



RESEARCH ARTICLE

The Influence Of Audio-Visual Media On Knowledge About Menarche Among Female Students With Disabilities In Bengkulu City In 2025

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Abstract

Menarche is the first sign of puberty in adolescent girls, marking the maturity of reproductive function. Lack of knowledge about menarche can cause anxiety, especially among students with disabilities. Audio-visual media are considered effective because they can convey information in a more interesting and easily understood way for children with special needs (Pratiwi et al., 2022). The purpose of this study was to determine the effect of audio-visual media on knowledge about menarche among female students with disabilities in Bengkulu City in 2025. The research method used was a pre-experimental design with a one-group pretest-posttest approach. The sample consisted of 30 female students with disabilities who had not yet experienced menarche, selected using probability sampling techniques. Data collection was conducted using a questionnaire that had been tested for validity and reliability. Data analysis was performed using the Wilcoxon test. The results showed that before being exposed to audio-visual media, the majority of respondents were in the low knowledge category, with 19 individuals (63.3%), 9 individuals (30%) in the adequate category, and 2 individuals (6.7%) in the good category. After being provided with audio-visual media, almost all respondents were in the good category, namely 28 (93.3%) and 2 (6.7%) in the adequate category. The Wilcoxon test results showed a p-value of 0.001 ($p < 0.05$), indicating a significant effect of audio-visual media on improving knowledge about menarche among disabled female students. Conclusion: Audio-visual media significantly influences the improvement of knowledge about menarche among disabled female students. This medium can serve as an effective educational alternative in reproductive health education.

Keywords: Audio-Visual Media, Knowledge, Menarche, Disabled Female Students

Introduction

According to the World Health Organization (2023), adolescents are defined as male and female populations aged 10–19 years. Based on WHO data, approximately one-fifth of the world's population of adolescent girls have already experienced menstruation, and in developing countries, the number of adolescent girls who have begun menstruating reaches around 900 million individuals. The National Population and Family Planning Agency (BKKBN) defines adolescents as individuals aged 10–24 years who are unmarried (BKKBN, 2020). The National Health Statistics reported that among women aged 15–44 years in the United States during 2013–2017, 10% experienced menarche at the age of 10 years, 53% at 12 years, and 90% at 14 years. The cumulative incidence of menarche between the ages of 8 and 12 was higher in 2013–2017 compared to 1995. Meanwhile, a study conducted by Jannatul Maowa in Bangladesh (2020) revealed that more than 48% of girls experienced menarche at the age of 12 years and 25.6% at the age of 10 years. In Indonesia, data from the Basic Health Research (RISKESDAS) showed that 20.9% of children across 17 provinces had already experienced menarche before the age of 12 years. The Indonesian Ministry of Health explains that puberty is the transitional phase from childhood to adolescence, characterized by physical, hormonal, and emotional changes. These changes include the growth of reproductive organs and

the development of secondary sexual characteristics. The most important event for adolescent girls is the onset of the first menstruation, or menarche, which signifies the beginning of sexual maturity.

According to the Ministry of Health of Indonesia in the book "Menarche and Secondary Sexual Changes", menarche is defined as the first menstrual period experienced by adolescent girls, marking the initiation of reproductive function. Similarly, BKKBN states that menarche usually occurs between the ages of 12–14 years as part of the pubertal process in adolescent girls. Several factors influence the occurrence of menarche, including the condition of reproductive organs, underlying diseases, maternal age at menarche, nutritional status, and socioeconomic conditions (Laila, 2020). Psychological factors also play a role, such as social support, mental readiness, knowledge level, and self-acceptance (Sari, 2021). The experience of menarche in adolescent girls may evoke both positive and negative responses. Adolescents who have prior knowledge about menstruation are less likely to react negatively, whereas those without adequate information may perceive menstruation as frightening and respond with negative thoughts. Preparation for menarche requires adolescents to undergo physical, psychological, and social adjustments. The degree of preparedness significantly influences their personal reactions toward the first menstruation (Pitaloka, 2024). This preparation is equally important for adolescent girls with disabilities. Disabilities in children may be mental or physical. Mental disabilities such as intellectual disability are typically characterized by below-average intellectual functioning and difficulties in adaptation, often resulting in stigma, discrimination, dependence, and delayed development (Indah, 2022). Children with special needs therefore require individualized approaches and appropriate learning methods, supported by a conducive environment and teaching strategies,

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particularly using audiovisual media. This includes: using suitable teaching aids, adjusting lesson duration, providing clear visuals, speaking clearly and slowly, encouraging active participation, and giving positive feedback (Telaumbanua, 2024). Nonetheless, children with disabilities still face significant challenges in accessing equitable and inclusive education. Barriers include physical access to schools, lack of adequate facilities, limited adaptive teaching methods, and discriminatory attitudes. These factors hinder their educational attainment and, consequently, their personal development and future opportunities (Rama et al., 2024).

