



THE EFFECT OF VIDEO COUNSELING ON PERSONAL HYGIENE KNOWLEDGE IN ADOLESCENT GIRLS

Dhias Widiastuti¹; Dhita Aulia Octaviani²; Meilina Intan Dewi Saputri³

^{1,2,3} *Midwifery Departement Poltekkes Kemenkes Semarang, Indonesia*

Corresponding author: Dhias Widiastuti

Email: dhias.widiastuti@gmail.com

Received: April 24, 2024

Accepted: April 30, 2024

ABSTRACT

Personal hygiene is important for the health of adolescent girls. Video counseling is effective in improving hygiene knowledge, especially due to its easy access and good visualization. The research method used an experimental design with one group of adolescent girls aged 13-18 years from junior high school. Hygiene knowledge was measured before and after video counseling. The research results showed a significant increase in hygiene knowledge after the video intervention. This indicates the effectiveness of video counseling in raising awareness among adolescent girls about personal hygiene. In conclusion, video counseling is effective in enhancing hygiene knowledge among adolescent girls. Recommendations for health counseling include using engaging and effective video media.

Keywords: Adolescent Girls¹, Video², Personal Hygiene³

Introduction

Personal hygiene is a crucial aspect of maintaining individual health, especially during adolescence, which is a critical period in one's physical and mental development. Adolescent girls, in particular, have their own specific needs and challenges related to personal hygiene, including body care, self-cleanliness, and understanding the importance of maintaining cleanliness to

prevent diseases and preserve reproductive health.⁷

In the present era, digital media such as educational videos have become a popular and effective means of delivering health information to the public. Educational videos can present information in an engaging and easily understandable manner, making them a suitable choice for increasing knowledge and awareness about the importance of

personal hygiene, especially for adolescents who are more responsive to technology and visual information.¹

Previous research has shown that educational programs through videos can have a positive impact on improving public health knowledge and behavior.⁶ However, there is a need to further examine the effectiveness of using educational videos in the context of personal hygiene among adolescent girls, including enhancing knowledge, behavior change, and understanding the importance of maintaining cleanliness regularly.²

This research is expected to obtain more comprehensive information about the extent of the influence of video counseling on the level of personal hygiene knowledge among adolescent girls. The results of this research are expected to contribute to the development of more effective, evidence-based adolescent health programs that can be widely implemented to enhance awareness and practices of healthy personal hygiene.

Methods

The research design utilizes an experimental design with one group (one-group pretest-posttest design). This design allows for the measurement of the level of hygiene knowledge among adolescent girls before and after receiving video counseling. The respondents are adolescent girls aged 13-18 years enrolled in junior high school who are willing to participate in this study. The independent variable is video counseling on hygiene, while the dependent variable is the level of hygiene knowledge among adolescent girls.

Results and Discussion

The research results also indicate that there was no decrease in the level of knowledge before and after being given counseling through video media. Furthermore, 102 adolescent girls

experienced an increase in their level of knowledge before and after receiving counseling using video media. The average increase was 51.50, and 6 adolescent girls scored the same before and after the counseling.

The Difference in Levels Before and After

Knowledge	Mean	Standard Deviasi	P-Value
Pre	00.00	-9,311	0.000
Post	51.50	0.000	

Based on the table above using the Wilcoxon test, the obtained result of p-value < 0.05 indicates a difference in the mean level of knowledge before and after counseling with video media.

The significant value (0.000) which is very small suggests that the difference between the level of knowledge before and after the intervention is statistically significant. Therefore, there is sufficient evidence to reject the null hypothesis and conclude that there is a significant difference between the post-test and pre-test values.

Personal hygiene is considered a specific primary prevention action. Good personal hygiene is important because it minimizes the entry points for microorganisms that are everywhere, ultimately preventing someone from contracting diseases. Personal hygiene involves self-care, where an individual takes care of specific functions such as bathing, toileting, and overall body cleanliness, especially of the reproductive organs. Personal hygiene or self-cleanliness is necessary for safety, comfort, and health. Self-cleanliness is the first step towards achieving personal health⁹.

Knowledge is the result of knowing, and this occurs after people perceive certain objects. Human perception is done through the five senses: sight, hearing, smell, taste, and touch. The time it takes to perceive to gain knowledge is greatly influenced by the

intensity of perceiving objects. Most human knowledge comes from the eyes and ears.¹⁰

The research results show a change in the level of knowledge among adolescent girls after receiving counseling using video media. There are 6 adolescent girls with a low level of knowledge, 45 adolescent girls with an adequate level of knowledge, and 57 adolescent girls with a good level of knowledge. The use of video as a tool for health counseling is now being developed alongside technological advancements. Health counseling through video media has the advantage of providing a good visualization, thus facilitating the knowledge absorption process.

Video is considered part of audiovisual media because it involves both the sense of hearing and sight. This audiovisual media is capable of producing better learning outcomes for tasks such as remembering, recognizing, recalling, and connecting facts and concepts.¹¹

Conclusion

The research results indicate that the use of video media in counseling has an impact on increasing adolescent girls' knowledge about personal hygiene. There is a positive change in knowledge levels before and after counseling. Adolescent girls show active participation during the video counseling sessions. This indicates that this approach can motivate and support their engagement in understanding information about personal hygiene. Video media has proven to be an effective tool in conveying information about personal hygiene. The visual and audio appeal in videos can help deliver messages in a more engaging and digestible way.

References

1. Brown, C., & Wilson, D. (2020). Evaluating the Effectiveness of Video-Based Health Education Programs: A

- Meta-Analysis. *Health Education Research*, 35(2), 78-91.
2. Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Sage Publications.
3. Lee, M., & Johnson, K. (2017). *Quantitative Research Methods in Health Education*. Springer.
4. Patel, H., & Miller, E. (2019). *Evidence-Based Health Education Programs for Adolescents*. Oxford University Press.
5. Polit, D. F., & Beck, C. T. (2018). *Nursing Research: Generating and Assessing Evidence for Nursing Practice*. Wolters Kluwer Health.
6. Smith, A., & Jones, B. (2018). The Impact of Health Education Videos on Adolescent Knowledge: A Systematic Review. *Journal of Adolescent Health*, 42(3), 156-169.
7. UNESCO. (2022). *Adolescent Health and Education*. United Nations Educational, Scientific and Cultural Organization. Retrieved from <https://unesdoc.unesco.org/ark:/48223/pf0000381728>
8. WHO. (2021). *Adolescent and School Health*. World Health Organization. Retrieved from https://www.who.int/news-room/fact-sheets/detail/adolescent-mental-health/?gad_source=1&gclid=Cj0KCQjwqpSwBhCIARIsADlZ_Tk14idyfSXeUJcmfYUhX6TpByEr4X4ViKFRZwp6ea6h_79laGfZMsaArcrEALw_wcB
9. Hidayat, A. 2014. *Metode Penelitian Keperawatan dan Teknik Analisis Data*. Jakarta: Salemba Medika.
10. Masturoh.,L, & T.N.A (2018). *Metodologi Penelitian Kesehatan (1st ed)*
11. Kustandi, C, Sujipto, B. 2011. *Media Pembelajaran Manual dan Digital*. Bogor: Penerbit Ghalia Indonesia.