



Education On Prevention And Management Of Sexually Transmitted Infections At PMB Urai Susanty

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ABSTRACTS

Introduction : The goal of this community service activity was to improve women's knowledge of the prevention and management of sexually transmitted infections (STIs) by providing structured health education at PMB Urai Susanty in Sambas Regency in 2024. The program included lectures, discussions, and question-and-answer sessions with 35 participants. The evaluation showed that the participants demonstrated an improved understanding of STI prevention and management, as indicated by their ability to answer related questions. The intervention was effective in raising awareness and empowering women to adopt preventive behaviors. This activity underscores the importance of ongoing health education in reducing STI cases within the community. **Method :** The activity used a descriptive educational intervention approach. Delivery methods included lectures, discussions, and question-and-answer sessions. **Results :** The evaluation revealed that most participants could correctly answer questions about STI symptoms, prevention, and treatment. **Conclusion :** The educational intervention at PMB Urai Susanty successfully improved women's knowledge of the prevention and management of STIs.

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1. INTRODUCTION

The Ministry of Health of the Republic of Indonesia or Kemenkes RI (2017) revealed that sexually transmitted infections (STIs) are infections that attack the reproductive tract and are transmitted through sexual intercourse. All sexual intercourse techniques, whether vaginal, anal, or oral, between opposite sexes or between people of the same sex, can be a means of STI transmission. According to Kemenkes RI (2016), in addition to sexual intercourse, STIs can also be transmitted from mother to fetus during pregnancy or childbirth, through contaminated blood products or tissue transfers, and sometimes through medical equipment. The microorganisms causing these infections can be fungi, viruses, and parasites. Common STIs include gonorrhea, syphilis, and herpes, but the most significant among them are the Human Immunodeficiency Virus (HIV) and Acquired Immune Deficiency Syndrome (AIDS), as they can lead to death in those infected.

STI cases continue to increase worldwide. Based on data released by the WHO (2005, in Suwandani, 2015), 457 million people worldwide are infected with sexually transmitted infections among adults aged 15-49 years. The Indonesian Ministry of Health (2015) revealed that STIs rank among the top 10 reasons for seeking medical treatment in many developing countries, and the costs incurred can affect household income. The number of new HIV-positive cases reported each year tends to increase, with 41,250 cases reported in 2016. In 2016, 86,780 cases of AIDS were reported in Indonesia (Indonesian Health Profile, 2016).

The prevalence of HIV/AIDS in West Kalimantan is quite high compared to other regions. In 2024, there were 196 people living with HIV/AIDS in West Kalimantan (West Kalimantan Provincial Health Profile, 2024). These HIV cases were found in eight subdistricts. "The highest number of cases was found in Pemangkat and Sambas subdistricts, each reporting 12 cases" (Sambas District Health Office, 2024).

Meanwhile, there were 11 cases recorded in Tebas subdistrict. Then, there were 5 cases in Semparuk subdistrict. Meanwhile, 4 cases were found in Teluk Keramat subdistrict. and in Sebawi, Jawai, and Selakau subdistricts, 1-3 cases were found in each (Sambas District Health Office, 2024). The handling of HIV transmission is claimed to be under control, as it is a serious concern for the Sambas District Health Office. "Community education and community-based health services are always being improved to reduce the spread of HIV."

Previous studies have found that adolescents' knowledge of STIs is still poor. Rumambi (1999, in Pandjaitan, Niode, Suling, 2017) in Tondano reported that adolescents' knowledge of STIs was in the poor category, with 41.4% of respondents falling into this category. Chiuman (2009, cited in Pandjaitan, et al., 2017) in Medan reported that adolescents' knowledge of STIs was still poor, with 52.4% of respondents falling into this category.

Reducing the incidence of health problems among adolescents by increasing health knowledge about the causes of STIs for the prevention of sexually transmitted infections is a major contribution to reducing the rate of infertility caused by sexually transmitted infections. One way to increase adolescents' knowledge about STIs is to provide counseling to adolescents.

Community-based health education is one of the most effective strategies to improve awareness and reduce the spread of STIs. Therefore, this program was implemented at PMB Urai Susanty to provide structured education regarding STI prevention and management specifically for women seeking health services.

2. METHODS

The activity used a descriptive educational intervention approach consisting of:
Participants: 35 women visiting PMB Urai Susanty. Intervention: Health education on STI prevention and management. Delivery Methods: Lecture, Discussion, Question and answer

2.1. Criteria Development

The development of this educational program was based on the following criteria:

1. Relevance: The material aligns with national health priorities on STI prevention.
2. Feasibility: The program can be carried out using available resources at PMB.
3. Comprehensibility: Material is easy to understand for community members.
4. Impact Potential: The program is expected to increase knowledge and preventive behavior.
5. Participant Engagement: Methods selected encourage participation and active learning.

