

# Menstruated Education Using Whatsapp Media to Self Care Dismenore in Nursing Class Students

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## ARTICLE INFO

## ABSTRACT

### Keywords:

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*Dysminorrhea is stiffness or spasms in the lower abdomen that can interfere with daily activities, It is caused by ignorance of handling dysminorrhea properly and correctly. Menstruation education is a process of learning from individuals, groups and communities from those who don't know to know about disminore.. Menstruation education can be done through electronic media such as WhatsApp, whatsapp is a communication media that is commonly used by all groups including teenagers. The purpose of this study was to determine the Effect of Menstrual Education using Whatsapp Media on Self Care Dismenore in Nursing Class Students. This type of research uses quantitative with quasy experiment research design with one group design with pretest and posttest. This research was conducted in July in SMK Kesehatan Pro-Skill Indonesia. The sample in this study was 56 respondents. The instrument used was a questionnaire with a random sampling technique. The analysis used is univariate and bivariate analysis using Dependent T test. The results showed that there was an influence of Menstrual Education through Whatsapp Media on Self care Dismenore in nursing class students with a p value = 0,000 <0.005. WhatsApp can be used as one of educational media concerning self-care of dysmenorrhea.*

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## 1. Introduction

According to the World Health Organization (WHO) in 2015, adolescents are residents in the age range of 10 to 19 years. Meanwhile, according to the Regulation of the Minister of Health of the Republic of Indonesia (PERMENKES RI) number 25 of 2014, adolescents are residents in the age range of 10-18 years. Adolescence shows the beginning of puberty until maturity of the reproductive organs (Kusumaryani, 2017). Puberty is the beginning of sexual maturation. At this time the reproductive organs begin to function and hormonal changes occur, one of the characteristics of which is menstruation.

Menstruation is a physiological process, normal bleeding experienced by every woman periodically from the uterine wall, is under the control of the hypothalamus-pituitary ovary axis as long as there is no fertilization. A regular menstrual cycle is an important process for a teenager (Esti, Sri, Ari, & Wagiran, 2017). Menstruation usually occurs every month between adolescence and menopause. The most frequent disorder that occurs in young girls during menstruation is abdominal pain during menstruation or often referred to as dysmenorrhea.

Dysmenorrhea is stiffness or spasm in the lower part of the stomach that occurs before or during menstruation, which forces women to rest or results in decreased performance and reduced daily activities (Kusmiyati, Merta, & Bahri, 2016). Dysminorrhea is pain that is felt with complex symptoms in the form of lower cramps that radiate to the back or legs (Anisa Wulandari, 2018). Dysmenorrhea can be divided into primary and secondary. Primary dysmenorrhea is a common disorder characterized by pain / cramping in the uterus, while secondary dysmenorrhea refers to menstrual pain that occurs as a result of diseases such as endometriosis (Education et al, 2019).

According to Wiknjosastro (2007) there are several factors that can affect the incidence of dysmenorrhea, including physical factors that are weak or lack of movement and psychological factors, namely the presence of stress. Dysmenorrhea is felt before or during menstruation, when dysmenorrhea often appears nausea, dizziness and even weakness. This can force sufferers to rest and cannot carry out daily activities, often young girls leave their activities, skip school hours and even don't participate in school activities (Arlin Dewi, 2015).

Efforts to deal with dysmenorrhea during menstruation, there are several therapies, namely by using anti-pain drugs (analgetics). Medicines that block the production of prostaglandin hormones such as Aspirin, Endomethacin, and Mefenamic Acid. In addition to using therapy, handling dysmenorrhea can also be done without therapy, namely by light exercise, giving warm compresses, relaxing music, consuming fruits and vegetables, and reducing sugar and caffeine levels. If the

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problem gets worse, you must consult a doctor (Nafiroh Defi, 2013).

