

Interactive Reproductive Health Education For Improving Adolescents' Knowledge: A Community Service Program at SMAN 18 Garut

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Abstract

Reproductive health literacy among adolescents still needs to be improved, given that insufficient knowledge about the reproductive system, puberty, and sexually transmitted infections can increase the risk of various reproductive health problems. This community service program aims to improve the understanding of students at SMAN 18 Garut regarding the human reproductive system and sexually transmitted infections through health education activities based on interactive learning. The activity was carried out in three stages: preparation, implementation, and evaluation. The educational process included material presentation, group discussions, question-and-answer sessions, quizzes, educational games, and case study discussions. The effectiveness of the activity was assessed through pretests and posttests administered to 39 students to identify changes in their knowledge levels before and after the education session. The results showed that the students' average knowledge level increased from 87.25% on the pretest to 97.25% on the posttest. The greatest improvement was observed in understanding the definition of chromosomes, which rose from 69% to 100%. Understanding of the functions of the reproductive organs also increased from 96% to 100%, while understanding of the menstrual cycle increased from 84% to 89%. As for understanding of the reproductive system, it had already reached 100% on the pretest and remained at that level on the posttest, indicating that most participants already possessed a solid foundation of knowledge before participating in the activity. These results demonstrate that the implementation of interactive learning can improve reproductive health literacy among adolescents and should be considered as one approach to health education in school environments.

Keywords: Adolescents, Community service, Health promotion, Reproductive health literacy, Sexually transmitted infections

1. INTRODUCTION

Reproductive health is defined as a state of physical, mental, and social well-being that encompasses all aspects of the reproductive system, its functions, and processes; thus, it is not merely the absence of disease or disorders of the reproductive organs (Yang & Väisänen, 2026). For adolescents, understanding reproductive health plays a crucial role in recognizing the various biological changes that occur during puberty, understanding the functions of the reproductive organs, and developing behaviors that support the maintenance of reproductive health into adulthood (Galbinur et al., 2021). Therefore, improving reproductive health literacy starting in adolescence should be part of promotive and preventive strategies to support the sustainable improvement of public health (Nurfianti et al., 2026).

The scope of reproductive health literacy is not limited to knowledge of the anatomy and physiology of the reproductive organs, but also includes an understanding of chromosomes, the physiological changes that occur during puberty, the menstrual cycle, and various sexually transmitted infections that can potentially interfere with reproductive function (Kustiyati et al., 2024). Mastering this information is essential for adolescents to understand the changes occurring in their bodies, identify factors that may increase the risk of reproductive health problems, and make responsible choices and adopt responsible behaviors in an effort to maintain their reproductive health (Susanti et al., 2025).

Nevertheless, the level of reproductive health literacy among Indonesian adolescents remains relatively low. A study conducted by Lakhmudien, Soedirham, and Fatah (2019) in Semarang showed that only about one in five adolescents has an adequate level of reproductive health literacy, while the majority fall into the low category (Lakhmudien et al., 2019). These findings are supported by various other studies reporting that Indonesian adolescents' knowledge of reproductive health remains limited and that access to quality reproductive health services is not yet optimal. This situation indicates that low reproductive health literacy remains a challenge that requires attention (Yasmin et al., 2020; Pradnyani et al., 2017; Dafroyati, 2017; Violita & Hadi, 2019). Therefore, efforts to strengthen education through schools, families, and various media outlets must continue as a strategy to improve adolescents' knowledge, awareness, and ability to maintain their reproductive health.

Schools play a crucial role as a platform for developing reproductive health literacy because, in addition to serving as a venue for the learning process, they also provide an environment that significantly influences the formation of adolescents' knowledge, attitudes, and behaviors (Balumbi et al., 2025). Nevertheless, the delivery of reproductive health education is still dominated by lecture-based methods, which tend to position students as passive recipients of information (Nataleni et al., 2026). This situation results in students' engagement in the learning process falling short of its potential, even though a more interactive approach can increase participation, deepen conceptual understanding, and help students connect the material to the issues they encounter in their daily lives (Simbolon, 2025).

To address these limitations, this Community Service (PKM) activity implements a reproductive health education model through interactive workshops enriched with group discussions, educational games, and assessments using pre-tests and post-tests. This combination of methods is designed so that participants not only receive information but also play an active role throughout the learning process. In addition to creating a more participatory learning environment, this approach allows for the objective evaluation of students' knowledge gains based on pre- and post-activity assessment results (Cahya et al., 2025). The implementation of this program also contributes to the achievement of the Sustainable Development Goals (SDGs), particularly Goal 3 (Good Health and Well-being) through improved reproductive health literacy and Goal 4 (Quality Education) through the application of active, participatory learning focused on strengthening knowledge and life skills (UN General Assembly, 2025).

Based on this background, this PKM was carried out with the aim of improving the understanding of students at SMAN 18 Garut regarding the human reproductive system and sexually transmitted diseases through interactive education sessions. In addition to assessing changes in participants' level of understanding after participating in the activities, this program is also expected to strengthen reproductive health literacy among adolescents so that they are equipped with the knowledge to independently maintain their reproductive health from an early age.