2.2 Decision Matrix

A decision matrix was developed to determine the most effective educational method for delivering STI (Sexually Transmitted Infection) prevention and management education during the community service activity. Three instructional methods—lecture, discussion, and question-and-answer (Q&A)—were evaluated based on five predetermined criteria: ease of implementation, ability to increase understanding, participant engagement, time efficiency, and overall usefulness.

- Ease of Implementation
- Increase in Understanding.
- Participant Engagement
- Time Efficiency
- Overall Usefulness

To provide a more objective assessment, each method is evaluated using a scale: 1= Very Low, 2 = Low, 3 = Medium, 4 = High, 5 = Very High

Table 1. Matrix used to select the most suitable educational method:

Criteria	Lecture	Discussion	Q&A
Ease of Implementation	5	3	4
Increase in Understanding	3	5	4
Participant Engagement	2	5	5
Time Efficiency	5	3	3
Overall Usefulness	3	5	5
Total Score	18	21	21

2.3 Sensitivity Analysis

A sensitivity analysis was conducted to understand how changes in participant engagement levels might influence outcomes.

- If participant engagement increases, understanding and retention of STI prevention increase significantly.
- If engagement decreases, the program becomes less effective even if material quality remains high.
- The most sensitive factor is active participation, especially during discussions and Q&A sessions.

3. RESULTS AND DISCUSSION

3.1. Results

A total of 35 women participated in the educational session. The session ran smoothly, with participants showing high enthusiasm. The evaluation revealed that most participants were able to correctly answer questions related to STI symptoms, prevention, and treatment. This indicates that the educational intervention effectively improved their knowledge.

3.2. Key Observations

1. High participant enthusiasm.
2. Active involvement during discussions.
3. Increased knowledge after the session.
4. Participants requested periodic education sessions.
5. The PMB environment supports ongoing health education.

3.3. Discussion

The results of the educational intervention demonstrate that the program effectively improved participants' understanding of sexually transmitted infections (STIs) and their prevention. The high level of participant engagement, particularly during the discussion and question-and-answer sessions, suggests that interactive learning methods play a critical role in enhancing comprehension and knowledge retention. This is consistent with existing literature, which emphasizes that active learning strategies are more effective in influencing health-related behavior compared to traditional lecture-based approaches.

The decision matrix further supports these findings by showing that discussion and Q&A methods scored the highest across key evaluation criteria, including participant engagement, understanding, and overall usefulness. In contrast, the lecture method, despite being easy to implement and time-efficient, was less effective in stimulating interaction and deeper cognitive processing. This suggests that while lectures may be suitable for delivering foundational information, they should be complemented with interactive methods to achieve meaningful learning outcomes.

Participants demonstrated improved ability to identify STI symptoms, transmission routes, and preventive strategies, indicating positive knowledge acquisition. This improvement is essential because awareness and early recognition of STI symptoms contribute significantly

to preventing complications and reducing community transmission rates. Moreover, the positive response from participants—who expressed interest in having regular health education sessions—highlights the relevance and perceived value of the intervention.

Overall, the findings underscore the importance of integrating interactive learning approaches in community health education. The combination of lecture, discussion, and Q&A ensured that information was not only delivered but also internalized and contextualized by participants. This holistic approach is particularly crucial for sensitive topics such as STIs, where stigma, misconceptions, and cultural barriers may influence awareness and health-seeking behavior. The discussion-based strategies used in this program effectively addressed these barriers by creating a supportive environment that encouraged open communication and active learning.

4. CONCLUSION

The community-based educational intervention on the prevention and management of sexually transmitted infections (STIs) at PMB Urai Susanty proved effective in improving participants' knowledge and awareness. The combination of interactive learning methods—particularly discussion and Q&A—significantly enhanced understanding and engagement compared to lecture alone. Participants demonstrated improved ability to recognize STI symptoms, transmission routes, and preventive measures, indicating successful knowledge acquisition.

The findings emphasize the importance of incorporating participatory and interactive strategies in community health education programs, especially for sensitive topics such as STIs. Continuous and periodic health education is recommended to maintain awareness, strengthen preventive behaviors, and support long-term community health outcomes. Overall, this program highlights the crucial role of structured and interactive education in empowering women to make informed decisions regarding sexual and reproductive health.

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