According to the World Health Organization (WHO), in 2016 the incidence of dysmenorrhea in the world was very large. On average more than 50% of women in every world experience it. From the results of research in the United States the percentage of dysmenorrhea is around 60%. In Sweden reported menstrual pain in 90% of women younger than 19 years and 67% of women aged 24 years.

According to the Ministry of Health of the Republic of Indonesia (Kemenkes RI), in 2016 the incidence of dysmenorrhea consisted of 54.89% primary dysmenorrhea and 9.36% secondary dysmenorrhea. Dysmenorrhea also impacts economic losses in the United States each year which are estimated at 600 million working hours and two billion dollars. Whereas in Indonesia the incidence of dysmenorrhea cannot be absolutely confirmed due to the patient's lack of awareness to visit / report to a doctor. It can be said that 90% of Indonesian women have experienced dysmenorrhea (Sartiwi, Herlina, Kumalasari, & Andriyani, 2019).

Research conducted by Wong, et al (2015) young women in Hong Kong shows that they rarely consult with health professionals and seek physical activities such as sports or medical advice movements for dysmenorrhea treatment and prefer self-care dysmenorrhea to relieve dysmenorrhea. menstrual pain. Women from western countries also prefer self-care to treat their dysmenorrhea. Self-care for dysmenorrhea is a study that provides information about adolescent self-care during dysmenorrhea (Education et al, 2019).

Several studies stated that menstruation can interfere with daily activities, about 10-15% of women can be absent from school and lose time from work due to dysmenorrhea (Diana Sari, 2015). In this case, parents should play an important role in providing information about menstruation, but most parents consider this taboo and difficult to convey information due to limited knowledge. However, information can also be obtained through the role of health workers, one of which is by providing education (education). In providing education (education) can be through internet facilities.

Currently, one of the internet facilities being developed as a means of health education is social media such as WhatsApp. This is because according to statistical data through the Statista website, 2017 shows an increase in the number of active WhatsApp users every month around the world (Kurnia Altiwi, 2019). WhatsApp is a cross-platform instant messaging service for smartphones that rely on the internet for messaging. So that the provision of menstrual education through social media such as WhatsApp can take advantage of the potential of existing facilities.

The initial survey was conducted by researchers through interviews with several students at the Pro-Skill Indonesia Health Vocational School, it was found that 10 respondents, 10 students (100%) stated that they did not know about the meaning of dysmenorrhea, 3 people preferred to rest and lie down and not do activities and sports. when experiencing dysmenorrhea (30%), 2 people (20%) preferred to leave it alone until the pain was gone, 3 people (30%) stated that they had taken a break to the UKS and teachers at UKS only gave pain relievers and some were only given Eucalyptus oil to be applied on the stomach and there are also students who think consuming soft drinks can reduce menstrual pain at school and the rest only drink warm water and do warm compresses when experiencing dysmenorrhea (20%). From the statement of the deputy principal, there has never been any counseling for students or information for schools about dysmenorrhea. Therefore, information is needed for the proper handling of dysmenorrhea or menstrual pain for students.

## 2. Research Methods

This type of research is a quasi experiment design using a one group approach design. Pretest Posttest Design, namely research that aims to see the effect of menstrual education through WhatsApp media on self-care dysentery before and after intervention. The place where this research was conducted at the Pro-Skill Indonesia Health Vocational High School. The population in this study were all students of class 10 and 11 nursing, totaling 70 people. The sample in this study amounted to 56 people. The data instrument for this research is primary and secondary data. Data collection techniques are primary data obtained by experimental methods with research procedures. The analysis of this research used the Dependent T Test.

