

Role Play Method versus Audio Visual Aids (AVA) to Increase the Student's Knowledge About Premarital Sexual Behavior in SMK N 6 Padang

Lovina Velesia Ilma¹, Dien Gusta Anggraini Nursal²
{lovinavelesialma@gmail.com¹, diennursal@gmail.com²}

Faculty of Public Health, Andalas University, Padang, Indonesia^{1,2}

Abstract. The purpose of this study was to find out and analyze the effectiveness of role-play method versus audio-visual methods to increase the level of knowledge of students about premarital sexual behavior at Senior High School Padang in 2019. This study uses a quasi-experiment using a nonequivalent control group design. The study was conducted at Senior High School Padang in April 2019. The sample in this study was 117 students who were divided into two groups of intervention and one control group. The sampling technique used a simple random sampling technique. Data collection used questionnaires. Data analysis used paired t-test, independent t-test, Kolmogorov-Smirnov test, and gain score. The univariate analysis shows an increase in knowledge scores before and after AVA (16.60) and role-plays method (20.69). Bivariate analysis showed that there were significant differences in the level of knowledge of students using AVA and role-play method media ($p = 0.000$). From the results of the role-play method statistical test, it was more effective than AVA in increasing students' knowledge about premarital sexual behavior. Counseling using role-play method is more effective in increasing students' knowledge about premarital sexual behavior. The use of role-play method can be an alternative for the school to provide information about health specifically about premarital sexual behavior.

Keywords: adolescent, audiovisual aids, sexual behavior, socio-drama

1 Introduction

The World Health Organization (WHO) defines adolescents as residents of the age period between 10-19 years [1]. Adolescence is the transition from childhood to adulthood. Sexual hormones have begun to function and undergo a period of maturation of the reproductive organs [1]. During adolescence, the maturity of sexual organs can adversely affect adolescents if they are unable to control their sexual stimulation, so they are tempted to have premarital sexual relations. As a result of premarital sexual relations are not virgin women and loss of male virginity, the risk of contracting sexually transmitted diseases (STDs), and HIV / AIDS [2]. According to the 2017 BKKBN Survey of adolescents aged 15-19 years, most began dating for the first time in the age range of 15-17 years with a percentage of 36.7%. According to Nursal's research (2007) of 350 respondents, 255 people (64.3%) of them had a girlfriend, and 125 of them were currently having a boyfriend (56.4%). Dating is not a stranger to adolescents and has even become a guide of the times [11].

Based on the level of education aged 15-17 years old, teenagers are in high school, men dating the first time, that is 43.7%, and 42.9% women. According to the Indonesian Reproductive Health Survey (2017), the percentage of ages 15-19 years has increased the age of first sexual intercourse (74%), while

the index of knowledge about adolescent reproductive health is still low (50.8%) [3]. According to Nursal's research (2007), Adolescents with relatively low knowledge have a 11.90 times chance of having high-risk sexual behavior compared to relatively high knowledge (95% CI = 4.56-28.61) [11].

Premarital sex among adolescents is at risk for unwanted pregnancy, sexually transmitted diseases, and abortion, while the index of knowledge about adolescent reproductive health is still low 50.8% [3]. Therefore it is necessary to provide health promotion about sexual behavior. The results of interviews with BK (Guidance and Counseling) teachers at SMK N 6 Kota Padang are that students rarely get information about sexual behavior in adolescents, and schools do not yet have PIK-R (Information and Counseling Centers) Adolescents.

Therefore it is necessary to provide health promotion about sexual behavior. The results of interviews with BK (Guidance and Counseling) teachers at SMK N 6 Kota Padang are that students rarely get information about sexual behavior in adolescents, and schools do not yet have PIK-R (Information and Counseling Centers) Adolescents. One of the health promotion media that attracts and stimulates the human sensory system of sight and hearing is the AVA (Audio Visual Aids) media. AVA media is a tool to deliver information that displays a picture and sound elements together so that it can increase the retention of the audience's memory is receiving the material delivered, and the sample media is video. Yunda in 2016 concluded that there was a significant difference in increasing students' knowledge about HIV / AIDS using AVA media rather than using visual aids media on increasing knowledge about HIV / AIDS in students at SMA Negeri 4 Bukittinggi ($p = 0,000$) [4].

In addition to using AVA media, a health promotion method that involves all students actively in health promotion activities to provide ideas, opinions and solve social problems that are packaged in the form of drama known is socio-drama. Sociodrama method is a method of health promotion in the form of parenting activities involving students directly in solving all kinds of problems related to social relations. Anam research results in 2016 stated that there were differences in changes in unhealthy dating behavior before and after being given group guidance through socio-drama techniques ($p < 0.05$) [5]. Therefore, counseling using AVA and socio-drama could increase knowledge about premarital sexual behavior in a teenager.