The prevalence of moderate to severe disability in Indonesia is approximately 11%, with 12.8% among females and 9.2% among males (Indah, 2022). In Bengkulu Province, located on the island of Sumatra, disability rates are relatively high. Data from the Central Bureau of Statistics of Bengkulu (2022) reported 5,950 individuals with disabilities, consisting of 1,398 with physical disabilities, 545 with visual impairment, 595 with hearing impairment, 500 with speech impairment, 501 with combined speech-hearing impairment, 756 with motor impairment, 877 with intellectual disability, 607 with psychosocial disability, 46 with leprosy-related disability, and 125 with multiple disabilities (Siregar, 2024). In Indonesia, up to 75% of young women reported feeling fearful and unprepared during their first menstruation, while only 45% expressed readiness for puberty. Furthermore, 70% of adolescent girls had inadequate pre-pubertal health education. The lack of information can cause traumatic experiences. Providing accurate information and counseling is therefore essential to support adolescent girls in protecting themselves physically and psychologically during menarche (Deade, Ernita, & Nugrahmi, 2022). When adolescent girls are unprepared for menarche, they may reject the physiological process, perceiving menstruation as harsh and threatening, which can result in long-term negative perceptions. Self-acceptance in this phase can be fostered through emotional and social support. Emotional, moral, and spiritual support, including encouragement, accurate information, and acknowledgment, are crucial during menarche (Maharani, 2024). Knowledge is one of the most important factors influencing readiness for menarche. Providing education about menstruation prior to menarche is essential, as knowledge significantly affects preparedness and willingness to accept this biological process (Pitaloka, 2024). Determinants of knowledge include intelligence, education, experience, access to information, beliefs, age, sociocultural background, and socioeconomic status. Comprehensive health education on proper menstrual management can help adolescent girls prepare both mentally and physically for menarche, enabling them to approach it positively (Febriani, 2024). Health education can be delivered using various media such as booklets, leaflets, posters, and audiovisual tools (Alifah et al., 2023). Audiovisual media, which combines sound and visual elements, is considered more effective than other methods as it enhances the learning environment, fosters exploration, and encourages active and creative engagement (Pratiwi et al., 2022). According to Fitria (2023), adequate knowledge helps adolescent girls understand menarche and the preparations required. This awareness fosters concern for reproductive health, encouraging readiness and acceptance of menarche without fear or shame, but rather with pride as it indicates developmental progress. Similarly, Risnawati (2022) emphasizes that appropriate media, particularly audiovisual aids, are crucial to accelerate the learning process for adolescents with special needs in preparing for menarche. Hudain et al. (2023) found that video-based learning media improved motivation among early childhood learners, especially when presented with suitable durations of 5–10 minutes. Likewise, Prawitasari et al. (2023) demonstrated that a 190-second animated audiovisual medium, administered three consecutive times, significantly enhanced comprehension among students with intellectual disabilities. Repetition of such media plays a vital role in memory retention and gradual internalization of information. Based on data from the Bengkulu

Province Statistics Bureau (2024), the number of adolescent girls aged 10–14 years reached 84,523, while those aged 15–19 years totaled 82,742. According to the Bengkulu Provincial Department of Education and Culture (2025), there are 17 state special schools (SLB) in Bengkulu Province, with a total of 585 female students. SLB Negeri 1 Bengkulu City had the highest enrollment, with 85 female students. A preliminary survey conducted on March 11, 2025, revealed that among eight students who had not yet experienced menarche, six reported lacking knowledge about it.

