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Reproductive Health Education as An Effort to Prevent HIV Among Students of MTs Sultan Agung Jabalsari

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Abstract

Purpose: This activity aimed to provide students with an understanding of reproductive health and HIV, including how to transmit, risk factors, and how to prevent it through educational socialisation activities.

Method: The service activity uses the Participatory Learning and Action (PLA) method through the stages of identifying needs, planning, implementing participatory education, and evaluating the participant's involvement. The activity was carried out through the delivery of materials, discussions, and Q&A with the MTs Sultan Agung Jabalsari students. The evaluation was conducted based on student participation and responses during the activity.

Practical Applications: This socialisation educational activity provides information about the importance of maintaining the health of the reproductive organs, HIV issues and transmission methods, as well as prevention efforts with language that is adjusted to the level of understanding of the students.

Conclusion: The activity was carried out in a participatory manner through the presentation of material, followed by discussions and question-and-answer sessions. Participants were given space to interact actively by asking questions and expressing opinions about reproductive health and HIV prevention and control efforts.



Introduction

Reproductive health is an important aspect of adolescent development because this period is characterised by various physical, psychological, and social changes. At this stage, adolescents need correct information and in accordance with their level of development in order to be able to understand changes in themselves and maintain reproductive health. However, this need has not always been followed by the availability of adequate reproductive health education in school environments. Based on the results of the initial coordination with MTs Sultan Agung Jabalsari, students in grades VII, VIII, and IX have never received special socialisation about reproductive health and HIV. This condition shows that there is a gap between students' needs for health information that is appropriate to their developmental stage and the availability of special education in the school environment. This gap highlights the need for educational activities that provide information in a targeted manner and in accordance with the characteristics of students.

The need for reproductive health education is also supported by previous research findings. (Ferdian et al., 2023) showed that adolescents with more or less reproductive health knowledge were more or less prone to experiencing reproductive problems and found that health education could significantly increase students' knowledge. In this study, the average knowledge score increased from 70 in the pre-test to 95 in the post-test after education. Meanwhile, (Setiyorini et al., 2025) reported an increase in knowledge and attitudes after providing reproductive health education to 116 junior high school students through educational activities. The findings show that schools can be a strategic space to provide reproductive health information systematically, especially when students have not received adequate information.

Reproductive health is not only related to physical changes and the development of reproductive organs but also includes understanding sexually transmitted infections and efforts to prevent them. One of the relevant problems introduced in adolescent reproductive health education is *the Human Immunodeficiency Virus* (HIV). HIV attacks the immune system, especially CD4 cells, thereby reducing the body's ability to fight infection. If left untreated, HIV infection can develop into Acquired Immunodeficiency Syndrome (AIDS) (Aurelina, 2020). HIV can be transmitted through several routes, including risky sexual intercourse, alternating use of syringes, unsafe blood transfusions, and mother-to-child transmission (Arisah et al., 2024). Therefore, strengthening reproductive health literacy is relevant to HIV education because it helps students understand the relationship between reproductive health, sexually transmitted infections, and HIV transmission and prevention efforts. (Arisah et al., 2024) showed that most of the 58 junior high school students who participated

had a low level of HIV knowledge before being educated. After education, there was a significant increase in knowledge, accompanied by a decrease in stigma towards HIV. The findings reinforce that education can be used to increase understanding and build more appropriate attitudes towards HIV among students.
The local context is also considered in the implementation of this activity. Based on initial coordination with the Jabalsari Village Posyandu cadres, information was obtained regarding public attention to HIV problems in the Sumbergempol District. This information was obtained from initial communication with community partners and was not used as HIV prevalence data at the village or sub-district levels. As an illustration of the condition at the district level, Tulungagung data show that cumulatively, there will be 4,027 HIV cases by 2024, with 1,149 people with HIV having undergone *antiretroviral* (ARV) therapy (Idawati et al., 2025). The data do not describe the specific conditions of the MTs Sultan Agung Jabalsari students and cannot be used to conclude the existence of HIV cases among students. However, the data provide context that HIV is still a health problem in Tulungagung Regency; therefore, strengthening information about HIV and its prevention remains relevant in adolescent health education.