2. RESEARCH METHODOLOGY

This PKM activity is carried out through several stages that have been systematically designed. The details are in Figure 1.



Figure 1. The Stages in Conducting Community Service Program

Preparation Phase

The preparation phase was conducted prior to the implementation of the outreach program to ensure that all technical and administrative aspects were adequately planned, thereby supporting the smooth execution of the activities (Budi Muljono et al., 2021). This phase began with identifying the school's needs by assessing students' knowledge of reproductive health at SMAN 18 Garut. Based on the assessment results, an activity proposal was developed as both an implementation guideline and a framework for addressing the identified issues. The Pharmacy Outreach Team from the Faculty of Mathematics and Natural Sciences (FMIPA), Garut University, subsequently held a coordination meeting to assign responsibilities, develop educational materials, and determine appropriate delivery methods. Coordination with the public relations office of SMAN 18 Garut was then carried out to finalize the implementation schedule, tailor the educational content to the school's needs, and determine the number and characteristics of participants. In addition, a field survey (Figure 2) was conducted to evaluate the readiness of the venue, supporting facilities, and other technical requirements. Finally, presentation materials, pre-test and post-test questionnaires, and evaluation instruments were prepared to assess changes in students' understanding following the outreach program (Kokom et al., 2026).



Figure 2. Location of the Community Service Program

Implementation Phase

The implementation phase focused on delivering the main educational activities aimed at enhancing students' knowledge of reproductive health (Sibua et al., 2025). The program was initiated with an interactive lecture presented by Apt. Asri Dewi Latiefah, M.Farm.Klin., addressing topics such as reproductive anatomy and physiology, reproductive disorders, risk factors, and preventive strategies. Rather than relying solely on conventional lectures, the educational session incorporated presentations, question-and-answer discussions, quizzes, and case-based scenarios to promote active participation and facilitate a deeper understanding of the material (Pabesak & Santoso, 2023). Following the presentation, students took part in small-group discussions led by university student facilitators, where educational games were used to reinforce the concepts introduced during the session. These collaborative activities encouraged participants to exchange ideas, discuss real-life situations, and strengthen their understanding through peer interaction. Interactive learning media were also utilized to increase student engagement and improve visual comprehension. To ensure continued access to support, the outreach team provided contact information for counseling and reporting services related to reproductive health and sexual protection issues.

Evaluation Phase

The effectiveness of the outreach program was assessed through a pre-test and post-test administered using a written questionnaire comprising 29 items, including Likert-scale statements and true-false questions. The pre-test was conducted before the educational intervention to establish students' initial level of knowledge and attitudes, while the post-test was administered after the completion of all program activities to measure changes following the intervention. The resulting data were analyzed using descriptive statistics by comparing the average scores and calculating the percentage improvement between the pre-test and post-test results (Jurana et al., 2025).

The community service program at SMAN 18 Garut was conducted in three sequential phases. The program involved the implementation team, resource persons, school representatives, and participating students. Table 1 provides the number of individuals included in each participant category.

Table. 1 The Participants of Community Service Program

No.	Details	Number of people involved
1.	Outreach Team (Faculty Members and Student Volunteers)	45
2.	Speaker Persons	3
3.	School Representatives (Principal and Teacher Representatives)	3
4.	Student Participants	39
Total		90

3. RESULTS AND DISCUSSION

The adolescent reproductive health outreach program was conducted from 08:00 to 11:00 a.m. (WIB) at SMAN 18 Garut, located in Perum Abdi Negara 1, Jl. Cidadap No. 1, Sindanggalih, Karangpawitan District, Garut Regency, with the participation of 39 students. The school was selected as the program partner because it reflects the challenges commonly encountered by adolescents in educational settings, particularly the high vulnerability to reproductive health and safety issues accompanied by limited awareness and understanding of these topics. The educational session was delivered by Apt. Asri Dewi Latiefah, M.Farm.Klin., who presented material on the Human Reproductive System and Sexually Transmitted Diseases.



Figure 3. Presentation Of The Material by the Speake

The effectiveness of the educational program was assessed through pretest and posttest questionnaires covering the Human Reproductive System and Sexually Transmitted Diseases (Dalila & Handajani, 2019). Figure 4 presents the implementation of the evaluation process during the educational activity. Analysis of these results provides an overview of changes in students' knowledge levels after participating in the program and serves as the basis for evaluating the program's success in improving reproductive health literacy (Fitriani & Wulansari, 2026). The results of the analysis are presented in Table 2, which summarizes the percentage of students demonstrating correct understanding before and after the Outreach, based on the total number of participants.



