



HEALTH EDUCATION AND TRAINING FOR ADOLESCENT GIRLS IN FACING MENARCHE

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Abstract

Women's physical growth and biological maturity, including menarche, are influenced by their level of happiness. This can have an effect on adolescent girls' readiness to face menarche. The consequences include exposing adolescent girls to unwanted problems such as depression, smoking, eating disorders, mental disorders, and reproductive organ infections. The goal of this community service is to educate and train adolescent girls at MI Darul Ulum Kraksaan in Probolinggo, East Java, Indonesia on how to prepare for menarche. A peer group method was used in collaboration with the Principal of MI Darul Ulum Kraksaan. This activity drew 40 adolescent girls ranging in age from 9 to 13 years. The results of community service activities informed that after health educating and training, the adolescent girls of MI Darul Ulum now they have a positive response to menarche such as not feeling ashamed, anxious, or afraid, and being ready to face menarche. Adolescent girls' readiness to face menarche has a positive impact on vulva hygiene behavior and reduces the risk of contracting HIV

Keywords: Health education, Training, Adolescent Girls, Menarche

INTRODUCTION

Adolescent girls are among those who are vulnerable to infections of the reproductive organs. This vulnerability is caused by a lack of attention to reproductive health and poor personal hygiene practices especially during menstruation (Ningrum & Indriyanti, 2018; Nnennaya et al., 2021). Currently, the first menstruation (menarche) occurs earlier as a result of improving the welfare of living standards and health (Larasati et al., 2019). This can be seen from the accelerated growth of children (Rahmadhayanti & Rohmin, 2016). However, this is not proportional to the increase in the level of maturity, puberty and sexual maturity. As a result, it has an impact on adolescent girls' unpreparedness for menarche, such as feelings of fear, anxiety, depression, eating disorders, mental disorders, and infections of reproductive organs (Alomair et al., 2021; Fitriyaningrum & Hindriyastuti, 2021; Shen et al., 2019).

So far, adolescent girls believe it is inappropriate to discuss menstrual problems in the family, so they lack knowledge and positive attitudes about the physical and psychological changes associated with menarche. Though adolescent girls require mental preparation because the onset of menarche indicates that the adolescent will enter the adult phase.

MI Darul Ulum is one of the elementary schools where the majority of the students are teenagers. The school, which is located in Kraksaan, has 40 students divided into three classes: fourth, fifth, and sixth. According to the findings of observations of students aged 9-13 years, the majority (70%) of students do not have the readiness to face menarche, and it turns out that until now, students at MI Darul Ulum Kraksaan have not been touched by health guidance for adolescent girls in facing menarche. There were even some students (40 percent) who claimed to have never heard of menarche. If this is allowed to continue, this student may develop reproductive health issues as a result of being

unprepared for menarche. So far, the school's efforts have only been to provide a little information about menstruation, but not too deeply about the readiness to face menarche.

The readiness of adolescent girls to receive menarche is influenced by several factors, one of which is parental behavioral factors, such as most mothers not teaching their daughters about menstruation, duration of menstruation, and maintaining health during menstruation. Adolescent anxiety can be influenced by mothers' support. Adolescent girls who do not have their mothers' support often feel unprepared for their first menstruation (Chandra-Mouli & Patel, 2017). Anxiety can occur in adolescent girls who experience menstruation for the first time (menarche), because of ignorance and the pain they feel (Fauziyah et al., 2020; Rachmawati & Oktaviani, 2017). Besides that, adolescence is also a period of transition from childhood to adulthood, so that the psyche is also in a stage of development and is relatively unstable. For this reason, adolescent girls need support from people who are more mature in dealing with new things in their lives, including in dealing with menarche (Setyawati et al., 2019).

The goal of this community service is to provide adolescent girls with health education and preparation for menarche.