The relevance of HIV education for students is also supported by the educational activities carried out in the Tulungagung area. (Erwansyah et al., 2024) provided HIV education to 80 students of SMK Bakti Tulungagung with material on HIV understanding, transmission, and prevention. The results showed an increase in participants' knowledge after education. However, the activity was aimed at vocational school students and focused on HIV education, while the activities at MTs Sultan Agung Jabalsari were aimed at students in grades VII, VIII, and IX in early adolescence with a wider scope of material, including changes in puberty, reproductive health and hygiene, sexually transmitted infections, HIV recognition, methods of transmission, and prevention efforts. The difference in goals and material coverage is the basis for preparing educational activities tailored to the age characteristics and needs of the students at MTs Sultan Agung Jabalsari.

Adolescents are the target group for activities because they are in the transition stage from childhood to adulthood which is characterised by various physical, psychological, and social changes, including puberty related to organ development and reproductive function. These changes can cause curiosity about the body and self-development; therefore, adolescents need correct information in accordance with their developmental stage (Nasution et al., 2024). Adequate information is needed so that adolescents can understand changes in themselves, maintain reproductive health, and recognise HIV prevention efforts. This need makes schools or madrasas a strategic space to provide education in a targeted manner, in accordance with the characteristics of students. In this context, MTs Sultan Agung Jabalsari was chosen as

the location of the activity based on the results of the coordination of the KKN team with the school which showed that students had never received special socialisation about reproductive health and HIV prevention. The school also provided support for the activity implementation plan and conveyed that the activity was relevant to students' needs. The compatibility between the educational needs of adolescents and the conditions at MTs Sultan Agung Jabalsari is the basis for choosing a school as the location for the activity.

Based on this description, this activity has a peculiarity in the integration of reproductive health and HIV prevention materials that are given directly to early adolescent MTs Sultan Agung Jabalsari students. The material provided includes changes in puberty, reproductive organ health and hygiene, sexually transmitted infections, HIV introduction, methods of transmission, and prevention efforts, delivered directly in language adapted to the students' level of understanding. Thus, this Socialization of Reproductive Health and HIV Prevention activity is expected to be one of the relevant and urgent preventive educational efforts for the MTs Sultan Agung Jabalsari students. The interactive delivery of material provides space for participants to clarify information that has not yet been understood.

Method

This community service activity uses the Participatory Learning and Action (PLA) method which emphasises the involvement of participants in the learning process through interaction, discussion, and question and answer. This method was used to support the implementation of participatory health education for MTs Sultan Agung Jabalsari students. The activity will be held on Wednesday, 22 July 2026 at 10.00 WIB until completion at MTs Sultan Agung Jabalsari.

The participants of the activity amounted to around 50 students, consisting of students in grades VII, VIII, and IX of MTs Sultan Agung Jabalsari. Participants were students in the adolescent development stage who needed education about HIV and its prevention efforts. In addition to the students, several teachers and school staff assisted in implementing the activity. All KKN students involved in the activity also participated in the educational process to increase their understanding of the material. The selection of participants was based on the criteria for adolescents at the Madrasah Tsanawiyah level, especially students in grades VII-IX, which were in accordance with the health education goals of this service activity.

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The implementation of the activity also obtained permission from MTs Sultan Agung Jabalsari as the location of the activity. In addition, the organising committee asked for permission from the speakers from KPAD Tulungagung before delivering material about HIV. All activities were carried out by paying attention to the provisions and approvals of the parties involved.

Result and Discussion

The activity was carried out in three stages: identification of needs, implementation of participatory learning, and evaluation and reflection. The needs were identified through coordination with the school to determine the educational needs of students related to HIV and its prevention. Furthermore, the material was delivered interactively using presentation media that discussed HIV, how to transmit, prevent, and healthy living behaviours, and continued with discussion and questions and answers. Evaluation was carried out by observing student activity, questions, responses, and responses during the activity, which was supported by documentation as an overview of the implementation of education using the PLA method.

The identification of needs is carried out as the initial stage of preparing the KKN work program to obtain an overview of issues relevant to the condition of the people of Jabalsari Village. This stage is important so that the program designed does not solely depart from the initiative of the KKN team but considers the information and needs found directly in the field. Identification is carried out through environmental observation, visits to the community, to one of which is communication with Jabalsari Village Posyandu cadres, as well as coordination with parties related to the health and education sectors. From this process, the KKN team obtained a number of issues that were then considered as the basis for determining the priorities of the work program.

One of the important findings was obtained through communication with the Jabalsari Village Posyandu cadre, which was carried out to explore health problems that concern the local community. In the communication, one of the cadres expressed concerns about HIV cases in the Sumbergempol District area without mentioning the

number of cases, the number of sufferers, or the specific areas affected. Although it is general and cannot be used as epidemiological data, this information is one of the initial considerations for the KKN team to follow up on the HIV issue through educational activities for youth.

