



THE NEED FOR REPRODUCTIVE HEALTH EDUCATION ABOUT MENARCHE IN PRIMARY SCHOOL STUDENTS IN MOJOKERTO CITY

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ABSTRACT	Keywords
The onset of menstruation will be a traumatic event for some children who do not prepare themselves in advance. School-aged children need information about the menstrual process and health during menstruation. Children will have difficulty facing their first menstruation if they have never known about it before. This shows that school age children need reproductive health education in facing menarche. However, in reality, many school-aged children still have relatively low knowledge of reproductive health. The aim of this research is to identify the need for reproductive education regarding menarche among elementary school students in Mojokerto City. This research method uses a descriptive analytical research design with a case sectional approach. Samples were taken based on purposive sampling. Data collection was carried out through interviews using a reproductive education needs questionnaire. From the research results, it is known that 100% of children need for reproductive health education, especially information on menarche, was due to the absence of a curriculum in elementary schools that discussed this issue.	Reproductive Education Needs, Menarche

INTRODUCTION

The onset of menstruation will be a traumatic event for some school-aged children who do not prepare themselves in advance. Children need information about the menstrual process and health during menstruation. Young women will have difficulty facing their first menstruation if they have never known about it before (Sholicha, 2020). So far, knowledge about

menstruation is only obtained when children are teenagers and have experienced menarche, resulting in school age children being unprepared for facing menarche which has an impact on anxiety. (AL ARUP, 2018).

Demographic data shows that teenagers constitute a large population of the world's population. According to WHO, around one fifth of the world's population are teenagers aged 12-16 years experiencing

a change in the age of menarche. In the United States, approximately 95% of adolescent girls have signs of puberty with menarche at the age of 12 years and an average age of 12.5 years accompanied by physical growth at menarche. (World Health Organization, 2018). The results of Riskesdas (2018) show that based on reports from respondents who have experienced menstruation, the average age of menarche in Indonesia is 13 years (20%) with an earlier occurrence at less than 9 years of age. Nationally, the average age of menarche is 13-14 years, which occurs in 37.5% of Indonesian children and there are also those who are only 8 years old and have started their menstrual cycle, but this number is very small. (Kemenkes RI, 2018).

In Yuseva's research (2020), it was found that 76% of female students were ready to face menarche and 24% were not ready. (et al., 2020). Based on research, Nurmawati (2019) stated that as many as 46.7 teenage girls in Jember Regency were not yet ready to face menarche. As many as 70% of female students said they were afraid that they would experience menarche in the near future, 60% of female students did not know what to do, and 40% of female students had no special preparations if they were going to experience menstruation. (Nurmawati & Erawantini, 2019).

Looking at these data, the problem currently faced is the lack of information for school-age children about early reproductive education so that children will be better prepared to face menarche. (Anggraeni & Sari, 2018). According to psychology experts as stated by Windya, reproductive health education should ideally be given since children are 2.5 years old and then deepened at higher levels, namely elementary, middle and high school. The reason why schools play a role in reproductive health education is because

some parties think that schools and teachers are capable of providing reproductive health material to teenagers (Yusuf et al., 2014). As per Ministry of Education policy, reproductive health material can be provided through Biology, Sports and Religion lessons. Apart from that, it is also one of the institutions that has the opportunity to reach teenagers in large numbers. Meanwhile, consultations can be carried out through Guidance and Counseling (BK) teachers. The material presented by teachers should not only discuss reproductive health physically and biologically but also psychologically and socially so that material regarding adolescent reproductive health can be accepted by students as a whole. (Lina, 2018).

Based on a preliminary survey, the provision of reproductive health material is still not optimal, especially education before menarche. The majority of the material taught is about puberty without explaining in detail the signs of puberty and what needs to be paid attention to during puberty until menarche. The teaching media is still minimal and the lecture method is more common. These schools also do not have extracurricular activities that specifically discuss reproductive health.

From the description above, it can be concluded that the school has not carried out an analysis of reproductive health education needs because the school only carries out curriculum-based learning without paying attention to the needs, potential and obstacles of its students so it is still there is a gap between what is expected and reality. In fact, if a needs analysis is carried out it will be useful for the school as a basis for strategic development of reproductive health education models. Therefore, researchers are interested in analyzing the need for reproductive health education regarding menarche among

female elementary school students in Mojokerto City.

METHOD

This type of research is descriptive research using independent variables. The independent variable in this research is the need for reproductive health education. The sampling method used by researchers is purposive sampling, namely a sampling technique carried out with certain aims and objectives determined by the researcher in accordance with the sample criteria. The criteria for this research have inclusion criteria, namely female students at least 10 years old, female students who have not yet menstruated and exclusion criteria namely female students who are not willing to be respondents or who were not included when collecting data. The total number of samples was 90 female students. This research was carried out at the Mojokerto City State Elementary School.

