

Optimizing Adolescent Reproductive Health: A Comprehensive Educational Program at Al-Hasani Islamic Boarding School in Pontianak

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Abstract

Teenagers are those in the age range of 10-19 years. Adolescents are also a very vulnerable group that requires special attention to reproductive health. Reproductive health education services need to be carried out at Islamic boarding schools because students cannot consult with health workers directly due to the unavailability of health facilities at Islamic boarding schools; students are prohibited from bringing mobile phones, and they rarely meet with parents. Those who have good knowledge regarding reproductive health are 3.4 times more likely to behave appropriately in caring for their reproductive organs. Knowledge can raise their awareness regarding the importance of correct reproductive organ care. The purpose of this activity is to increase the knowledge of Islamic boarding school youth regarding reproductive health and to be able to apply it in their own lives. The community service method is carried out for students at the Al-Hasani Islamic Boarding School, Pontianak city. The delivery method uses the lecture method with material regarding adolescent reproductive health. The implementation process also uses pretests and posttests to see the success of education in increasing student knowledge. The results of the service found that there was an increase in knowledge of students after being given adolescent reproductive health education. For male students, there was an increase in knowledge from less to sufficient, while for female students there was an increase in knowledge from less to good. Based on the study, it can be concluded that Islamic boarding school students still consider reproductive health education a taboo. There needs to be a separation location of reproductive health education for male and female students so that they are more flexible to ask questions to the presenters regarding reproductive health issues.

1. INTRODUCTION

The adolescent-aged group as a population at risk for reproductive health problems requires support and attention from the family. There is a meaningful relationship between knowledge, informational and emotional support from the family with the behavior of utilizing reproductive health services. Improvements in behavior in utilizing health

services needs to be increased with the support of knowledge and attention from adolescent parents, as well as the active role of health workers in efforts to introduce adolescent reproductive health services (Febriana & Mulyono, 2022).

Problems in Islamic boarding schools are still serious

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regarding the knowledge of reproductive health, which consists low awareness, lacking attitudes towards reproductive health, and peer communication being the most affecting factor. Students spend much of their time being together friends in the vicinity of their boarding school (Mairo et al., 2015). The environment of the boarding school is said to have contributed to the vulnerability of the teenagers regarding health reproduction problem, and it has been difficult for them to access health information. Islamic boarding schools have not provided health service facilities within their vicinity. These students are away from their parents, and they do not bring their mobile phones to communicate with others or their parents and to look for information relating to healthy reproduction education that is still considered taboo to be discussed among them. Limited access to reproductive health encourages students to solve their reproductive problems with their friends' help, and the solutions are not necessarily the right ones. In the adolescent group in the Islamic boarding school environment, most of their behavior is still in the adequate category and most of their knowledge is in the sufficient category in maintaining reproductive health (Dzakirotuzzakiya, 2023).

Communication patterns in the environment of Islamic boarding schools has made it relevant to use lecturing because in the process we can apply persuasive communication that often take place at Islamic boarding schools. Persuasive communication has an objective to have influences on the target group comprising of teenagers. The health communication process that occurs aims to influence the behavior of those who are targeted in order to create the necessary conditions for improving health status as a result or consequence of the education program related to health reproduction (Solihin et al., 2005).

Madrasah Aliyah (MA) Al-Hasani is one of the Islamic schools of the same level as senior high schools. Mas provide Islamic nuances by combining general and religious learning methods in one educational forum. Students who are studying MA at Islamic boarding schools should be able to be role models for other young generations in their respective student environments. In the absence of adequate reproductive health guidance from parents to students, there is no school health unit, and there is a lack of information regarding reproductive health. It is necessary to carry out promotive and preventive efforts and health care for reproductive organs that can cover the impact of premarital sex to the impact of an unwanted pregnancy. Reproductive health education for adolescents is considered taboo among Islamic students, so this is the reason for conducting adolescent reproductive health education targeting a group of adolescent MA students.