### 3. Results and Discussion

#### 3.1 Research Result

##### a. Univariate Analysis

This research was conducted in July 2020 by providing menstrual education through whatsapp media about dysminore, so that the following data were obtained:

**Table 1**  
Univariate Analysis

Variable	Pre Test		Post Test	
	n	%	n	%
<b>Konowledge</b>				
Good	17	30,4	51	91,1
Enough	37	66,1	5	8,9
Less	2	3,6	0	0
<b>Attitude</b>				
Positive	33	58,9	45	80,4
Negative	23	41,1	11	19,6

Based on table 1, it shows that of the 56 respondents studied, the percentage before being given menstrual education through WhatsApp media was good 30.4%, just 66.1% and less 3.6%. Distribution of Frequency of Knowledge after being given Menstrual Education through Whatsapp Media to Nursing Class Students, it was known that the percentage after being given menstrual education through WhatsApp media was good 91.1% and enough 8.9%. Attitude percentage before being given menstrual education through WhatsApp media was positive 58.9% and negative 41.1%, and after being given Menstruation Education, it was was positive 80.4% and negative 19.6%.

##### b. Bivariate Analysis

Bivariate analysis is a study that looks for a relationship between two variables. To identify the effect of the independent variable on the dependent variable, it can be done by looking at the results of the average difference in knowledge and attitudes before and after the intervention. The statistical test used was the dependent T test with  $\alpha < 0.05$ .

**Table 2**  
Bivariate Analysis

Variable	N	Mean	SD	SE	P-Value
<b>Knowledge</b>					
Pre Test	56	1,73	0,522	0,07	0,001
Post Test		1,09	0,288	0,038	
<b>Attitude</b>					
Pre Test	56	1,43	0,499	0,067	0,006
Post Test		1,2	0,401	0,054	

Based on table 2, the average knowledge before being given menstrual education through WhatsApp media is 1.73 with a standard deviation of 0.522. The mean of knowledge after being given menstrual education was 1.09 with a standard deviation of 0.288. It can be seen that the mean difference between before and after being given menstrual education through WhatsApp media is 0.64 with a standard deviation of 0.616 and a standard error of 0.082. This shows that the standard deviation and standard error are very small compared to the mean value, so the mean value can be used as a representation of the entire data. The statistical test results obtained a value of 0.000, it can be concluded that there is a significant difference between before and after being given menstrual education through WhatsApp media. Average attitude before being given menstrual education through WhatsApp media is 1.43 with a standard deviation of 0.499. The average attitude after being given menstrual education through WhatsApp media was 1.20 with a standard deviation of 0.401. It can be seen that the mean difference between before and after being given menstrual education through WhatsApp media

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is 0.23 with a standard deviation of 0.603 and a standard error of 0.081. This shows that the standard deviation and standard error are very small compared to the mean value, so the mean value can be used as a representation of the entire data. The statistical test results obtained a value of 0.006, it can be concluded that there is a significant difference between before and after being given menstrual education through WhatsApp media.

## 3.2 Discussion

The results of this study are in line with the results of the research by Nehru Nugroho, Ida Hartati, Wulandari, Asmawati, 2019, that the effect of Menstrual Education through Whatsapp on Self Care Disminore in Young Girls in Bengkulu City High School has increased the average self care for dysmenorrhea after being given intervention through the media. social whatsapp, namely with an average score of dysmenorrhea self care 150.09 with a p value of 0.000 which means that there is a change in dysmenorrhea self care after being given education through WhatsApp.

This is also in line with Issuryanti's research, 2017 which shows that there is a significant increase in knowledge in providing exclusive breastfeeding after being given education via WhatsApp with  $p < 0.05$ . Research by Hanna Dwi, 2015 with the research title The Effect of Health Education on Knowledge and Attitudes in Handling Dysminorrhea, it is known that most or as many as 14 female students 70% have a sufficient level of knowledge about dysminore.

In theory, knowledge itself means that someone understands and that happens after sensing an object (Notoatmodjo, 2010). According to Mubarak (2011) Knowledge is everything that is known based on experiences obtained by humans. According to Brunner, the knowledge process consists of three aspects, namely the process of obtaining information, the transformation process and the evaluation process. (Tantry, Solehati, & Yani, 2019).

