The effect of premarital sex counseling using jigsaw method on adolescent’s knowledge

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ABSTRACT

The problem that stands out among adolescents is about the Three Problems of Adolescent Reproductive Health, one of which is premarital sex. The low level of knowledge about sexuality and reproductive health is one of the factors that influence the occurrence of premarital sex relations. One effort to provide reproductive health information for adolescents is to provide health promotion or counseling. Health counseling conducted in this study was the jigsaw. The objective was to know the influence of giving counseling with jigsaw compare to lecturer method on knowledge about premarital sex. This research was quasi-experiment research with pre-test and post-test nonequivalent control group design. The study was conducted in March 2019 in SMK YPKK 1 and SMK YPKK 2, Sleman. The sampling uses convenience sampling. The sample for each group of this study amounted to 30 respondents. Data was analyzed using the Wilcoxon test and the Mann Whitney test. There was significant difference in the pre-test and post-test of adolescent’s knowledge about premarital sex with the jigsaw method (Mean difference= 14.66; p-value= 0.000) and lecture method (Mean difference= 6.00; p-value= 0.001). There was significant difference in knowledge changes of adolescent’s knowledge about premarital sex with the jigsaw method than lecture method (Mean difference= 19.84; p-value= 0.000). The jigsaw method was more effective on increasing knowledge of adolescent’s about premarital sex.

Keyword:
Jigsaw method
Lecture method
Knowledge
Premarital Sex
Adolescent

INTRODUCTION

The problem that stands out among adolescents is about the Three Problems of Adolescent Reproductive Health, one of which is premarital sex. Premarital sex is sexual behavior carried out by someone who is not married, by changing partners or loyal to their partners. Sexual behavior carried out by adolescents during dating is like holding hands, hugging, dry kissing, wet kissing, fingering the breasts, petting, oral sex, and having sex. (1) Based on the Center for Data and Information on Adolescent Reproductive Health of the Ministry of Health in 2014 around 33.3% of adolescent girls and 34.5% of adolescent boys aged 15-19 years began dating. Premarital sexual relations in adolescents are mostly out of curiosity, namely 57.5% in men just happen, 38% in women and forced by partners 12.6% in women. This shows a lack of knowledge about the risks of sexual relations and the attitude of rejecting relationships that they don't want. (1) Premarital sex results in

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unwanted pregnancy, abortion and sexually transmitted infections (STIs) including HIV. Unwanted pregnancies in young women can continue to abortion and teenage marriage, this has an impact on the future of adolescents where the fetus is conceived and their families.(2)

The low level of knowledge about sexuality and reproductive health is one of the factors that influence the occurrence of premarital sexual relations. Many teenagers know about sex but cultural factors forbid talking about sexuality in public because it is considered taboo.(3) This causes adolescent knowledge about sex is incomplete, where adolescents only know the effects that will arise due to sexual behavior.(4)(5)(6)(7) Adolescent knowledge about menstruation, fertility and reproductive health risks are still relatively low.(8)(9) Information about early sex education which is still taboo to discuss it must begin to be developed to several agencies so that the taboo culture can be transformed into a clear and directed source of information for adolescents so that they are not blind, one of which is school.(10)(11)(12)

One effort to provide reproductive health information for adolescents is to provide health promotion or counseling. Health education is a dynamic process of behavior change with the aim of changing or influencing human behavior which includes the components of knowledge, attitudes, or practices related to the goals of healthy life both individually, in groups and society, and is a component of health programs.(13) Health education is influenced by several factors, including methods, material delivered by educators or resource persons, and the media used. It is intended that adolescents can fully absorb the material provided in the health education. Various methods have been used to deliver sexual education, including information from parent,(14)(15) using print media,(16)(17) electronic media,(18)(19)(20) games,(21)(22) social media(23)(24) and through cooperative counseling.(25)(26) However, cooperative counseling has an advantage in providing premarital sexual education because the counselee will feel more emotional closeness to peer counselors when compared to expert counselors, they will be more open in expressing opinions and asking questions about things that are not yet known and can provide motivation and confidence to do problem solving. (25)(26) (27)

The cooperative learning method of the jigsaw model takes a pattern of how to work a saw (zigzag), that is, students do a learning activity by working with other students to achieve a common goal. In this jigsaw learning model students have many opportunities to express opinions, and process information obtained and can improve communication skills, group members are responsible for the success of the group and the completeness of the part of the material being studied, and can convey to the group. Thus, education should be able to condition and provide encouragement to be able to optimize and generate student potential, foster creativity activities and creativity so that it will ensure the dynamics in the learning process.(28) In this learning a broader interaction will be created, namely interaction and communication between teacher and students, students with students, and students with teachers (multi way traffic communication).(29) Research by Ryzka Adhiyani Helmi in 2012 that the jigsaw method is proven to improve achievement learning because there are significant differences in the learning achievement scores between the experimental and control groups.(30) In the 2012 Hanum Swandarini study that there was a significant difference in learning ability based on self-regulation of students who obtained the jigsaw method with those who did not get the jigsaw method.(31) The purpose of this study was to know the effect of premarital sex counseling using jigsaw method on adolescent’s knowledge.

