

The effectiveness of lecture and discussion methods on adolescent behavior in the treatment of the external genetalia at Yayasan Pendidikan Keluarga high school, Medan

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Article Info	ABSTRACT
<p>Keywords: Lecture Method, Discussion, Young Women's Behavior, External Genitalia Treatment</p>	<p>Background: One factor that causes cervical cancer is the lack of personal hygiene in the genital organs. However, there are still young women who do not maintain the cleanliness of their genital organs, in fact, it is better to be aware of the importance of maintaining the cleanliness of the external genital organs from an early age. Problems that arise due to poor hygiene of the genital organs, namely the emergence of several venereal diseases such as vaginal discharge, genital skin irritation, allergies, cervical cancer, urinary tract infections, one of the efforts to increase knowledge of young women, provides information on external genital care. The aim of the research is to find out the effectiveness of the lecture and discussion method on the behavior of young women in the care of external genitalia. Research Methods: The research design uses a quasi-experimental approach with the Two Group Pretest Posttest approach, namely by using a comparison group but at least observations have been made. The population of this study was all young women at the Medan Family Education Foundation High School totaling 242 people. The sampling technique is simple random sampling. The total sample is 70 people consisting of 35 lecture groups and 35 discussion groups. bivariate analysis with T-test. Results: The results showed that the discussion method was more effective than lectures on the behavior of young women in treating external genitalia. There was a difference in the average score of knowledge of young women in treating external genitalia. Changes in knowledge are greater using the discussion method with an average value of 2.97 compared to lectures with an average value of 0.52. Changes in attitude were greater using the discussion method with an average value of 14.13 compared to lectures with an average value of 0.72. Changes in action were greater using the discussion method with an average value of 6.12 compared to lectures with an average value of 0.76. Conclusion: The discussion method is more effective for improving the behavior of young women in caring for external genitalia at the Medan Family Education Foundation High School.</p>
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INTRODUCTION

Behavior is a human activity or activities, both those that can be directly observed and those that cannot be observed by outside parties. Human behavior comes from the impulses that exist within humans in everyday life. Humans always behave in all activities, some behavioral characteristics are open and some are closed. Open behavior is behavior that can be known by other people without using tools and closed behavior is behavior that can only be understood using methods such as thinking, sadness, imagining, fear, etc. (Notoatmodjo, 2017).

Reproductive health is a physical, mental and social condition, and not merely freedom from disability in all aspects related to the reproductive system, its functions and processes (Intan, 2015). Reproductive health is related to the cleanliness of the organs, it is very important to maintain the cleanliness of the genital organs, including choosing toilet water, sanitary napkins and how to use them, as well as changing them frequently, cleanliness during menstruation, and the underwear used must be clean (Pinem, 2013).

It is very important to maintain the cleanliness of the genital organs, in fact it is best to realize from an early age the importance of maintaining the cleanliness of the external genital organs. Problems that arise due to poor hygiene of the genitalia include several venereal diseases such as vaginal discharge, irritation of the genitalia's skin, allergies, cervical cancer, inflammation or urinary tract infections. This is related to the lower urinary tract in women being shorter, so it is closer to the outside world and can be easily exposed to germs and germs. Certain germs and in certain amounts can cause inflammation which results in pain. Therefore, it is very important to maintain vaginal cleanliness to prevent these germs from entering the woman's genitals and urinary tract (Widya, 2013).

The main cause of pathological vaginal discharge is infection (fungi, germs, parasites and viruses). Apart from the main cause, pathological vaginal discharge can also be caused by a lack of care for young women's genitals, such as washing the vagina with stagnant water in a bucket, using excessive rinse aid, using trousers that do not absorb sweat, rarely changing underwear, not frequently changing sanitary napkins (Aulia, 2016).

There are several factors that can influence young women's knowledge in maintaining the cleanliness of external genital organs. A study of adolescent girls' knowledge of menstruation shows that the factors that influence their knowledge of hygiene during menstruation are parental education, lack of knowledge, lack of counseling, availability of cleaning equipment and support from peers. Caring for external genital organs is very rarely done, because it seems taboo and dirty. Since childhood, we have not been accustomed to talking about it or studying it. As we know, the vagina in women has a reproductive function and by getting to know it and studying it, you will know better how to care for it, use it and look after it properly. The reproductive organs are one of the body's sensitive organs and need special care. Knowledge and good care are determining factors in maintaining reproductive health. Ways to care for external reproductive organs include: Keeping the vagina and surrounding areas clean, preventing the appearance of vaginal discharge. (Suryati, 2016).

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Judging from the data and problems above, the future really depends on the health condition of women's reproductive organs. Efforts for adolescent reproductive health that need to be made include providing reproductive health information in various forms as early as possible to all segments of adolescents, both in urban and rural areas. Providing this information is aimed at increasing knowledge which in turn is able to give teenagers the choice to act responsibly, both towards themselves and their families and society (Husni, 2015).