Adolescents were chosen as the target group because their need for adequate reproductive health information still requires more attention. Good knowledge is needed so that adolescents can recognise correct information about HIV, including how it is transmitted, prevented, and risky behaviours related to it. A literature study on Indonesian adolescents' knowledge of HIV shows that this group is vulnerable to transmission, so education is an important part of a comprehensive approach to its prevention (Nasution et al., 2024). These findings are in line with the study by (Saparini et al., 2023) on other Indonesian adolescents that shows a relationship between knowledge and access to reproductive health information and adolescent reproductive health behaviour, so strengthening health promotion and access to information for adolescents needs to be improved. These findings strengthen the KKN team's rationale for directing educational activities toward madrasah students as a group of adolescents in a formal education environment.

In addition to reproductive health and HIV issues, the needs identification process also found several other issues relevant to the community and target groups, including digital literacy, gender literacy, fulfilment of children's rights, and issues related to disabled groups, among many others. Mapping of these various issues is needed so that the KKN team can determine the priorities of activities in a targeted manner and determine the schedule or timeline of the program in accordance with the needs of the community and the capacity of implementation during the service period.

From these various issues, reproductive health and HIV prevention were determined through discussion by the KKN team as one of the priority programs. This determination considers initial information from previous visits to Posyandu Cadres, the characteristics of adolescents as target groups, and the need for more targeted reproductive health education, as described earlier. This issue was considered the most suitable for developing socialisation activities for students; therefore, the KKN team determined that socialisation of reproductive health and HIV prevention would be one of the work programs to be implemented.

After the theme of the activity was determined, the KKN team officially coordinated with MTs Sultan Agung Jabalsari to ensure the suitability of the program plan with the school's conditions and needs. This coordination is important because the implementation of reproductive health education in the school environment needs to pay attention to the characteristics of students, the educational environment, and

support from the school, considering that families, teachers, peers, and principals are stakeholders who play a role in shaping adolescents' understanding of sexual and reproductive health (Lahope & Fathurrahman, 2024). The results of the coordination show that MTs Sultan Agung Jabalsari fully supports the activity plan and said that the school has never held socialisation with the theme of reproductive health and HIV prevention. This support further strengthens the compatibility between the needs identified by the KKN team and the educational needs that the school directly feels.

The results of the coordination became the basis for determining the goals and resource persons of the activity. All students in grades VII, VIII, and IX were chosen as targets so that education about reproductive health and HIV prevention could reach students at all madrasah grade levels. The activity was held on Wednesday, July 22, 2026, by presenting two speakers, namely Mutia Maharani, M.Psi., Psychologist lecturer at UIN Sayyid Ali Rahmatullah Tulungagung, and Eko Shamsul Huda from the Regional AIDS Control Commission (KPAD) of Tulungagung Regency. Both were selected based on the suitability of competencies with the material to be delivered, so that the results of the identification of needs could be translated into technical planning that considers the characteristics of the target and the competence of the resource persons.

Overall, the needs identification process shows that education about reproductive health and HIV prevention is relevant for MTs Sultan Agung Jabalsari students. This conclusion is based on the relationship between the initial information from Posyandu Cadres regarding concerns about HIV, adolescents' need for reproductive health information, and the school's support for the implementation of activities. The results of the KKN team's discussion and coordination with the school ultimately resulted in an agreement to organise socialisation for all students in grades VII, VIII, and IX by presenting resource persons from the field of psychology and HIV management in Tulungagung. Thus, the results of the identification of this need became the basis for the determination of Reproductive Health and HIV Prevention Socialization activities as a form of preventive education in the series of community service in Jabalsari Village, especially at MTs Sultan Agung Jabalsari.

Socialisation activities for students of MTs Sultan Agung Jabalsari were carried out in the school hall starting at 09.45 WIB with the beginning of the check-in process of the participants' attendance. The activity began at 10.00 WIB and was guided by the host (MC), followed by remarks from the Head of MTs Sultan Agung Jabalsari and the presenter. The presenter, Mrs. Mutia Maharani, a lecturer at UIN Sayyid Ali Rahmatullah Tulungagung (UIN SATU), who is also a member of the Regional Child Protection Commission (KPAD), introduced the team. Furthermore, the presenter delivered interactive material orally about the physical changes of adolescents during

puberty, sexually transmitted infections and the HIV virus, how to transmit it, the dangers, and efforts to prevent it. After the presentation, the students showed enthusiasm for participating in the activity. Students were given the opportunity to understand the material about how HIV and sexually transmitted infections can be transmitted, factors that can increase the risk of transmission, and the importance of making preventive efforts through the delivery of materials and discussions.