2 Method

This study uses a quasi-experiment using a nonequivalent control group design. The study was conducted at Senior High School Padang in April 2019. The sample in this study was 117 students who were divided into two groups of intervention and one control group. The procedure in this study was the first step in giving a pre-test to the control group, then giving intervention to the socio-drama group on the second day, then on the third day giving intervention to the AVA group. And on the last day giving a post-test to the control group. The sampling technique used a simple random sampling technique. Data collection used questionnaires. Data analysis used paired t-test, independent t-test, Kolmogorov-Smirnov test, and gain score.

3 Result

It is known that the average AVA score of the pretest is 11.17%, and the score on the posttest is increased by 16.60%. Whereas the socio-drama group experienced a fairly high increase from AVA media, namely, the pretest mean score was 12.54%, and the posttest average score was 20.69%. While the control group did not experience a significant increase in the mean pretest score was 11.23%, and the posttest was 11.34%. Based on the results of the bivariate analysis of differences in the increase in student knowledge before and after the AVA group to get a value of $p = 0,000$ ($p < 0.05$). So, it was concluded that there was an average difference between knowledge before and after counseling using AVA (AUDIOVISUAL AIDS) media.

The difference in the increase in students' knowledge before and after the socio-drama group was found to be $p = 0,000$ ($p < 0.05$). According to a study by Ainul, Anam Alfa in 2016 stated there were differences in the level of unhealthy courtship behavior between before and after the guidance of socio-drama engineering groups for students in SMA Negeri 1 Sumberejo ($p = 0.004$) [8]. So, it was concluded that there was a difference between knowledge before and after counseling using the socio-drama method. In contrast, the control group did not show any difference because of the value of $p = 0.379$ ($p > 0.05$). By 95% degree of confidence, no difference in the knowledge of respondents at the time of the pre-test and post-test. According to the Asmaningrum and Evy research in 2017 stated that there were significant differences between students' knowledge before and after counseling through audiovisual ($p < 0.05$) [7].

The difference in the increase of students' knowledge in the AVA group and the control group, it was seen that there was a significant difference between the AVA group and the control group after counseling $p = 0,000$. The difference in the increase of students' knowledge in the socio-drama and control groups shows that there is a significant difference between the socio-drama group and the control group after counseling. □

In the effectiveness test of counseling about premarital sexual behavior using AVA and socio-dramas, based on the effectiveness of interventions using AVA media, the results were obtained for knowledge of 0.39 and socio-drama of 0.65. It can be concluded that health promotion using Sociodrama is more effectively used to increase student knowledge.

Table 1. Average Knowledge Through Counseling in the AVA, Sociodrama and Control groups

Group	n	Pretest			Posttest		
		Mean	SD	Min-Max	Mean	SD	Min-Max
AVA	35	11,17	3,55	6 - 20	16,60	3,59	12 - 25
Sosiodrama	35	12,54	3,51	4 - 17	20,69	3,02	15 - 25
Kontrol	35	11,23	2,99	5 - 17	11,34	2,81	6 - 17

Table 2. Differences in Student Knowledge Before and After Counseling in the AVA, Sociodrama, and Control Groups

Variable	Group	Mean	SD	SE	P-Value □
Pengetahuan Pretest – Posttest	AVA	-5,429	1,703	0,288	0,000
	Sosiodrama	-8,143	3,821	0,646	0,000
	Control	-0,114	0,758	0,128	0,379

Table 3. Differences in Student Knowledge in the AVA and Sociodrama Groups

Variable	Group	n	Mean	SD	Difference (□)	p-value
Knowledge Score	<i>Posttest</i> Group AVA	35	16,60	3,591	5,257	0,000
	<i>Posttest</i> Group Kontrol	35	11,34	2,817		
	<i>Posttest</i> Group Sociodrama	35	20,69	3,027	9,343	0,000
	<i>Posttest</i> Group Kontrol	35	11,34	2,817		

4 Discussion

Based on statistical tests, there were significant differences before and were given counseling using AVA value of $p = 0,000$ ($p < 0.005$). Based on the results of statistical tests show that there are significant differences between the AVA group and the control group after counseling. AVA helps respondents to understand the material presented because it displays elements of the picture and sound simultaneously. Respondents are more independent in understanding the material. The message is easy to receive and easy to remember and not monotonous.

Differences in the average knowledge of students about premarital sexual behavior before and after counseling using socio-dramas concluded, there is a significant difference between knowledge scores before and after counseling using socio-drama $p = 0,000$ ($p < 0.05$). Based on the results of statistical tests show that there are significant differences between the socio-drama group and the control group after counseling. It can be used to attract students 'interest in receiving material delivered and develop students' ability to think creatively. This method makes students think independently and more spontaneously in solving social problems experienced by individuals and groups that are played in the form of parenting, then displayed in front of the class.