Based on data from the World Health Organization (2018), the prevalence rate is 25%-50% candidiasis, 20%-40% bacterial vaginosis and 5%-15% trichomoniasis. Around 25% of women in Europe experience vaginal discharge. In Indonesia, as many as 75% of women have experienced vaginal discharge at least once in their lives and 45% of them have experienced vaginal discharge twice or more (Nurmah, 2019).

The incidence of genital infections in the world is estimated at around 2.3 million per year. 1.2 million of them are found in developing countries. In developed countries, the incidence of genital infections is around 87 per 100,000 people, the death rate is approximately 27 per 100,000 people (Andira, 2017).

METHODS

Based on the type of research, this research is Quasi-experimental with a Two Group Pretest Posttest approach, namely by using a comparison group but at least the first observation (pretest) has been carried out, posttest measurements are carried out after the intervention which allows testing changes that occur after the experiment that will be used (Notoatmodjo , 2017).

RESULTS AND DISCUSSION

Results

To see demographic data for teenage students at the Medan Family Education Foundation High School, see Table 1.

Table 1 Demographic Data of Young Women at the Medan Family Education Foundation High School, Medan City

No	Respondent Characteristics	Lecture F	Discussion %
	Age		
1	16 years	10	28.6
2	17 years	14	40.0
3	18 years	11	31.4
	Total	35	100.0
	Resources		
1	Parent	7	20.0
2	Electronic Media	24	68.6

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3	Friend	4	11.4
	Total	35	100.0
No	Respondent Characteristics	Lecture	Discussion

Based on table 1, it can be seen that there are more teenage girls at the Medan Family Education Foundation High School in the lecture group with 14 years old (40.0%) and in the discussion group there are also more 17 people aged 17 years (48.6%) in the discussion group. %), the source of information obtained by young women in the lecture group was more from electronic media as many as 24 people (68.6%) and in the discussion group there were also more sources of information obtained from electronic media as many as 21 people (60.0%).

Table 2 Frequency Distribution of Behavior (Knowledge, Attitudes and Actions) of Adolescent Girls in Treatment of External Genitalia Before and After the Lecture Method at the Medan Family Education Foundation High School

No	Variable	Lecture Method Group			
		Before		After	
		F	%	F	%
Knowledge Category					
1	Good	10	28.6	18	51.4
2	Not good	25	71.4	17	48.6
	Total	35	100.0	35	100.0
Attitude Category					
1	Positive	9	25.7	21	60.0
2	Negative	26	74.3	14	40.0
	Total	35	100.0	35	100.0
Action Category					
1	Good	5	14.2	20	57.1
2	Not good	30	85.8	15	42.9
	Total	35	100.0	35	100.0

Based on table 2 above, it is found that the knowledge category of young women in external genitalia care at the Medan Family Education Foundation High School before the lecture method was carried out, the majority of teenagers' knowledge was poor at 25 people (71.4%) and after the lecture method was carried out the majority of knowledge was good at 18 people. (51.4%).

Then, in the category of attitudes of young women in external genitalia care at the Medan Family Education Foundation High School, before the lecture method was carried out, the majority of teenagers had negative attitudes as many as 26 people (74.3%) and after the lecture method was carried out the majority of teenagers' attitudes became positive as many as 21 people (60.0%). %).

In the category of actions of young women in treating external genitalia at the Medan Family Education Foundation High School, before the lecture method was carried out, the majority had unfavorable actions, 30 people (85.8%) and after the lecture method, the majority of teenagers' actions became good, 20 people (57.1%).).

Table 3 Frequency Distribution of Behavior (Knowledge, Attitudes and Actions) of Young Women in External Genital Treatment Before and After the Discussion Method at the Medan Family Education Foundation High School

No	Variable	Discussion Method Group			
		Before		After	
		F	%	F	%
Knowledge Category					
1	Good	11	31.4	31	88.6
2	Not good	24	68.6	4	11.4
	Total	35	100.0	35	100.0
Attitude Category					
1	Positive	9	25.7	29	82.8
2	Negative	26	74.3	6	17.2
	Total	35	100.0	35	100.0
Action Category					
1	Good	4	11.4	33	94.3
2	Not good	31	88.6	2	5.7
	Total	35	100.0	35	100.0

Based on table 3 above, it is found that the category of knowledge of young women in external genitalia care at the Medan Family Education Foundation High School before the discussion method was carried out, the majority of knowledge was not good as many as 11 people (31.4%) and after the discussion method was carried out the majority remained with good bullying knowledge as much as 31 people (88.6%).

Then, in the category of attitudes of young women in external genitalia care at the Medan Family Education Foundation High School, before the discussion method was carried out, the majority had negative attitudes, 26 people (74.3%) and after the discussion method, the majority of teenagers' attitudes were positive, 29 people (82.8%).

In the category of actions of young women in treating external genitalia at the Medan Family Education Foundation High School, before the discussion method was carried out, the majority of actions were not good as many as 31 people (88.6%) and after the discussion method was carried out the majority of actions were good as many as 33 people (94.3%).