The activity continued with discussions and question-and-answer sessions. Students were given the opportunity to ask questions and express their opinions, and the committee appreciated the students who actively participated in the form of prizes. The activity received positive responses from students and teachers because it was considered to increase students' insight and understanding of reproductive organ health and HIV and create an interactive educational atmosphere. The entire series of activities went smoothly and ended at 12.00 WIB, and was closed with a group photo session for documentation. Through this activity, students are expected to apply the knowledge gained and increase their awareness of maintaining health and preventing the transmission of sexually transmitted infections and HIV in daily life.

Gambar 1. Pelaksanaan Kegiatan Sosialisasi



Based on the socialization at MTs Sultan Agung Jabalsari that has been carried out, we pay attention to several conditions that occur in the environment and the environment. Teachers and health workers play a role in increasing adolescent knowledge of reproductive health. Adolescents' perception of reproductive health is

taboo, so it is important to provide information to increase their knowledge of reproductive health (Widiawati, 2022). Adolescents are in the developmental phase and puberty which is characterised by various physical, emotional, and increased curiosity. At this stage, adolescents begin to learn about various forms of social and emotional relationships, and they need the right knowledge and assistance to distinguish between healthy and risky behaviours. The social environment, use of social media, and limitations of supervision and communication with parents can also affect adolescents' mindsets and behaviours.

According to (Alekhya et al., 2023), puberty is a period of development when the body begins to undergo various changes towards physical maturity and reproduction. During this period, body changes are normal and can occur to everyone at different times and levels of development; therefore, a person does not need to compare their body changes with others. In adolescent girls, one of the important changes is the start of menstruation, which indicates that the reproductive system has developed and the body has the ability to experience pregnancy. In addition, personal hygiene and menstrual health should be considered during menstruation. Excessive menstrual bleeding should also be considered because it can be related to anaemia. Some assumptions that activities or diets should always be limited during menstruation also need to be understood properly because menstruation is a normal physiological process. Therefore, knowledge about puberty and menstrual health is important so that adolescents can understand their body changes, feel comfortable talking about it, and maintain proper reproductive health.

In adolescent boys, puberty is characterised by a growing body, shoulders, and muscles, a heavier voice, and hair growth in the armpits and around the genitals. The reproductive organs also develop and begin to produce sperm, and wet dreams can occur. In addition, the skin can become oilier and acne can appear. These changes are a normal part of the process of reproductive maturity. Thus, adolescents need an adequate understanding of puberty, menstruation, personal hygiene, and reproductive health so that they can deal with various body changes appropriately and maintain their health. Support from teachers, health workers, parents, and the surrounding environment is also needed to provide direction and create an open communication space so that discussions about reproductive health can be accepted as an important part of adolescent development.

In the journal(Nugrahaningtyas et al., 2025), diseases that are directly related to the hygiene of the reproductive organs are classified as sexually transmitted diseases (STDs). Lack of knowledge and awareness of genital hygiene can increase the risk of urinary tract infections (UTIs) and sexually transmitted diseases. Therefore, we need to understand that poor hygiene of the reproductive organs can increase the risk of

infections, including urinary tract infections and sexually transmitted diseases

This understanding is becoming increasingly important because risky sexual behavior can increase the likelihood of HIV transmission. HIV *(Human Immunodeficiency Virus)* attacks the immune system, especially cells with CD4 receptors. After entering the body, HIV replicates and gradually damages immune system cells. If HIV infection is not treated properly, the decline in immune system function can continue until it develops into Acquired Immunodeficiency Syndrome (AIDS*).* In the AIDS stage, the immune system undergoes a severe decline, making individuals more susceptible to various opportunistic infections and certain diseases. Therefore, providing knowledge about HIV and AIDS to adolescents is important not only to increase understanding of how it is transmitted and prevented, but also to build awareness about the long-term impact of risky behaviours. Another study from [1]HIV *(Human Immunodeficiency Virus)* is a virus that can be transmitted through risky sexual activity and attacks the body's defense system. This infection mainly affects CD4 cells which play an important role in maintaining the body's ability to face various diseases. Without appropriate treatment, the number and function of immune cells can continue to decline until it causes a condition known as Acquired Immunodeficiency Syndrome (AIDS*).* At this stage, the body's immune system becomes very weak, making it easier for individuals to experience various infections and diseases that can endanger their health. Thus, AIDS is not a different virus from HIV but an advanced stage of HIV infection when the damage to the immune system has reached a severe condition. The article (Sinaga, 2025) also explains that HIV can progress to AIDS if left untreated, while *antiretroviral therapy* (ARV) can suppress viral replication, maintain immune system function, and help prevent disease progression to AIDS.