By paying attention to this phenomenon, of course, promotive and preventive efforts were needed so that adolescents, especially students at the MA Al-Hasani Islamic Boarding School, understand adolescent reproductive health. The solution that was offered to overcome the problems found was to provide health education about maintaining reproductive health among

adolescents at MA Al-Hasani. Teenage education during adolescence is something that is interesting, has positive value, and is useful teenagers to deal with their life problems. Through sex education, adolescents are able to direct their sexual behavior so that they do not deviate from existing norms and can avoid negative behavior. In other words, adolescents view sex education as a tool to prevent sexual abuse. Teenagers consider sex education to be able to answer their curiosity about everything related to sex. Therefore, teenagers consider sex education as a necessity, and such an education is not taboo for them (Putra, 2018).

2. METHOD

The method used in this community service program was reproductive health education. The targeted group consisted of male and female students taking Madrasah Aliyah education at an Islamic boarding school. There were 58 students, but 12 of them were absent because they were sick, some of them were participating in off-school activities, so only 44 students participated in this program. This community service program was aimed to increase the students' knowledge of maintaining their reproductive health, increase the age of marriage, prevent free sex and risky behavior that can cause Human Immunodeficiency Virus (HIV)/Acquired Immune Deficiency Syndrome (AIDS).

This activity was conducted in the mosque hall of the boarding school, and it was attended by male and female students. This lecture was organized from 08.00 AM to 12.30 PM. All information was presented through power point slides and explained in detail during the lecture by the facilitator. The collection of the participants' information related to their knowledge of reproductive health was carried out before and after the lecture using a questionnaire. This questionnaire consisted of 20 questions.

Hastuti et al. (2022) mentioned that sources of information about adolescent reproductive health must be available correctly and appropriately according to their growth and development, both informally and formally. Adolescent mentoring and education programs about puberty and care for reproductive organs at junior high schools in Pontianak City showed that the implementation of a similar program has proven effective in increasing adolescent knowledge of puberty and care for sexual organs. This community service program focused on a more vulnerable group, namely Al-Hasani Islamic boarding school students, for the reasons that they had not received information about reproductive health from their parents. In addition, health services were not available at their school; they could not access the internet to find information relating to reproductive health, and reproductive health education was still considered taboo.

The lecture which was the chosen method was effective to increase the participants' knowledge of their reproductive health. This method was chosen because it was easy to be implemented for the boarding school students, and it was considered effective to increase the MA Al-Hasani students'

knowledge of teenager reproductive health. Widyaningrum & Wahyuni (2023) stated that providing education using the lecture method would have a good impact on increasing one's *dagusibu* knowledge.

3. RESULT AND DISCUSSION

The following is a detailed description of our findings after collecting and analyzing the data that were obtained during this community service. The respondent's knowledge category in this service is said to be good if it has a value greater than 76, satisfactory 55-75 and less than satisfactory 54. This service provides information regarding secondary sexual changes in men and women regarding the definition of reproductive health, procedures for caring for reproductive organs, development of primary and secondary reproductive organs, HIV/AIDS (prevention, transmission and testing), the recommended age for marriage, the impact of early marriage and free sex.

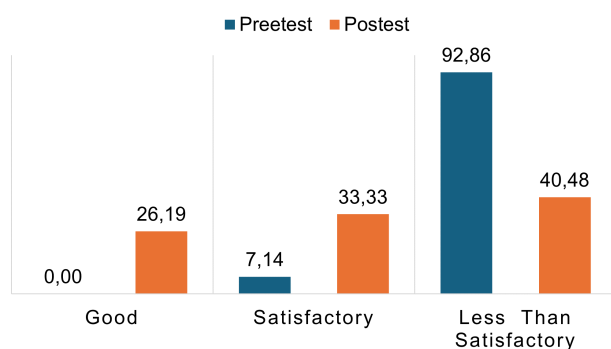


Figure 1. Category of knowledge of santri Madrasah Aliyah Al-Hasani City of Pontianak before and after education on adolescent reproductive health

Based on Figure 1, it is known that there were no male nor female students who had knowledge in the good category, and the majority (92.8%) of the teenagers had insufficient knowledge before the lecture. There was an increase in knowledge in both male and female students after reproductive health education using the lecture method by 26.2%. The percentage of knowledge in the poor category decreased by 43.6% before and after education was carried out. The respondents within the Sufficient (satisfactory) knowledge category experienced a 7.1% increase. Their posttest score was 33.3%.

