

## The Role-Playing Counseling to Improve Knowledge about Risky Sexual Behavior of Adolescents at SMAN 1 Kupang

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### ABSTRACT

*Risky adolescent sexual behavior can cause reproductive health problems in adolescents such as unwanted pregnancy, sexually transmitted diseases, and abortion. To increase knowledge about reproductive health, health education is needed. One of the health education methods that can be used in small group education methods is role-playing. This study aims to determine the impact of health education using role-playing methods to improve the knowledge about risky sexual behavior in class XII adolescents in SMAN 1 Kupang. The research method used was a pre-experiment one-group pre-test post-test design. The sampling technique used was purposive sampling and the samples obtained included 88 people. The obtained data were analyzed by the T-test. The results of this study suggest that role-play health education raises the knowledge of SMA Negeri 1 Kupang students about sexual behavior in adolescents before and after counseling with role-play methods with a significance value ( $p$ ) of  $0.00 < (\alpha) 0.05$ . The role-play method can be used as a method to provide counseling for teenagers.*

**Keywords:** Health education, Role play method, Knowledge, Risky sexual behavior of adolescents.

### ABSTRAK

Perilaku seks berisiko remaja menyebabkan masalah kesehatan reproduksi bagi remaja seperti kehamilan tidak diinginkan (KTD), infeksi menular seksual (IMS) dan aborsi. Untuk meningkatkan pengetahuan tentang kesehatan reproduksi kepada remaja maka mereka perlu diberikan pendidikan kesehatan reproduksi yang belum mereka peroleh secara lengkap melalui pendidikan formal di sekolah. Salah satu metode pendidikan kesehatan yang digunakan adalah metode pendidikan kelompok kecil adalah *role playing*. Tujuan penelitian untuk mengetahui dampak metode role playing terhadap peningkatan pengetahuan tentang perilaku seksual berisiko remaja kelas XII di SMAN 1 Kupang. Metode penelitian adalah pre-eksperiment one-group pre-test post-test design. Populasi penelitian ini adalah siswa SMAN 1 Kupang dengan sampel penelitian ialah siswa kelas XII sebanyak 88 orang dengan teknik purposive sampling Analisis data dengan uji T. Hasil penelitian menunjukkan pendidikan kesehatan dengan metode *role playing* sebelum dan sesudah konseling meningkatkan pengetahuan siswa tentang perilaku seks dengan nilai signifikansi ( $p$ ) of  $0.00 < (\alpha) 0.05$ . Metode role playing adalah salah satu metode yang dapat digunakan untuk konseling remaja.

**Kata Kunci:** Pendidikan kesehatan, Metode *Role Playing*, Pengetahuan, Perilaku seks berisiko remaja

### INTRODUCTION

According to WHO, adolescents are the population in the age range of 10-18 years and according to the Population and Family Planning Agency (BKKBN) the age range for adolescents is 10-24 years and unmarried. According to the 2010 Population Census, the number of 10-19-year-olds in Indonesia is 43.5 million or around 18% of the total population. According to WHO, it is estimated that the youth group is 1.2 billion or 18% of the world's population (Kemenkes, 2014).

Adolescents cannot be separated from several problems that exist in the teenage stage. One of them is health problems related to reproductive health in adolescents. According to the International Conference on Population and Development (ICPD) in Marni (2013), adolescent reproductive health is a health condition that concerns the reproductive systems, functions, and processes of adolescents.

One of the factors of sexual problems in adolescents occurs hormonal changes that increase sexual desire (sexuality libido) in adolescents. This increased sexual desire requires channeling in certain forms of behavior. This, makes them tend to act according to their wishes without first thinking about the consequences and risks that they will bear later. One of the impacts of sexuality problems on adolescents is risky sexual behavior which can lead to sexually transmitted diseases, unwanted pregnancies, and abortion (Kemenkes, 2014).

Based on WHO statistical data, it is stated that in 2014 it indicates that the world average of the number of babies born to adolescent mothers aged 15 to 19 years is 49 out of 1,000 adolescent girls. The results of 2012 Indonesian Demographic and Health Survey (IDHS) show the percentage of adolescent women aged 15 to 19 years who had given birth and was pregnant with their first child reached 9.5% and 48% had two or three live children.