Figure 3. Presentation Of The Material by the Speaker

Table 2. Knowledge Indicator

No.	Knowledge Indicator	Results	
		Before the Outreach	After the Outreach
1.	Reproductive System	100%	100%
2.	Definition of Chromosomes	69%	100%
3.	Functions of the Reproductive Organs	96%	100%
4.	Menstrual Cycle	84%	89%
Average		87.25%	97.25%

Reproductive health is a key component of adolescence because during this period, individuals undergo various biological, physiological, and psychological changes related to reproductive function (Widianingtyas et al., 2025). Therefore, adolescents need adequate knowledge about the reproductive system to maintain their health and prevent various problems that could affect their reproductive health in the future. The World Health Organization (WHO), as cited by Marfu'ah et al., (2023) and Muharrina et al., (2023), defines reproductive health as a state of physical, mental, and social well-being that encompasses all aspects of the reproductive system, its functions, and processes; thus, it is not merely defined as the absence of disease or disorders of the reproductive organs.

The evaluation results presented in Table 1 show that the average level of student understanding increased from 87.25% on the pretest to 97.25% on the posttest. This increase indicates that the educational session was effective in improving students' knowledge of reproductive health. This success is believed to be influenced by the use of interactive learning methods that combine material presentation, discussions, quizzes, educational games, and case study discussions (Putri et al., 2025). Unlike conventional lecture methods, which tend to be one-way (Astriany et al., 2022), a participatory approach provides students with the opportunity to actively engage in the learning process so that they can build understanding through discussion, share experiences, and connect the concepts they have learned to real-life situations they face in their daily lives. These findings align with Notoatmodjo's view, as cited in Adiputra et al., (2021), who state that health education is an effective strategy for enhancing knowledge when information is presented systematically, purposefully, and in a manner tailored to the characteristics of the target audience.

Understanding the Reproductive System

Regarding reproductive system indicators, students' comprehension levels reached 100% on both the pretest and posttest. These results indicate that participants already possessed a solid foundation of knowledge about the reproductive organs and their functions before attending the educational session. This prior knowledge was likely acquired through formal schooling or various other sources of information. Although there was no increase in the percentage after the intervention, the educational session still provided benefits as a means to reinforce, clarify, and solidify the concepts students had already understood, thereby making their understanding more comprehensive.

Understanding the Definition of a Chromosome

The greatest improvement was found in the indicator for the definition of chromosomes, rising from 69% on the pretest to 100% on the posttest. These results indicate that the concept of chromosomes was not yet fully understood by some participants before the outreach session took place. Unlike reproductive organ anatomy, which is relatively easy to grasp through visual observation, the concept of chromosomes is more abstract because it relates to genetic material and the mechanisms of trait inheritance (Jannah, 2023). The systematic presentation of the material,

supplemented with illustrations and relevant examples, is believed to have helped students connect these concepts to biological phenomena that are easier to understand (Nono et al., 2025). This finding aligns with the research by Fidora and Utami (2022), which reported that health education using an interactive approach can improve adolescents' understanding of concepts that were previously not fully grasped.

Understanding the Functions of the Reproductive Organs

An improvement was also observed in the indicator of reproductive organ function, rising from 96% on the pretest to 100% on the posttest. The high percentage on the pretest indicates that most students already possessed basic knowledge of reproductive organ function before participating in the education session. This knowledge was likely acquired through biology classes at school or various other sources of information. Biologically speaking, an understanding of reproductive organ function is a crucial foundation because each organ plays a specific, mutually supportive role in the reproductive process—from the formation of sex cells and the regulation of reproductive hormones to the occurrence of fertilization (Ely, 2025). Therefore, although the improvement observed was relatively small, the educational session still contributed to reinforcing students' existing understanding, correcting misconceptions, and raising awareness about the importance of maintaining reproductive organ health to ensure optimal reproductive function in the future (Yuliana & Waroka, 2026).

Understanding the Menstrual Cycle

Meanwhile, the increase in understanding of menstrual cycle indicators was relatively lower compared to other indicators, rising from 84% on the pretest to 89% on the posttest. Although the majority of participants were female students who had already experienced menstruation, this experience did not necessarily lead to an adequate understanding of the biological mechanisms that regulate the menstrual cycle. This situation indicates that students generally recognize menstruation as a physiological process but still require a deeper understanding of hormonal regulation and the changes that occur during the menstrual cycle. Compared to the anatomy of the reproductive organs—which is easier to observe—the concept of the menstrual cycle is more complex because it involves the interplay of various physiological processes (Villasari, 2021). Therefore, the presentation of material on the menstrual cycle can be optimized through the use of visual aids, animations, or simulations that clearly illustrate the stages of the menstrual cycle, thereby helping students better understand the concepts being taught (Wahidin, 2025).

4. CONCLUSION

The implementation of reproductive health education at SMAN 18 Garut contributed to an improvement in students' understanding of the human reproductive system and sexually transmitted diseases. Based on the pre-test and post-test results, the average level of knowledge increased from 87.25% to 97.25% after the educational activities. This improvement indicates that the use of interactive learning methods, including presentations, discussions, quizzes, and educational games, facilitated students' learning process. Therefore, interactive reproductive health education can be considered a practical approach to improving adolescents' reproductive health literacy and supporting school-based health promotion programs.

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