, so that reproductive health education has a positive influence whereby the knowledge gained by young women can take care of themselves and prepare for their future in reproductive health.

IV. CONCLUSION

Based on the results and discussion of the research results, it can be concluded that:

1. Of the 74 respondents before being given reproductive health education, the majority of preconceptional knowledge was in the less category by 50 (67.6%) and good knowledge by 24 (32.4%) Then after being given reproductive health education from 74 respondents it was found that there was a change in preconception knowledge increase the majority of good category as much as 51 (68.9%) and less knowledge as much as 23 (31.1%)

2. The Wilcoxon test obtained the majority of the average values of 74 respondents, namely the positive ranks or increase in knowledge before and after was 74, the mean rank was $37.59 = 0$ and the sum rank was 2775.00 meaning that 74 people got an increase between before and after being given reproductive health education. and there was no negative rating rating or reduced value as well as a tie value or fixed rating between before and after being given reproductive health education.

3. Based on the research results, it is known that Asymp. Sig (2 – Tailed) has a value of 0.000 because $0.000 < 0.05$, it can be concluded that the hypothesis is accepted. This means that there is a difference in knowledge before and after being given reproductive health education. So it can be concluded that the Effect of Reproductive Health Education on Increasing Preconception Knowledge in Young Girls at SMA Yaspah Tangerang Banten.

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