In 2012 IDHS results also show some dating behavior among unmarried adolescents, including 29.5 male adolescents and 6.2% of female adolescents who have touched or stimulated their partners, as many as 48.1% of boys and 29.3% of adolescents women have kissed their lips, as much as 79.6% of young men and 71.6% of young women have held hands with their boyfriends. Besides, 16.9% of women and 49.4% of boys agreed to have premarital sexual relations.

Based on the results of the 2010 National Medium Term Development Plan (RPJMN) survey in Kupang City, NTT teenagers who have been dating and how they express their affection are by holding hands as much as 86.8%, kissing lips as much as 29.9%, touching and stimulating as much 18.2% and those who have sex, men as much as 20.5% and women as much as 5.1%.

SMAN 1 Kupang is one of the public junior high schools in Kupang City. SMAN 1 Kupang has a total of 1,719 students with 805 male students and 914 female students. For the number of class X students as many as 462 students, 565 class XI students, and 692 class XII students.

Based on a preliminary study conducted by researchers at SMAN 1 KUPANG grade XII students do not know about reproductive health and sexual behavior that can be risky to them and ways that can be done to prevent and overcome reproductive health problems, besides that student of SMAN 1 KUPANG no health worker has ever come and provided counseling for students. The knowledge about adolescent reproductive health that they know is limited, the teachers only explained about the anatomy of the male and female bodies and also the menstrual cycle in women.

With the prevalence of adolescent problems, health education about risky sexual behavior is needed, which can reduce and prevent unwanted negative impacts such as unplanned pregnancy, sexually transmitted diseases, depression, and feelings of sin (Notoatmodjo, 2007).

One of the health education methods that can be used in the educational method is to play a role (Notoatmodjo, 2012). This is reinforced by the opinion of Hadari Nawawi in Kartini (2007) which states that role-playing is to dramatize the way certain people behave in positions that differentiate their respective roles in a group. This study aims to determine the impact of health education using role-

## METHODS

This research is a pre-experimental research. The research design used was a one group pretest-posttest pre-experimental design. This research was conducted at SMAN 1 Kupang from January to February 2019. The population in this study were all students of class XII SMAN 1 Kupang, totaling 692 students. The sample in this study amounted to 88 respondents. The sample in this study was taken using inclusion-exclusion criteria. Data collection techniques in this study through interviews using a questionnaire. Processing data in this study using paired sample T-test. The data that has been processed is then interpreted and then presented in tables and narration.

## RESULT AND DISCUSSION

### 1. Knowledge of class XII SMAN 1 Kupang

The following is the distribution of the results of the pretest scores of students knowledge about risky sexual behavior in adolescents, it can be seen in table 1

Table 1 Distribution of Student's Knowledge Pretest Value Results About Risk Sexual Behavior in Adolescents in SMAN 1 Kupang

| No | Category of Knowledge | N  | %    |
|----|-----------------------|----|------|
| 1  | Good                  | -  | -    |
| 2  | Enough                | 46 | 52,2 |
| 3  | Low                   | 42 | 47,8 |
|    | Total                 | 88 | 100  |

Table 1 shows that enough category has a total of 46 people (52.2%) and the low category is 42 people (47.8%) while the good category does not exist.

This can be because when running the pretest, the respondents did not have sufficient knowledge about the risky sexual behavior of adolescents so that the respondent was unable to answer some of the questions on the questionnaire correctly. The following is the distribution of the results of the post-test scores of students' knowledge about risky sexual behavior in adolescents.

Table 2 Distribution of Student Knowledge Posttest Score Results About Risk Sexual Behavior in Adolescents

| No | Category of Knowledge | n  | %    |
|----|-----------------------|----|------|
| 1  | Good                  | 80 | 90,9 |
| 2  | Enough                | 8  | 9,1  |
| 3  | Low                   | 0  | 0    |
|    | Total                 | 88 | 100  |

In Table 2, it can be seen that the highest percentage is in the good category, namely 80 people (90.9%) and in enough category as many as 8 people (9.1%) while the low category does not exist.