RESULTS

Table 1. The characteristics of respondents (n = 90).

Characteristics of respondents	Respondents (n = 90)	
	f	%
Age		
10 years	12	13
11 years	68	76
12 years	10	11
Riwayat informasi		
Once	72	80
Never	28	20
Sumber Informasi		
Parents/Teachers	35	39
Sisters	17	19
Friends	13	14
Health workers	5	5
Books	4	4
Social Media	16	19
Reproductive Health Education Needs		
Need Not	90	100
Required	0	0

Information Delivery Method		
Lecture	72	73
Demonstration	18	27
Videos	0	0

From the characteristics of the respondents, the majority were 11 years old and had received information about menstruation but only limited to signs and how to interact with the opposite sex. The majority of sources of information obtained from parents/teachers are generally delivered using the lecture method. The research results showed that all female students need reproductive health education, especially menarche issues.

DISCUSSION

The results of the research state that elementary school students need 100% reproductive health education specifically for female students who are approaching menstruation. This is because children need information about the menstrual process and health during menstruation. The information needed is about knowledge about menstruation and menarche, physical and psychological changes before puberty, health problems due to lack of hygiene in the vulva, and how to care for the vulva during puberty. Young women will have difficulty facing their first menstruation if they have never known about it before (Sholicha, 2020). So far, knowledge about menstruation is only obtained when children have reached adolescence and have experienced menarche. thus resulting in school age children being unprepared for facing menarche which has an impact on anxiety (AL ARUP, 2018). Reproductive education not only prepares children for physical changes but also guides children towards adult life and responsibility for their reproduction. From the results of interviews with several respondents and school principals, it was revealed that reproductive

health education at school age is really needed in order to minimize deviant relationships and prevent diseases of the reproductive organs.

Most respondents said they had received reproductive health education, 80% and most sources of information were through parents and teachers at school, 39%. Parents have an important and strategic role in providing moral education and understanding of healthy reproductive health. Reproductive health education should ideally be given first by parents at home, remembering that the people who know the child's condition best are the parents themselves. Parents, especially mothers, are the main and first educators in reproductive health education for their children (Endjun, 2007). However, not all parents are willing to be open with their children in discussing reproductive issues. This is due to economic conditions and heterogeneous levels of education in Indonesia so that some parents are unable to provide information about reproductive health. (Mu'tadin, 2008).

School is an extension of the family in laying the foundation of behavior for the child's future life. Educators (Teachers) have a role in instilling moral education and understanding about healthy reproductive health so that students have good morals, healthy behavior and knowledge of healthy reproductive health. (Rahmawati, 2004). To achieve this goal, the following stages are required: 1. Providing knowledge about reproductive health; 2. Creating attitudes and behavior to maintain reproductive health; 3. Forming living habits, maintaining reproductive health.

The method of delivering reproductive health education material that has been received and is expected to be the direct lecture method (41%) through people who are competent to share reproductive health information, including parents,

teachers and health workers. Local health workers also have an important role in providing regular reproductive health education to female students at school, because health workers have knowledge that is based on definite concepts and evidence base, so that female students can ask questions about reproductive health and diseases of the reproductive organs.

Apart from the lecture method, the method that respondents expect to receive reproductive health education is through the video method. Health promotion methods that are appropriate in implementation and implementation are strategic steps in improving health status. The media used in providing education is one of the means and efforts that can be used to display reproductive health messages or information that you want to convey to female students so as to increase knowledge which is ultimately expected to improve behavior to be positive or support healthy reproduction. According to Edgar Dale, media is an integration in the education delivery system, so audio-visual media was formed as a medium for delivering education.

The use of video media in educational activities is not just as a tool, but as a carrier of information or messages to be conveyed. The use of videos in reproductive health education can clarify the picture regarding the importance of reproductive health before menarche, because respondents not only listen to the material but can see directly and clearly examples of reproductive diseases and also how to care for the vulva. The benefits of using audio-visual (video) media are in accordance with the learning concept according to the pyramid of experience written by Edgar Dale, that more than 50% of people learn from what they have seen and heard. (Devi Sandra, 2013). Meanwhile, teaching using the demonstration method is to show the process of an event occurring in accordance

with the teaching material so that students can easily understand it (Kurniawan, 2015). The demonstration method is a teaching method by demonstrating items, events, rules and the sequence of carrying out an activity, either directly or through the use of teaching media that is relevant to the subject matter or material being presented. This method is used so that students understand the material being explained better because it uses visual aids and uses visualization media which can help students understand better. (Rohendi Dedi, et al. 2010)

CONCLUSIONS

Reproductive health education for female students approaching menarche is very important to prepare the child physically and psychologically. Education must be provided as early as possible by the family, especially the mother, and reinforced by educational staff, namely teachers and local health workers. In accordance with developments in the era where school-age children are more interested in gadgets, it would be good for reproductive health education to be packaged in audio-visual (video).

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