Method

This study is a quantitative research. The type of research employed is a quasi-experimental design. A quasi-experimental study in this context utilized a One-Group Pretest–Posttest Design, in which an initial measurement (pretest) was conducted before the intervention (treatment), followed by a subsequent measurement (posttest) after the intervention. The population in this study consisted of all pre-menarche female students at SLB Negeri 1 Bengkulu City in 2025, totaling 30 students. The sample size was determined based on the total population, resulting in 30 respondents.

Results and Discussion

Univariate Analysis

Table 1. Frequency Distribution of Respondents Based on Knowledge Before Receiving Education Through Audio-Visual Media

Prior knowledge (Pre test)	Frequency	Percentage
Not enough	19	63.3%
Enough	9	30.0%
	2	6.7%
Total	30	100%

Source: Primary Data, 2025

Based on Table 5.2, it shows that most respondents before receiving education through audio-visual media had insufficient knowledge, with 19 respondents (63.3%).

Table 2. Frequency Distribution of Respondents Based on Knowledge After Receiving Education Through Audio-Visual Media

Post-test Knowledge	Frequency	Percentage
Enough	2	6.7%
Good	28	93.3%
Total	30	100%

Source: Primary Data, 2025

Based on Table 5.3, it shows that almost all respondents after receiving education through audio-visual media had good knowledge, with 28 respondents (93.3%).

Bivariate Analysis

Table 3. The Effect of Audio-Visual Media on Menarche Knowledge

Knowledge Before and After Audio Visual Media Intervention	N	Positive Ranks	Ties	Negative Ranks	P Value
	30	30	0	0	< 0,001

Based on Table 5.4, using the Wilcoxon Signed Rank Test, it was found that out of 30 female students, all (100%) experienced an increase in knowledge about menarche after receiving the intervention using audio-visual media (positive ranks = 30). There were no students with unchanged knowledge (ties = 0) or a decrease in knowledge (negative ranks = 0). The p-value of < 0.001 ($p < 0.05$) indicates a significant difference between

knowledge levels before and after the audio-visual media intervention. Therefore, it can be concluded that audio-visual media significantly influence the improvement of knowledge about menarche among female students.

Discussion

Discussion of Female Students' Knowledge Level Before Receiving Health Education Using Audio-Visual Media in Preparing for Menarche

Based on the results of a pretest conducted on 30 female students with special needs at SLB Negeri 1 Kota Bengkulu, it was found that most respondents had a low level of knowledge about menarche before receiving health education through audio-visual media. In detail, it was found that 19 students (63.3%) had low knowledge levels, 9 students (30.0%) were in the adequate knowledge category, and only 2 students (6.7%) had good knowledge. These findings indicate that the knowledge of disabled female students regarding menarche is still relatively low, despite the fact that adequate understanding of the physiological changes that occur during puberty, including menarche, is of great importance. This lack of knowledge has the potential to cause anxiety, unpreparedness, and even rejection of the first menstrual period (menarche), which in turn can impact the physical and mental health of adolescent girls, especially those who have limitations in understanding information through conventional means. These findings align with research by Risnawati (2022), which found that adolescents with special needs struggle to understand abstract concepts like menarche when taught through conventional learning methods. Therefore, the use of easily understandable media, such as audio-visual materials, is highly recommended for effective education. The study emphasises the importance of visual and auditory educational approaches to reach the learning abilities of children with special needs, such as those with mild or moderate intellectual disabilities. Fitria's (2023) research also supports this finding by stating that children with good knowledge about menarche will be better prepared to face their first menstrual cycle compared to those who have never received information about it before. Lack of knowledge can lead to fear, panic, shame, and even viewing menarche as something frightening and embarrassing. Additionally, cultural taboos and the lack of open discussion at home and school about reproductive health also contribute to the low level of knowledge among female students regarding menarche. According to Pitaloka (2024), education about menarche should be provided before adolescents experience menstruation so they are physically and mentally prepared. This study highlights that knowledge gained before experiencing menarche will determine their attitude and readiness in facing this biological event. The disabilities experienced by most SLB students also influence how they receive information. Children with intellectual disabilities such as mental retardation or other developmental disorders require different information delivery strategies. Audio-visual media are considered capable of bridging these limitations because they combine sound and images that attract attention, clarify messages, and aid understanding through simultaneous visual and auditory experiences. In this regard, research by Hudain et al. (2023) confirms that the duration and delivery of material tailored to the characteristics of children with special needs have a significant impact on the success of education. Audio-visual media presented in the form of videos, animations, or a combination of narration and easily understood images can be an effective means of improving memory and understanding, especially if delivered gradually and repeatedly. In relation to Notoatmodjo's theory (2014), knowledge is the result of human senses, particularly hearing and vision. Therefore, the use of audio-visual media that relies on these two senses can facilitate the information reception process, especially for children with limited cognitive abilities. Other factors contributing to the low level of knowledge among female students before the intervention include educational level, prior experience,