The results of this study indicate that the respondents experienced an increase in knowledge, namely, 80 respondents were in a good category and 8 respondents were in enough knowledge category. This indicates that there is a significant increase in knowledge before the implementation of counseling and after conducting health education using role-playing methods. This opinion is in line with the theory put forward by Notoatmodjo (2010) which states that health education is a health promotion medium that can affect one's knowledge.. According to WHO, one strategy for behavior change can be done by providing information, so that someone's knowledge can increase and can behave in accordance with the knowledge they have. The National Basic Health Research (RISKESDAS, 2010) states that the existence of counseling can increase knowledge besides that, it can help in increasing knowledge of reproductive health.

## 2. Analysis of the Effect of Health Education Using Role-Playing Methods on Increasing Knowledge of Risky Sexual Behaviors of Adolescents

The effect of health education using the role-playing method on increasing knowledge about adolescent sexual risk behavior was tested by using the paired T-test. The test results with  $\alpha$  (0.05) for sign 2 tailed are as follows:

Table 3 Results of the Paired T-Test for Students' Knowledge of Risk Sexual Behavior in Adolescents

| Variable  | Number Of Sample | Average |          | p value |
|-----------|------------------|---------|----------|---------|
|           |                  | Pretest | Posttest |         |
| Knowledge | 88               | 57,61   | 86,13    | 0,000   |

Based on table 3 it can be seen that the results of the paired t-test of students' knowledge about risky sexual behavior, the p-value (sig 2 tailed) is  $0.00 < 0.05$  so that  $H_0$  is rejected and  $H_a$  is accepted. These results indicate that there is a significant difference between the pretest and posttest. Based on these results, it can be said that there is a significant effect of health education using role-playing methods to increase knowledge about adolescent risky sexual behavior.

The difference between the pretest and posttest scores in the experimental group can be seen by performing the Paired T-Test using SPSS. It is said that there is a difference between the pretest and posttest values if the p-value is less than 0.05 (Riyanto,2011). After the T-test was carried out on 88 respondents, there was an increase in the pretest and posttest values with a p-value of 0,000. This indicates that the p-value is smaller than 0.05. So, it can be concluded that there is a significant difference between the average pretest and posttest scores in the experimental group.

The existence of this significant difference indicates that the experimental group can participate in health education about risky sexual behavior for adolescents with the role playing method,

because the role playing method can attract students' attention to attend counseling. This is in line with Maulidiyah (2015) which states that the method of role-playing is effective in increasing knowledge of HIV/AIDS in students at SMK Bhakti Semarang with a p value of 0.001. This is also in line with Ningrum (2012) which states that role playing methods can increase student learning activity so that students can show their learning motivation.

Health education using the role-playing method can show the roles that exist in the real world into a performance in the classroom and meeting, which then becomes material for reflection so that participants can give their assessments. The role-playing method is one type of simulation method that involves more than one member of the five senses. In role-playing, students gain experiences and health messages conveyed from playing these roles.

By role-playing in real-life situations, people will more easily understand the causes of their problems and the results of their own behavior. Role playing can help a person find ways to improve their relationship with others to live a healthier life (Maulidiyah, 2015).

Increased knowledge occurs because respondents can to receive information through health education with this role-playing method well. After all, respondents who are 17 years old and over can absorb health information or messages provided through health education using the role-playing method. When the research was carried out they paid enough attention to the researcher and also because the topic or material used in this role play about risky sexual behavior for adolescents was in under the current problems of adolescents. There are also times after being given the treatment, but there are still some respondents who do not experience an increase in their knowledge which falls into the good category due to the lack of interest or attention given by the respondent and the respondent's different catching power. This opinion is in line with Purnama (2013) which states that the process of absorbing material from everyone has a limited ability to absorb information.

## CONCLUSION

The results of this study indicate that during the pretest, respondents who were in the less category were 42 people (52.2%) and 42 people (47.8%) in the moderate category. Meanwhile, there is no good category. After being given treatment using the role-playing method, it was found that as many as 80 respondents (90.9%), there were 8 respondents (9.1%) in enough category, and there was no lack of category. Furthermore, there was an effect of health education using the role-playing method on increasing the knowledge of class XII students at SMA Negeri 1 Kupang about risky sexual behavior for adolescents with a significance value ( $\rho$ )  $0.00 < (\alpha) 0.05$ .

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