



THE APPLICATION OF PEER EDUCATION MENTORING MODEL REGARDING PREMENSTRUAL SYNDROME THROUGH EMPOWERING SCHOOL ORGANIZATIONS FOR JUNIOR HIGH SCHOOL

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Abstract, Background: One of the disorders associated with menstruation is premenstrual syndrome. The important knowledge about premenstrual syndrome for the ability to know the level of premenstrual syndrome who need to handle the symptoms of premenstrual syndrome that experienced. Therefore, efforts are needed to assist adolescents to provide knowledge and form a positive attitude about premenstrual syndrome. Efforts that can be done are to form a peer group (peer group).

Method : This event has planned to do in 12 months. Starting with the formation of a peer education team from the member of SMPN 6 BOGOR red cross teenagers and health cadres of SMPIT Ummul Quro Bogor as Peer Educators as many as 8 people. After that, PMR members and health cadres who have been trained have the opportunity to conduct counseling about pre-premenstrual syndrome independently and the community service team is tasked with observing. The Evaluation of premenstrual syndrome assistance in the form of a pre-test was carried out from the first meeting. Furthermore, at the final stage, a post-test will be carried out.

Results: The results of the pre and post-test evaluations showed that there was an increase in knowledge and a change in attitude to become more positive in dealing with PMS.

Conclusion : Therefore, Peer Education activities on PMS are recommended to be carried out in junior high schools to prepare teenagers to face PMS and as an effort to empower members of the Youth Red Cross and health cadres.

Keywords: Peer Education, PMS, PMR

Background

Adolescence is a period of transition from childhood to adulthood that involves changes in various aspects such as biological, psychological, and socio-cultural (Wiknjosastro, 2013). Reproductive function when adolescents begin to experience development, which is marked by the start of menstruation.

The symptoms of menstrual disorders range from discomfort in the abdominal area to problems with emotional instability, this condition is known as premenstrual syndrome (PMS) or

premenstrual syndrome. PMS is a collection of physical, psychological, and emotional symptoms associated with the menstrual cycle, symptoms usually appear 6-10 days before menstruation and disappear when menstruation begins.

The majority of women of reproductive age usually experience one or more PMS symptoms in most of the menstrual cycle (Ramadani, M, 2013). Every woman has different experiences of physical and emotional changes during

the premenstrual phase. This is the body's natural response to hormonal and physiological changes that occur in women during their reproductive years. Approximately 20-40% of women experience moderate premenstrual symptoms and 3-9% of women experience severe PMS. These symptoms cause them to be very sad, irritable or depressed even when the woman feels unable to control herself, this affects relationships with partners, coworkers, children, and friends (Anggajani and Muhdi, 2011).

The results of research conducted by Adityarini and Purnawati on first semester students at Udayana Medical Faculty of 142 students there were 30.2% experiencing mild stress, 28.1% moderate stress, and 14.8% experiencing severe stress. The results showed a significant relationship between psychological stress and the severity of PMS.

Another study conducted by Bungasari, Tendean, and Suparman (2015) on 54 first semester students of Medical College of Unsrat 92.6% experienced physical symptoms of premenstrual syndrome, all experienced psychological symptoms, and 55.6% experienced behavioral symptoms. The results of Amelia's research (2014) showed that before the intervention, respondents who had a good level of knowledge about premenstrual syndrome were only 6.5% because some girls rarely or even never received health education, especially about menstruation because it was taboo. Further disclosed by Prajati (2014) that the knowledge gained by adolescents about menstruation will affect adolescent attitudes when premenstrual syndrome occurs. If the attitude formed by adolescents about premenstrual syndrome is positive, then this will affect the readiness of adolescents when it occurs and prevents the occurrence of premenstrual syndrome.

Various sources of information regarding Premenstrual Syndrome can be obtained, both from family and the outside environment, and it would be better if obtained from friends or peer groups where they will be more open and deeper in sharing, especially about

positive things (Youth Peer Education). Toolkit in Amelia, 2014)

According to Mau and Tes (2007) the intensity of peer educator meetings in health promotion carried out in groups of students continuously by integrating various learning methods and the intensity of communication carried out will foster an attitude of mutual trust and acceptance, receiving health information submitted by the peer educator in each session. activity. The results of Amelia's research (2014) show that the level of knowledge of respondents after peer education is 77.4% significantly higher than before the intervention. Peer education can be a method of choice for health education for adolescents about PMS. (Amelia, 2014). Similarly, the results of Desmarnita's research (2014) states that health education using the peer group method affects the knowledge and attitudes of young women about reproductive health. (Desmarnita, 2014). Likewise, the results of research by Eryvna A, 2015 stated that there were differences in the knowledge, attitudes, and behavior of adolescent girls at SMP Negeri 10 Denpasar which were significant after being given peer education interventions about genital personal hygiene in cervical cancer prevention with a p-value of <0.005. (Eryvna, 2015)

Based on the description above, efforts are needed to assist adolescents to provide knowledge and form a positive attitude about premenstrual syndrome. Efforts that can be done are to form a peer group (peer group).

