

Information Effectiveness of HIV / AIDS through Peer Group and Interactive Lecture Method to Knowledge and Attitudes of Senior High School Students

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Abstract: Health education on HIV/AIDS is very important for the teenagers because the rate of HIV/AIDS incident is annual increasing. HIV/AIDS is the problem of community health which needs a very serious attention. This is seen through the rapid spread of this disease to any community and beyond the boundaries of the countries in the world. The purpose of this quasi-experimental study with one group pre test and post test design was to know the knowledge and attitude of the students towards HIV/AIDS. The population of this study was 348 and samples 138 students from Senior High School Lumban Julu Subdistrict and the samples used were selected through purposive sampling technique. After the intervention, the average percentage of the knowledge of the students in peer group was 8.464 which was different from the knowledge of the students in lecture method group (7.681). After the intervention, the average percentage of the attitude of the students in peer group towards HIV/AIDS was 38.290, and this was less significantly different from the attitude of the students in lecture-method group towards HIV/AIDS (36.058). Overall, the result of this study showed that peer-group method was more effective than interactive lecturer-method because the lecturers are more capable in influencing the knowledge and attitude of the students in peer group.

Keywords : HIV/AIDS, Peer Group, Interactive Lecture, Knowledge, Attitude

Date of Submission: 15-07-2017

Date of acceptance: 05-08-2017

I. Introduction

Background

Health education on HIV / AIDS for adolescents is very important because the incidence of HIV / AIDS in the world has increased every year. The problem of HIV / AIDS is a public health problem that needs very serious attention, it is seen from the spread of disease very quickly without knowing the boundaries of countries and people in the world (Supriyatno, 2009).

Adolescent (Adolescent) is a dangerous spot in the spread of HIV / AIDS, caused partly from their attitude permissive to sexual relations. Sexual behavior among adolescents has been under the spotlight since the 1980s, both in popular media writing and scientific research studies (Sarlitto, 2010).

HIV / AIDS prevention strategies used by the government so far, according to Bantari (2005) using an approach called the ABCD formula. The formula contains the following insights: A for Abstinence (abstinence before marriage), B for Be Faithful (having sex only with one partner or not multiple partners), C for Use condom (condom use continuously when having sex), D for No Drugs (not using drugs). If a limited response such as the current condition with low program coverage continues, then HIV modeling model outcomes indicate the rate of transmission will continue to rise in Indonesia. It is estimated there will be about 400,000 people infected with HIV in 2010.

With regard to the above background, it can be formulated the problem of this study is not known the effectiveness of delivering information HIV / AIDS through peer group and interactive lecture methods to the knowledge and attitude of students SMAN 1 in District Lumban Julu Toba Samosir Regency 2012. The purpose of this study is to Analyzing the effectiveness of delivering HIV / AIDS information through peer groups and interactive lecture methods to the knowledge and attitude of high school students N. 1 Lumban Julu Lumban Julu District Toba Samosir Regency 2012.

II. Materials And Methods

Types of Research

The research is a quasi-experimental design was one group pretest and post-test, where the design does not use comparison groups (Group) but after doing the first observation allows researchers to examine the changes that occurred after the treatment (Notoatmodjo, 2007).

Research Sites

This research will be conducted at SMA Negeri 1 Lumban Julu Lumban Julu District Toba Samosir Regency.

Research Time

The timing of this study began with the proposal of research title, bibliography search, preparation of research proposal, designing questionnaire, consultation counselor, implementation until final report starting from April.

Sample

The sample is the partial or representative of the population to be studied (Arikunto, 2006). Sampling technique in this research using Lemeshow formula (1997).

$$n = \frac{1 \sigma^2 (Z_{1-\alpha/2} + Z_{1-\beta/2})^2}{(\mu_1 - \mu_2)^2}$$

Information:

N = Number of samples

6 = Teenage Knowledge Lectured (60%)

Z_{1-α / 2} = The 95% confidence degree value is 1.96

D² = Precision (absolute value).

So the required research sample is 69 people for interactive lecture group and 69 people for group peer group. The retrieval technique is done by simple random sampling by randomly drawing in every class of SMAN 1 Lumban Julu Lumban Julu Subdistrict Toba Samosir District in 2013.