METHOD

The type of research used was quasi eksperimen. The design used in this study is non equivalent control group design. This research was conducted in March 2019 at SMK YPKK 1 Sleman for the experimental group and SMK YPKK 2 Sleman for the control group. This research has been conducted based on ethical clearance number LB.01.01 / KE-01 /
This study does not use inclusion and exclusion criteria because the sample is taken using non-probability sampling. The sampling in this study uses non-probability sampling technique that is convenience sampling. Convenience sampling is a non-probability sampling where subjects are chosen because of convenient accessibility. Considerations from researchers are recommendations from productive teachers in schools that understand the level of ability of each class which has more or less the same level of ability. The sample size is 60 with 30 respondents each. The results of the study data were then tested by the Wilcoxon test and the Mann Whitney test.

RESULTS
Characteristics of Respondent

Table 1. Frequency of Respondent Distribution

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Jigsaw f</th>
<th>Lecture f</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>5</td>
<td>3</td>
<td>0.133</td>
</tr>
<tr>
<td>Female</td>
<td>25</td>
<td>27</td>
<td></td>
</tr>
<tr>
<td>Address</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rural</td>
<td>19</td>
<td>14</td>
<td>0.182</td>
</tr>
<tr>
<td>Urban</td>
<td>11</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>Information exposure</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Media (TV, Internet, Magazine/ Newspaper)</td>
<td>21</td>
<td>24</td>
<td>0.80</td>
</tr>
<tr>
<td>Non-Media (Parents, Friend, Teacher)</td>
<td>9</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Parent Education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basic (Primary School, Junior High School)</td>
<td>16</td>
<td>17</td>
<td>0.629</td>
</tr>
<tr>
<td>Intermediate (Senior High School)</td>
<td>14</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>Parent Job</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work</td>
<td>28</td>
<td>25</td>
<td>0.24</td>
</tr>
<tr>
<td>Not Working</td>
<td>2</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Parent Income</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>≤Regional Minimum Wage (Rp. 1.570.922)</td>
<td>27</td>
<td>25</td>
<td>0.133</td>
</tr>
<tr>
<td>&gt; Regional Minimum Wage (Rp. 1.570.922)</td>
<td>3</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

From table 1. Show that the summary homogeneity test it is known that p> 0.05, the characteristics of the jigsaw and lecture group subjects are equivalent or homogeneous.

Table 2. Knowledge increase in the Jigsaw method group before and after counseling

<table>
<thead>
<tr>
<th>Group</th>
<th>Median</th>
<th>Mean</th>
<th>Std Deviasi</th>
<th>Z</th>
<th>p-value</th>
<th>CI 95% Lower</th>
<th>CI 95% Upper</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Min</td>
<td>Max</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pretest</td>
<td>76</td>
<td>88</td>
<td>80.67</td>
<td>3.942</td>
<td>-4.818</td>
<td>79.19</td>
<td>82.14</td>
</tr>
<tr>
<td>Posttest</td>
<td>84</td>
<td>100</td>
<td>95.33</td>
<td>3.942</td>
<td>0.000</td>
<td>93.86</td>
<td>96.81</td>
</tr>
</tbody>
</table>

Table 2 show that the average before being educated by the jigsaw method is 80.67 while the average after counseling is 95.33, so there is a difference in the average value of 14.66. The test results obtained significant p-value 0.000 so that there was a difference in the mean value of knowledge about premarital sex in the experimental group after counseling with the jigsaw method.
Table 3. Increased Knowledge on the lecture method before and after counseling

<table>
<thead>
<tr>
<th>Group</th>
<th>Median</th>
<th>Mean</th>
<th>Stdr Deviasi</th>
<th>Z</th>
<th>p-value</th>
<th>CI 95%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Min</td>
<td>Max</td>
<td></td>
<td></td>
<td></td>
<td>Lower</td>
</tr>
<tr>
<td>Lecturer</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pretest</td>
<td>72</td>
<td>88</td>
<td>81.20</td>
<td>4.715</td>
<td>-3.450</td>
<td>0.001</td>
</tr>
<tr>
<td>Posttest</td>
<td>80</td>
<td>92</td>
<td>87.20</td>
<td>3.986</td>
<td>85.71</td>
<td>88.69</td>
</tr>
</tbody>
</table>

Table 3 shows that the average before counseling with the lecture method is 81.20 while the average after counseling is 87.20, there is a difference in the average value of 6.00. The test results obtained significant p-value 0.001 so that there was a difference in the mean value of knowledge about premarital sex in the experimental group after counseling with the lecture method.