One of the preventive efforts, according to (Yusnia et al., 2022) is to provide education about sexuality and reproductive health appropriately according to the age and level of understanding of adolescents. Education not only discusses sexually transmitted diseases, but also includes physical and psychological changes during puberty, hygiene of the reproductive organs, restrictions on association, the risk of risky sexual intercourse, unplanned pregnancy, and the importance of maintaining health and the future. The open delivery of information in accordance with adolescent development is expected to reduce the notion that reproductive health is a taboo topic.

In addition to reproductive health education, the cultivation of religious and moral values can also be an important part of shaping the character of adolescents. Positive values given from an early age can help adolescents determine their attitudes and make decisions. The cultivation of these values needs to be adjusted to social and cultural backgrounds so that they can be accepted and applied in students' daily lives.

[1] {Citation}

With a good understanding of reproductive health accompanied by character building, adolescents are expected to have self-control and be responsible for every action taken.

The role of parents is also important in efforts to prevent risky sexual behaviour in adolescents. Parents not only play the role of supervisors but also act as companions and reliable sources of information. Open, comfortable, and continuous communication between parents and children can help adolescents convey the various problems they face without feeling afraid or ashamed. Consistent mentoring also allows parents to provide the right direction when children face negative influences from their social environment. In addition, adolescents need to be directed to develop their potential through various positive and creative activities. Activities such as sports, organisations, art, religious activities, and social activities can be used to develop talents, build confidence, and improve healthy social skills. Thus, adolescents' time and energy can be channelled into activities that provide benefits for self-development (Ingrit et al., 2022).

HIV prevention in adolescents needs to be carried out through continuous education, especially because adolescence is a transition phase from childhood to adulthood, characterised by physical, emotional, and social development. At this stage, adolescents begin to have greater curiosity and need the right information as a basis for making decisions and taking care of themselves. One of the efforts that can be made is through socialization activities with a communicative and interactive approach (Sahril et al., 2026). Socialisation activities about HIV can help increase adolescents' understanding and awareness of how to transmit, prevent, and have appropriate attitudes in dealing with HIV problems (Hasanah et al., 2025). Sustainable HIV education through communicative and interactive socialisation is important for increasing adolescents' knowledge, awareness, and ability to prevent HIV transmission and maintain personal health.

Through these activities, students have the opportunity to understand HIV more precisely, starting from the definition, how it is transmitted, the impact it causes, and its prevention measures. Providing correct information is important so that students do not develop a wrong understanding of HIV, which can cause concern and stigma. Therefore, socialisation activities not only aim to increase knowledge but also foster awareness, responsible attitudes, and concern for the health of themselves and others. Through the delivery of materials, discussions, and Q&A, students are expected to understand how HIV is transmitted and know the right actions to maintain health and avoid risky behaviours. In community service activities, education about HIV is a form of contribution that provides health knowledge to students from adolescence.

This activity is expected to be a preventive step in building student awareness so that the information obtained can be applied in daily life and support the creation of a healthy, safe, and stigma-free school environment for HIV.

Conclusion

Health education activities using the Participatory Learning and Action (PLA) method were carried out for students in grades VII, VIII, and IX of MTs Sultan Agung Jabalsari by involving the school, teachers, and KKN students. The PLA approach is applied through the stages of identifying needs, coordination, preparing materials, implementing education, discussions and questions and answers, and evaluation by actively involving the participants in the activity process.

The results showed that the participants participated in educational activities regarding reproductive health, HIV, transmission, prevention, and healthy living behaviours. Participant involvement was observed through attendance, attention during the delivery of the material, and participation in discussions and question-and-answer sessions. The findings showed that there was participant involvement during the education process, but this activity did not use pre-test and post-test measurements, so changes in participants' knowledge levels could not be measured quantitatively.

This activity has limitations in the implementation of evaluations which are still based on the observation and response of participants during the activity. Therefore, further educational activities are recommended to use more measurable evaluation instruments, such as pre- and post-tests, to determine the change in participants' knowledge after participating in education. The PLA approach can still be used by strengthening the involvement of participants in the process of identifying needs, learning, discussing, and evaluating.

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