Based on statistical tests, there were significant differences before and were given counseling using the AVA value of $p = 0,000$ ($p < 0.005$). Based on the results of statistical tests show that there are significant differences between the AVA group and the control group after counseling. AVA helps respondents to understand the material presented because it displays elements of the picture and sound simultaneously. Respondents are more independent in understanding the material. The message is easy to receive and easy to remember and not monotonous.

Differences in the average knowledge of students about premarital sexual behavior before and after counseling using socio-dramas concluded, there is a significant difference between knowledge scores before and after counseling using socio-drama $p = 0,000$ ($p < 0.05$). Based on the results of statistical tests show that there are significant differences between the socio-drama group and the control group after counseling. I can be used to attract students 'interest in receiving material delivered and develop students' ability to think creatively. This method makes students think independently and more spontaneously in solving social problems experienced by individuals and groups that are played in the form of parenting, then displayed in front of the class. The results of research conducted by Ulfah, et al. in 2018 stated that there were significant differences before and after being given health promotion through the socio drama method ($p < 0.05$) [9]. According to Nortoatmodjo, health promotion is inseparable from the activity and effort to deliver health messages to groups, communities, or individuals. With this message, it is expected that a group or individual can gain knowledge about better health. Knowledge is ultimately likely to influence behavior [10].

5 Conclusion

Based on the results of the study, there are differences in student knowledge about premarital sexual behavior before and after counseling to the AVA and socio-drama groups. Counseling using socio-drama is more effective in increasing students' knowledge about premarital sexual behavior. The use of socio-dramas can be an option for schools to provide information about health, especially regarding premarital sexual behavior.

Acknowledgment

Thank you to the Dean of the Faculty of Public Health, Andalas University, to the supervisors for their guidance, to the examiners for their suggestions and criticisms, to all lecturers and academic staff of the Faculty of Public Health, Andalas University, to the BKKBN of West Sumatra Province, who has become a speaker in counseling activities. And the last SMK N 6 Padang participated and helped in this research.

Reference

- [1]. Intan Kumalasari IA. Kesehatan Reproduksi Untuk Mahasiswa Kebidanan dan Keperawatan. Jakarta: Salemba Medika; 2012. 13 p.
- [2]. Nursal DGA. Buku Panduan Kurikulum "Modul Pelatihan Konselor Sebaya tentang Perilaku Seksual Remaja". Padang: Fakultas Kesehatan Masyarakat Universitas Andalas; 2018.
- [3]. Maria Anggraeni Md. Survei Kependudukan, Keluarga Berencana, Kesehatan Reproduksi Remaja Dan Pembangunan Keluarga di Kalangan Remaja Indonesia Jakarta: BKKBN; 2017.
- [4]. Yunda PP. Perbedaan Peningkatan Pengetahuan Siswa tentang HIV/AIDS Melalui Penyuluhan dengan Media AVA dan Visual Aid's di SMA Negeri 4 Kota Padang Bukittinggi Tahun 2016. Padang: Universitas Andalas; 2016.
- [5]. Anam AA. Penerapan Bimbingan Kelompok Teknik Sosiodrama Untuk Mengurangi Perilaku Pacaran Tidak Sehat Pada Siswa di SMA Negeri 1 Sumberejo. Jurnal BK Unesa. 2016;6(2).
- [6]. Sugiyono. Metode Penelitian Kuantitatif, Kualitatif, dan Kombinasi (MIXED METHODS). Bandung: Alfabeta CV; 2015.
- [7]. Asmaningrum HP, Nurvitasari E. Peran Penyuluhan Penyalahgunaan Lem Aibon Menggunakan Media Audio Visual Terhadap Pengetahuan Remaja SMA Negeri 2 Merauke. 2017.
- [8]. Anam AA. Penerapan Bimbingan Kelompok Teknik Sosiodrama Untuk Mengurangi Perilaku Pacaran Tidak Sehat Pada Siswadi SMA NEGERI 1 Sumberejo. Jurnal BK UNESA. 2016;6(2).
- [9]. Ulfah SdH. Penerapan Metode Sosiodrama Dalam Promosi Kesehatan Tentang Penularan HIV/AIDS Pada Ibu Rumah Tangga. 10. 2018;1.
- [10]. Notoatmodjo. Promosi Kesehatan dan Perilaku Kesehatan. Jakarta: Rineka Cipta; 2012.
- [11]. Nursal, Dien G.A. Faktor – Faktor Yang Berhubungan Dengan Perilaku Seksual Murid SMU Negeri di Kota Padang Tahun 2007. Padang: Jurnal Kesehatan Masyarakat; 2008.