Table 1. Average knowledge level santri Madrasah Aliyah Al Hasani City of Pontianak

Group	Means	
	Pretest	Posttest
Male Student	39.75	50.75
Female Student	47.95	72.50
Male and Female Students	43.85	61.63

The average value of the students' knowledge of teenager reproductive health increased from 44.04 (pretest)

to 62.14 (posttest). The average value of female students was higher than their male counterparts as shown in Table 1. The average value of the female students' knowledge of teenager reproductive health increased from 47.95 (pretests) to 72.50 (posttest). In comparison, the average value of male students' knowledge of teenager reproductive health increased from 39.75 (pretest) to 50.75 (posttest).

The pretest results showed that only 36.4% of the participants correctly answered the definition of reproductive health. As many as 59.1% incorrectly answered the question regarding menstruation, 63.6% correctly answered the questions regarding the procedure for washing genital organs. As many as 86.4% of them did not know the name of the reproductive organ that produces sperm, and 75% of them did not know the secondary changes in the reproductive system. Seventy-seven point two percent of them did not understand anemia. As many as 86.4% of them did not know how HIV is transmitted, and 81.2% did not know how to prevent it. However, 61.4% of them knew the impact of free sex, but only 36.4% of them knew the impact of early marriage.

Most of the scores for each question item were in the good category; 45.5% of the respondents still incorrectly answered the frequency of changing software. As many as 47.7% of the respondents still incorrectly answered the questions regarding the male reproductive organ that produces sperm. As many as 56.8% of the respondents still incorrectly answered the questions related to secondary changes in women. Most respondents (75%) still incorrectly answered the question asking the definition of anemia. Most respondents (75%) still incorrectly answered the question relating to how HIV/AIDS is transmitted, and 52.3% incorrectly answered the question regarding the procedure for preventing HIV/AIDS, and only 50% correctly answered the question regarding the procedures for HIV testing.

The benefit of this community service activity was that the presenter could give the students the opportunity to ask questions related to the material presented, so that two-way communication occurred. The information was provided in detail along with examples of cases often experienced by teenagers. To attract participants' attention, the material was presented as interesting as possible accompanied by pictures and videos, so that the students did not get bored during the lecture. The speaker appreciated students who could answer questions accurately and correctly by giving vouchers that can be used to buy food at the Islamic Boarding School canteen.

However, many santriwati (female students) were embarrassed to ask questions because they are worried about being made fun of by santri (male students). In addition, there were no tables in the hall during the pretest and posttest, and it made the students feel tired when doing both tests. Moreover, the lecture did not involve information and communication technology to administer quizzes to make the activity more interesting. The other drawback of the lecture was that it ended at the time close to the prayer time, making the students were uneasy and in

a hurry at the end of the lecture.

To overcome various problems related to teenager reproductive health in Al Hasani Islamic Boarding School requires cooperation with Badan Kependudukan dan Keluarga Berencana Nasional (BKKBN) as a receptacle government institution that has a center information and counseling for adolescents (PIK-R). PIK-R can be present in the boarding school vicinity to facilitate students to have counseling for teenager reproductive health and other health issues counseling (Maliki & Ismiani, 2020). This counseling can be arranged periodically. This method has been proven effective to increase the students' knowledge of reproductive health (Yulastini et al., 2021).

4. CONCLUSION

In general, there was an increase in the knowledge of male and female students regarding reproductive health after being given education. Overall, the educational activity was in accordance with students' needs and were adjusted to the rules and norms that applied in the Islamic boarding school's environment. This activity had a positive impact with respect to reproductive health although it was not optimal as expected by the community service team. Furthermore, there was a need for separate education rooms between female and male students, so that they own more opportunities big For convey complaints and problems, found settlement problem and dig need health expected reproduction.

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CONFLICT OF INTERESTS

We declare there is no conflict of interest in both the community service program and writing of this article. Although the author has a working relationship with West Kalimantan Muhammadiyah Institute of Technology and Health Research and Community Service Innovation Center which sponsored this research, steps have been taken to ensure that this did not influence the findings or interpretation of the community service program.

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