Data Collection

Data collection methods in this study include primary data and secondary data. Primary data is data obtained directly from respondents through direct interview using questionnaire about peer group method and interactive lecture.

III. Results And Discussions

The location of the study is close to prostitution sites in high-risk tourist areas that have a high risk of contracting sexually transmitted diseases or HIV / AIDS. Therefore, teenagers need to be informed, in the form of interactive lectures and peer groups on HIV / AIDS with the aim of preventing and overcoming the occurrence of HIV / AIDS. When the information is submitted the target can actively participate and provide feedback on the material provided. The Peer Group method makes it easy to adopt habitual attitudes, ideas, beliefs, values and behavior patterns in society.

Condition	Peer Group		Interactive Lecture	
	Knowledge	Attitude	Knowledge	Attitude
Before	5.41	32.00	5.68	30.754
After	8.46	36.06	7.681	38.29
P Value	0.00	0.00	0.00	0.00

Based on the results of research that has been done in SMA Negeri 1 Lumban Julu Lumban Julu District Toba Samosir regency in April-May 2013, then discussed in sequence in accordance with the analysis and research variables.

Effectiveness of Student Knowledge through Peer Group and Interactive Lecture

The results of the peer group research have increased students' knowledge after being given information about HIV / AIDS (intervention) with peer group and interactive lecture change from less good to good (p = 0.00 <0.05). The peer group intervention changed from the average knowledge of 5,406 to 8,464 which was significantly different. Intervention interactive lectures changed from the average knowledge of 5,681 to 7,681 which differed significantly.

Adolescence is a time of transition that often cause turmoil. At this time there are also many changes that occur, both physically and psychologically, along with developmental tasks that must be met by adolescents (Harahap, 2005). The strong influence of peer groups occurs because more teens are outside the home together with peers as a group. Peer groups have certain rules that adolescents should adhere to as members of their group (Monks, 2004). Efforts to provide understanding or understanding about HIV / AIDS in students can be done through various ways or approaches. One approach is through interactive lectures by educators. According to Margaret (2004) that the interactive learning model is an approach that refers to a constructivist view that focuses on students' questions as a central feature by multiplying student questions. The lecture method has several advantages, among which can be used in adults, efficient use of time can be used in large groups, not too much use of teaching aids and can be used to provide instructional teaching, and can be used to give an introduction to a lesson or a Activities (Suganda, 2006).

Effectiveness of Student Attitudes through Peer Group and Interactive Lecture

The results of the peer group research have increased students' knowledge after being given information about HIV / AIDS (intervention) with peer group and interactive lecture change from less good to good ($p = 0.00 < 0.05$). The peer group intervention changed from the average knowledge of 32,000 to 36,058 which was significantly different. Intervention interactive lectures changed from the average knowledge of 30,754 to 38,290 which differed significantly.

Peer education is very useful for HIV / AIDS prevention programs, because the information and knowledge aspects play a role for a person to prevent himself from getting infected, where knowledge, attitudes, and sexual behavior are closely related (Rachman, 2010). The government developed a peer counselor program. Peer counselor or is a teenage cadre who has been trained to become a counselor for his peers, with one goal is to disseminate information on adolescent health to his peer group (MOH, 2006).

Attitude is a judgment (can be opinion) of a person against the stimulus or object (in this case is a health problem, including disease). Once a person knows the stimulus or the object, the process further assesses or behaves towards the stimulus or health object (Notoatmodjo, 2010). Effective interactive lectures improve students' attitudes about because counseling teachers are experienced in motivating students so that students have feedback by asking about HIV / AIDS (Purwanto, 2013).

IV. Conclusions

There is a difference in the average knowledge and attitude of students before and after the delivery of information through peer groups and interactive lectures. However peer group is more effective than interactive lecture.

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Siti Nurmawan Sinaga. "Information Effectiveness of HIV / AIDS through Peer Group and Interactive Lecture Method to Knowledge and Attitudes of Senior High School Students." IOSR Journal of Nursing and Health Science (IOSR-JNHS) 6.4 (2017): 09-11.