Factors that influence the increase in knowledge are influenced by the distance between the time of intervention and posttest, because it is related to memory in storing information (retention). Keeley's research in Sprenger shows that the length of the interval will affect the strength of retention. Keeley stated that 54% of the material was remembered after 1 day, 35% of the material was remembered after 7 days, 21% of the material was remembered after 14 days, and 8% of the material was remembered after 21 days. This means that after 14 days, students forget almost 90% of the information they have obtained (Wanodya, 2017).

Based on the results obtained by researchers at the Pro-Skill Indonesia Health Vocational School, it was shown that there was an effect of increasing student knowledge in providing menstrual education through WhatsApp media. Because the whatsapp media is able to make students think critically in learning and can make students learn openly in expressing opinions. Education through WhatsApp media has also proven useful for learning because it increases student participation in the context of distance between students and other students. So that whatsapp media is one of the alternative media in the process of providing health information about menstruation.

The results of this study are in line with the results of the research by Nehru Nugroho, Ida Hartati, Wulandari, Asmawati, 2019, that the effect of Menstrual Education through Whatsapp on Self-Care Disminore in Young Girls in Bengkulu City High School has increased the average self care for dysmenorrhea after being given intervention through the media. social whatsapp, namely with an average score of dysmenorrhea self care 150.09 with a p value of 0.000 which means that there is a change in dysmenorrhea self care after being given education through WhatsApp. This is also in line with the research of Aldo Al Gafi, Wisnu Hidayat, Frida Lina, 2019 with the title of research on the Effect of Whatsapp and Booklet Social Media Use on Students' Knowledge and Attitudes about Cigarettes at SMAN 13 Medan shows that the use of social media whatsapp and booklets affects knowledge and student attitude.

From the results of Zakiyah Nurhasanah's research, 2019 with the title The Influence of Whatsapp Education on Knowledge, Attitudes and Actions on Early Detection of Cervical Cancer in Fertile Age Women in the Work Area of Puskesmas Padang Bulan Medan shows that there is an influence between whatsapp education on the level of knowledge, attitudes and actions in women of age fertile. In accordance with Neneng's theory. C (2017) states that the WhatsApp application replaces the teaching and learning process to increase conventional knowledge. This is because the material can be immediately responded to by group members and is very responsive to ask and answer questions between the speaker and group members. The use of whatsapp media can produce a high average person's attitude as a learning medium so that the whatsapp media becomes effective (Putu Surisarawati et al, 2019).

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Based on the results obtained by researchers at the Pro-Skill Indonesia Health Vocational School, it shows the effect of menstrual education through WhatsApp media on self-care dysminore. Because the knowledge and attitudes of students after the intervention experienced significant changes. Social media as online media can support social interaction, which can share ideas, collaborate and collaborate to create creations, think, debate and without fear of expressing opinions. The social media that is most often used for now is whatsapp media, because every student has a whatsapp application on a smartphone to communicate and without spending a lot of budget. So that students can easily share information via WhatsApp media.

## 4. Conclusion

The results of research on Menstrual Education through Whatsapp Media Against Self Care Disminore in Nursing Class Students at Pro-Skill Indonesia Health Vocational High Schools can be concluded:

- a. There is an increase in the knowledge of young women about dysminorrhea before being given menstrual education through WhatsApp media, which is 66.1% good, 30.4%, less 3% and there is an increase in the attitudes of young women about dysminorrhea before being given menstrual education through WhatsApp media, which is positive 58 % and negative 41.1%.
- b. There is an increase in the knowledge of young women about dysminorrhea after being given menstrual education through WhatsApp media, which is good 91.1%, just 8.9% and there is an increase in the attitude of young women about dysminorrhea after being given menstrual education through WhatsApp media, which is positive 80.4% and negative 19%.
- c. There is an effect of menstruation education through WhatsApp media on self-care dysminore.

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