The peer group that will assist the youth group by forming small groups consisting of 10-15 people will be more effective (Dewiyanti and Handayani, 2017). According to research by Yanti and Handayani (2017), the average age of premenstrual syndrome is 11-12 years. At that age a teenager is at the level of Junior High School (SMP) grade VII, in the following months will experience regular menstruation, so that providing information about Premenstrual Syndrome can be done to adolescents starting from grade VII junior high school.

The problem with partner 1, namely SMPN 6 Bogor City, does not yet have specific activities and forums for dealing

with adolescent reproductive health complaints, especially Pre Menstrual Syndrome.

SMPIT Ummul Quro Bogor as partner 2 has a School Health Unit (UKS) with one nurse as a health worker. To assist activities at UKS, 10 students were involved as health cadres on duty every Monday during the flag ceremony. These health cadres are class VIII students who have attended the first-aid briefing for one day and they only work for 2 semesters. The knowledge they gain during the briefing is limited to general health sciences. As for reproductive health, especially regarding Pre Menstrual Syndrome, they have not received it. So if there are students who experience PMS, only curative actions are taken, namely rest and anti-pain medication and there is no special assistance to students in dealing with problems during menstruation so has not been measured the extent to which students are prepared to face Pre Menstrual Syndrome complaints.

Method

This community service activity was carried out at SMPN 6 Bogor City for the first semester and SMPIT Ummul Quro Bogor for the second semester. with Peers PMR members and health cadres This activity involved 4 students.

The Community service activities in each semester began with the formation of a Peer Educator team consisting of 4 PMR members for SMPN 6 and student health cadres for SMPIT Ummul Quro. Empowerment of health cadres and PMR members is carried out through 3 days of training consisting of activities (schedule attached). After the Peer Educator team was formed, the team provided counseling in the form of Peer Education to seventh-grade junior high school students regarding Pre-Menstrual Syndrome. In each Peer Education group, there is 1 peer educator and 3 class VII students. So that in one semester it involves 4 Peer Educators and 12 peer students, and the total number of Peer Educators in this community service is 8 people and 24 peers.

Results and Discussion

This PMS Peer Education activity begins with a pre-test to determine the extent of junior high school students' knowledge regarding PMS. Furthermore, the Peer Education team conducted outreach activities related to PMS and the practice of how to deal with PMS. At the end of the activity, a post-test was carried out.

Table 1. Description of Knowledge and Attitudes about PMS in students of SMP 6 and SMPIT Ummul Quro Bogor

Group	Amount n= 24	
	before	After
Knowledge		
Minimum Score	8	11
Maximal Score	16	18
Mean	12,79	15,79
Attitude		
Minimum Score	38	53
Maximal Score	64	72
Mean	54,08	62,79

Based on table 1, it is known that there is an increase in knowledge about PMS and a change in attitude to become more positive in dealing with PMS in adolescents after participating in peer education about PMS with an average knowledge of 12.79 to 15.79 and an average attitude of all 54.08 to 62.79.

The provision of health education since adolescence is very important and one of the methods that can be chosen is peer education. Peer Education is an effort to assist adolescents in providing knowledge and forming positive attitudes, in this case especially regarding premenstrual syndrome.

Amelia (2014) states that the provision of health education with the peer education method (Peer Education) will be more easily understood by the target or client. The health education strategy provided through Peer Education to groups of high school students is an effective step for the circulation of health information among students (Mau and Tests, 2007).

Imron (2012) states that peer group education is the second social institution after the family which has a very

important role in the lives of adolescents. In peer education, individuals adopt habits, attitudes, ideas, beliefs, values, patterns of behavior carried out by peer educators (peers) are more useful because the knowledge received and carried out between peer groups who have a closer relationship and language used the same.

Providing information about Premenstrual Syndrome with the peer education method covers two aspects at once, namely understanding and positive attitudes about Premenstrual Syndrome. In this community service activity, Peer Educators who have been trained provide continuous assistance for 3 meetings with material content focused on Premenstrual Syndrome.

Based on the results of this community service, it can be concluded that the peer education method can be the right alternative to prepare adolescents to face premenstrual syndrome.

Conclusion

Based on the results and discussion as well as its relationship with the goals of community service, it can be concluded as follows:

- 1) An overview of increasing knowledge about PMS in adolescents after participating in peer education about PMS having an average knowledge of 12.79 to 15.79
- 2) The picture of changes in attitude for the better about the acceptance of PMS in adolescents after participating in peer education about PMS has an average of 12.79 to 15.79
- 3) In general, this community service activity went smoothly and the school was very supportive of holding this activity

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