parental support, and access to information. Most respondents in this study were of primary school age with limited access to information about reproductive health. The minimal role of families and teachers in conveying information about puberty is the primary cause of this lack of knowledge. The low level of knowledge was not caused by the respondents' intelligence (IQ) or physical condition, but rather by their limited exposure to information appropriate to their needs. The low level of knowledge among female students before the intervention also serves as an initial indicator highlighting the need for appropriate and inclusive health education programmes, particularly for children with special needs. This forms a strong foundation for designing audio-visual learning materials that are not only informative but also communicative and easy to understand.

Level of Knowledge of Female Students After Receiving Health Education Using Audio-Visual Media in Preparing for Menarche

The students' knowledge about menarche improved after receiving health education using audio-visual media lasting 3 minutes and 10 seconds. The video used was the same, but it was played repeatedly to reinforce the information, considering the learning characteristics of students with special needs who require repetition and repeated visual-auditory stimuli to understand and remember the information well. The video was played three times, with the second and third playbacks separated by a short break of approximately two minutes, during which the students were encouraged to engage in light discussions about the video's content. The discussions were conducted in a simple manner and tailored to each student's abilities, aiming to strengthen understanding and enhance active participation throughout the intervention. Based on the post-test data presented in Table 4.3, it was found that out of 30 students who participated in the intervention, 28 students (93.3%) had knowledge in the good category, and 2 students (6.7%) were in the sufficient category. These two students consisted of one student with autism and one deaf student, who had limitations in understanding information fully due to communication barriers and different cognitive processing compared to other students. This condition indicates that although audio-visual media is generally effective, the level of understanding is still influenced by the type of special needs that each individual has. This improvement in results is in line with the research by Risnawati et al. (2022), which found that education using audio-visual media significantly increased the knowledge of adolescents with special needs about menarche. Similar results were also found in the research by Prawitasari et al. (2023), which stated that audio-visual animation media provided repeatedly was effective in improving the understanding of children with intellectual disabilities. Additionally, Widyastutik et al. (2021) stated that audiovisual-based health education methods were proven effective in significantly improving the knowledge and attitudes of adolescents aged 10–14 years regarding menarche ($p = 0.003$). These three studies reinforce the finding that audio-visual media are highly beneficial as an effective educational tool, particularly for adolescents and children with special needs. The audiovisual media used contained educational material about menarche, presented in a simple, engaging manner, and tailored to the students' comprehension abilities. Moving images and clear narration served as attractive elements that aided understanding. Repeating the video three times made the information easier to remember and process, and provided an opportunity for students who had not fully grasped the information during the first viewing. This positive impact is also reflected in the results of the analysis per question. In question number 10, which was answered incorrectly by 16 respondents before the intervention, after the intervention, all students were able to answer correctly. This indicates a change, showing that the understanding process has begun to take shape. Additionally, audio-visual media has proven effective in addressing the learning challenges faced by students with

disabilities. By combining sound, images, and movement, the video makes the learning process more engaging and less monotonous. Students can focus better because this medium involves multiple senses in absorbing information. Such characteristics are particularly suitable for children with special needs who tend to lose focus easily or struggle to understand material verbally. Using the same video three times also provides a reinforcement effect. By watching the same video repeatedly, information that was initially only recognised becomes better understood. This aligns with the concept of education for students with special needs, which requires a multisensory approach and repetition of information as an effective method for instilling understanding. Thus, it can be concluded that health education using 3-minute 10-second audio-visual media played three times consecutively in one session can increase SLB students' knowledge about menarche. This improvement reflects that the right educational approach, with methods tailored to their needs, has a significant impact in facilitating understanding of reproductive health issues for vulnerable groups such as children with special needs.