Table 4 shows that the increase in knowledge using the lecture method has a mean rank of 20.58 and an increase in knowledge using the jigsaw method has a mean rank of 40.42. So that there is a difference in the average increase in knowledge after counseling with the jigsaw and lecture methods. The results of the independent Mann Whitney test of the increase in the value of the pretest and posttest knowledge on the jigsaw method compared to the lecture method obtained a significance value of 0.000 (p <0.05) its meaning that there is the influence of giving the jigsaw method of counseling.

DISCUSSION

In this research, Mann Whitney Test was conducted to find out the differences in the increase in students' knowledge before and after counseling using the jigsaw method with the lecture method. The results of the statistical test show that the increase in knowledge using the jigsaw method has a mean rank of 15.50 and an increase in knowledge using the mean rank lecture method is 8.00. The Mann Whitney Test test results of the increase in the value of the pretest and posttest of students' knowledge on the Jigsaw method were higher than the lecture method with a significance value of 0.000 (p-value <0.05).

The different test data shows that the researcher hypothesis is accepted, meaning that there is a difference in the average increase in knowledge of YPKK 2 Sleman Vocational students about premarital sex in counseling with the Jigsaw method compared to the lecture method. The results of different tests show the value of the difference in the average increase in knowledge with the jigsaw method is higher than the value of the difference in the average increase in knowledge in the lecture method group. This study proves that counseling with the Jigsaw method is more influential than counseling with the lecture method as evidenced by an increase in the higher average difference. In this connection, counseling with the jigsaw method in the process can influence students to develop a framework for thinking in the learning process. The main difference between the two methods is that the jigsaw method is student-centered, while the lecture method is centered on the teacher / facilitator. Mahsun in his research stated that based on the results of the study showed that learning with the Jigsaw method could increase activity. This can be seen from the activeness and collaboration of students during the learning process so that they are able to generate student mastery learning.(32) Research conducted by Hertiavi (33), learning with the Jigsaw method can improve students' problem solving abilities which are illustrated by significantly increasing student learning outcomes. Sudjana in his book "How to Learn Active Students in the Teaching and Learning Process" also
supports the results of this study, learning is a process that is characterized by a change in a person. Changes as a result of the learning process can be shown in various forms such as knowledge, understanding, attitudes, and behaviors of skills, skills, habits and changes in other aspects that exist in individuals who learn. (34) The research conducted by Rofiqoh 2014 revealed that jigsaw learning made students more active and enthusiastic in the learning process itself. (35) So jigsaw learning has an impact on student learning outcomes that are increasing. Hanum in his study showed that there was a significant difference in the learning ability of students who received the jigsaw method and those who did not get the jigsaw method. (31)

The results of this study support the statement that the learning environment that is structural in the learning method has a role on students' creativity and self-development. (36) Because in the jigsaw method the material is studied by all members of the expert group in depth, then all members of the expert group return to the original group must submit the material learned in the expert group so that students will be actively involved and can copy ideas about the material being studied. Then each group member always tries to prepare the learning process well. Khalil's research, Lazarowitz stated that cooperative learning methods (jigsaw method) can build students' interest in learning the material provided so that it can improve student learning achievement. (37) The results of this study are also in line with the statement that learning abilities are obtained through experience and self-reflection so that the material taught can be developed through the assistance of people who influence around students such as teachers, facilitators and friends. (38) According to Aronson, jigsaw learning can be characterized through four main activities namely self-sufficiency, discussion, peer tutoring, and evaluation. Active learning activities which are the main characteristics of cooperative learning are reflected in independent learning activities and discussions in expert groups. After the expert group discussion is completed, students are asked to return to their original group to present and explain the material they have discussed in the expert group to friends in the original group. (39) This is in line with Hanze & Berger's statement that the learning process using the jigsaw method is able to improve students' self-concept and students' confidence in their ability to learn something, so that students' learning motivation increases. (40)

In the control group, health education was given by the lecture method. Lecture is a transfer process that has 3 main components, namely educator / facilitator, material and learning atmosphere. the implementation of counseling in this group is not divided into small groups. During the course of counseling the obstacles that occur are students form a separate discussion forum so that the atmosphere becomes not conducive. The research conduction by Handika 2017 that there is correlation of level of knowledge of reproductive health of adolescent significant with premarital sexual attitude. (41) According to motivation theory, group success, individual success, and healthy competition are sources of motivation to learn. (28) Individual success greatly influences the success of the group, but each group member based on the togetherness they experience during learning causes them to be very concerned about group success. (28)

In this study, it was proven that there were differences in the increase in knowledge with higher scores of students given counseling with the Jigsaw method than students who received counseling with the lecture method. Extension activities with appropriate methods such as those carried out with jigsaw counseling are expected to be able to increase future knowledge and can be applied in daily life so as to improve health status in Indonesia.

CONCLUSION
There is a difference in the average increase in knowledge about premarital sex after getting counseling with the Jigsaw method compared to the lecture method. There is the influence of giving jigsaw counseling to knowledge of premarital sex at YPKK 2 SMK Sleman.
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