METHOD AND PROCEDURES

Health education and training activities for adolescent girls in dealing with menarche are a problem solving as an effort to provide readiness for adolescent girls to face menarche and subsequently avoid reproductive health problems. The implementation of this activity involves collaboration with MI Darul Ulum Kraksaan, Probolinggo-East Java with the following stages:

Preparation stage: The community service team works with the Principal of MI Darul Ulum Kraksaan to coordinate activities, obtain permits, create leaflets (brochures) on health for adolescent girls approaching menarche, create materials in power point format, prepare phantoms and tools or materials needed for practice, create activity banners, create activity invitations, and create attendance and event reports.

Implementation stage: This stage begins with identifying adolescent girls who are highly absorbed in receiving information and can communicate effectively. This information is available from the principal or the homeroom teacher. Ten adolescent girls who met the criteria were chosen. Furthermore, these ten adolescent girls were gathered in one room and assigned to each other as peers. The community service team educates and practices about menarche and how to prepare for menarche. By asking questions, discussing, and practicing, the community service team ensures that the peer truly understands menarche, both in terms of knowledge and behavior. The following day, gather all of the adolescent girls and divide them into groups. Each group consists of 4-5 adolescent girls accompanied by 1 peer. 1 peer explained menarche and how to prepare for menarche and at the same time gave examples of its application to 1 group. This activity can be done anytime, anywhere (in the classroom or outside the classroom) as long as it is still in the school environment. Group members

are expected to actively ask questions or play a role in each discussion in their respective groups.

Evaluation and monitoring stage: Bring all of the adolescent girls back into the classroom (hall). The community service team asked and answered questions, held discussions, and observed the behavior of adolescent girls during menarche through their peers. Previously, adolescent girls were not prepared to face menarche, which was marked by feelings of anxiety, fear, embarrassment, or confusion. Adolescent girls no longer feel anxious, afraid, embarrassed, or confused if they go through menarche after participating in this activity.

RESULTS

This health education activity was carried out exactly as planned. The results of this activity's implementation went smoothly because all involved parties were very supportive and helpful in carrying out this activity. The activity implementation team met with the principal and homeroom teacher of MI. Darul Ulum Kraksaan Probolinggo for the first time. This community service project lasted three days, from Friday to Sunday.

This community service project on adolescent girls' readiness to face menarche yielded promising results. Every adolescent girl understands and can demonstrate the proper way to deal with menarche. Furthermore, adolescent girls practice menstrual hygiene in daily life while being observed by their peers. Adolescent girls who participate in this community service activity have a positive reaction to menarche, such as feeling less ashamed, less anxious, less afraid, and more prepared to face menarche. Adolescent girls' readiness to face menarche has a positive impact on vulva hygiene behavior and reduces the risk of contracting sexually transmitted diseases. This is in accordance with what was conveyed by Nurmawati that it is necessary to increase knowledge through providing information to menarche age adolescents if they want to increase their readiness to face these events (Nurwati & Erawantini, 2018). Documentation of community service activities is presented below.



Figure 1. The First Day, Determination of Adolescent Girls as Peers

Figure 1 explains that on the first day, after identifying the adolescent girls, 10 adolescent girls were chosen to serve as peers based on the criteria. In addition, the community service team (lecturers) provides health education and practices about menarche and how to prepare for menarche.



Figure 2. The Second Day, Peer Group Formation

Figure 2 explains that several groups are formed, with each group consisting of 4-5 people, one of whom is a peer. Each peer explained menarche and how to prepare for it to the group while also providing examples of its application.



Figure 3. One of The Peer Groups Discussing Menarche Accompanied by A Lecturer

Figure 3 describes a discussion about menarche in the group between adolescent girls and their peers, accompanied by the lecturer. It can be seen that adolescent girls in this peer group are not afraid to ask questions about menarche, which was previously considered taboo in society.

CONCLUSION

Based on the explanation of all activities and the evaluation of all adolescent girls who participated in this activity, it is possible to conclude that adolescent girls' understanding and behavior in dealing with menarche produced positive results. This means that adolescent girls require this type of activity in order to obtain the necessary information so that when the time for menarche arrives, the

adolescent girls feel prepared.

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