The Effect of Students' Knowledge Levels Before and After Receiving Health Education Using Audio-Visual Media in Preparing for Menarche

Based on the research results, there was an increase in knowledge among most students after receiving health education using audio-visual media. The analysis showed that the average knowledge score of students before the intervention was 52.67 and increased to 93.00 after the intervention was implemented. This indicates a significant increase in knowledge after the use of audio-visual media. This increase is further supported by the results of the Wilcoxon test, which showed a significance value of 0.001 ($p < 0.05$), indicating a meaningful difference between knowledge levels before and after the intervention. Thus, audio-visual media are deemed effective in enhancing the knowledge of special needs female students regarding menarche. According to the researcher, this improvement occurred because the audio-visual media was able to convey information in an engaging and easily understandable manner for students with disabilities. The video used was 3 minutes and 10 seconds long and was played three times consecutively in a single session. During the second and third playings, there was a brief two-minute break, during which the students were encouraged to engage in light discussion about the video's content. This strategy is effective because it provides repetition of information, visual and auditory stimulation, and gives students the opportunity to express their understanding in a simple manner. Children with special needs require a repetitive and interactive approach so that the information provided can be understood well and stored in long-term memory. Therefore, audio-visual media has proven to be an appropriate educational tool for providing an enjoyable, inclusive, and easily accepted understanding of menarche for students with disabilities. Thus, it can be concluded that audio-visual media effectively increases students' knowledge about menarche. The difference between the pretest and posttest scores shows a positive impact after the education was provided. Therefore, this media is suitable for use in reproductive health education programmes in special schools.

Limitations of the Research

This research has several unavoidable limitations. One of them is the limitation of the research location, which was only conducted at one SLB, namely SLB Negeri 1 Kota Bengkulu, so the results do not represent all students with disabilities in other regions. Additionally, since the research subjects are children with special needs, the communication process and understanding of the material require a more patient and gradual approach, even though they were accompanied by teachers. The conditions of the research location also posed a challenge. Educational activities and questionnaire completion were conducted in a shared room, namely the school mosque,

which was also used for other activities simultaneously. All respondents, a total of 30 female students, were gathered in one room at the same time, resulting in an unfavourable atmosphere and varying levels of concentration among participants. The limited timeframe also posed a challenge in observing the long-term effects of the audio-visual media intervention.

Conclusions and Recommendations

Based on the results of a study conducted on 30 female students with special needs at SLB Negeri 1 Kota Bengkulu regarding the influence of audio-visual media on knowledge about menarche, it can be concluded that:

1. The level of knowledge among the students before being exposed to audio-visual media was predominantly in the 'insufficient' category, with 19 students (63.3%) falling into this category, 9 students (30%) having adequate knowledge, and 2 students (6.7%) having good knowledge. This indicates that prior to receiving education, the students' understanding of menarche was still suboptimal.
2. After being exposed to audio-visual media, there was a significant increase in the students' knowledge. A total of 28 students (93.3%) had good knowledge, and 2 students (6.7%) had adequate knowledge.
3. The Wilcoxon test results showed a significance value of 0.001 ($p < 0.05$), indicating a significant difference between knowledge levels before and after the audio-visual media was provided. Therefore, it can be concluded that audio-visual media is effective in improving special needs students' knowledge about menarche.

Recommendations

1. For Researchers
This study is expected to serve as a foundation for the development of audiovisual-based educational media for adolescents with special needs and can be used as a reference in more innovative and inclusive health promotion programmes.
2. For Health Practitioners/Health Services
It is hoped that the results of this study can serve as a basis for healthcare workers and healthcare institutions to develop educational media that is engaging, easy to understand, and tailored to the characteristics of students with special needs, thereby enhancing the effectiveness of health education in special schools (SLB).
3. For Students
It is hoped that female students can better understand and prepare themselves for menarche after receiving education through audio-visual media, thereby reducing fear, confusion, or anxiety when experiencing it for the first time.
4. For Research Areas
Schools are encouraged to use audio-visual media as an alternative learning tool to provide education on reproductive health, particularly in preparing for menarche, so that female students are better prepared both physically and mentally.
5. For Other Researchers
Future researchers are advised to develop other variables such as attitudes or skills to make the research results more comprehensive. The research method also needs to be improved, for example by dividing respondents into two groups or sessions to create a more conducive atmosphere and help participants focus better. Additionally, the use of other learning media such as interactive media, simulations, or printed materials can serve as alternatives or supplements, tailored to the needs of children with special needs.

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