Table 4 Test of Normality of Behavioral Variables of Young Women in External Genital Care, Knowledge, Attitudes and Actions of Young Women

Variable	Group	Kolmogorov-Smirnova			Shapiro-Wilk		
		Statistics	Df	Sig.	Statistics	Df	Sig.
Knowledge Pre	Lecture	,130	35	0.069	,950	35	0.141
	Discussion	,132	35	0.080	,961	35	0.164
Attitude Pre	Lecture	,130	35	0.065	,952	35	0.138
	Discussion	,134	35	0.072	,957	35	0.066
Action Pre	Lecture	,089	35	0.174	,950	35	0.159
	Discussion	,125	35	0.200	,954	35	0.074
Post Knowledge	Lecture	,132	35	0.077	,957	35	0.173
	Discussion	,135	35	0.089	,977	35	0.180
Post Attitude	Lecture	,131	35	0.074	,975	35	0.200
	Discussion	,138	35	0.088	,997	35	0.271
Post Action	Lecture	,097	35	0.187	,957	35	0.189
	Discussion	,129	35	0.212	,972	35	0.241

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on table 4 above, it shows that the knowledge variable before the lecture method was carried out had the Lilliefors p-value (Sig) 0.069 and before the discussion method the Lilliefors p-value (sig) was 0.080, in 2 groups where the p-value (sig) > 0, 05, then based on the Lilliefors test, the data for each group is normally distributed, then the p-value of the Shapiro Wilk test in the lecture group is 0.141 > 0.05 and in the discussion group is 0.164 > 0.05. Because both p-values (sig) > 0.05, both groups have a normal distribution based on the Shapiro Wilk test.

Discussion

The research results showed that the average knowledge value of young women in the lecture method group before the intervention was 22.05 points and after the intervention was 23.57 points with an average difference of 0.52, while the average knowledge value in the discussion group before intervention amounted to 22.08 points and after intervention amounted to 25.05 points with an average difference of 2.97 points which experienced an increase, meaning that the knowledge of young women in external genitalia care increased after the intervention was carried out using the discussion method for adolescents.

These results indicate that after health education using the lecture and discussion method was carried out on young women at the Medan Family Education Foundation High School, this resulted in an increase in knowledge. This situation occurred because teenagers at the Medan Family Education Foundation High School after receiving material using both lecture and discussion methods in the care of external genitalia resulting in the knowledge of young women increasing.)

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The research results showed that the average value of the attitude of young women in external genitalia care in the lecture method group before the intervention was 20.51 points and after the intervention was 21.23 points with an average difference of 0.72 which had increased, while the average value The average attitude in the discussion method group before the intervention was 22.46 points and after the intervention was 36.59 points with an average difference of 14.13 points. This means that the attitude of teenagers towards external genitalia care increased after the intervention was carried out using the discussion method for teenagers. .

These results show that after health education using the lecture and discussion method was carried out on young women at the Medan Family Education Foundation High School, this resulted in an increase in knowledge. This situation occurred because teenagers at the Medan Family Education Foundation High School after receiving material using both the lecture and discussion methods in the care of external genitalia This results in the attitudes of young women increasing.

The research results showed that the average value of adolescent girls' actions in external genitalia care in the lecture method group before the intervention was 19.36 points and after the intervention was 20.12 points with an average difference of only 0.76, while the average value The action in the discussion method group before the intervention was 20.68 points and after the intervention it was 26.80 points with an average difference of 6.12 points which experienced an increase, meaning that teenagers' actions in treating external genitalia increased after the intervention was carried out using the discussion method.

These results indicate that after health education using the lecture and discussion method was carried out on young women at the Medan Family Education Foundation High School, this resulted in an increase in knowledge. This situation occurred because teenagers at the Medan Family Education Foundation High School after receiving material using both lecture and discussion methods in the care of external genitalia This has resulted in the increasing number of actions of young women in external genitalia care.

Based on the discussion above, the researcher concludes that the lecture and discussion methods are one of the means that can be used to clarify material where both methods have their respective advantages in stimulating the respondents' senses. In this case it can be seen that young women who use the discussion method have a better average score compared to the lecture method. This does not mean that the lecture method is not good for the learning process, but the lecture method can be used as a companion to other methods.

CONCLUSION

There are differences in behavioral changes based on the knowledge of young women in caring for external genitalia after receiving health education through lecture methods and discussion methods at the Medan Family Education Foundation High School. Changes in knowledge are greater using the discussion method than the lecture method. The

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discussion method has the advantage that the message is delivered in the form of groups and interactions, so that the message is clearer and makes it easier to understand and increases passion for learning. There are differences in behavioral changes based on the attitude of young women in caring for external genitalia after receiving health education through the lecture method and the discussion method in Medan Family Education Foundation High School. Attitude changes are greater using the discussion method than the lecture method. The discussion method can significantly influence feelings, emotions, level of acceptance or rejection of the information provided. There are differences in behavioral changes based on the actions of young women in caring for external genitalia after receiving health education through lecture methods and discussion methods at the Medan Family Education Foundation High School. Action changes are greater using the discussion method than the lecture method. The discussion method for young women has experienced changes in their external genitalia care practices for the better. 4. The Discussion Method is More Effective Than Lectures on the Behavior of Adolescent Girls in External Genetalia Care at the Medan Family Education Foundation High School.

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