

Education Media Based on Visuals in the Form of Ladders to Improve Acceptance Attitudes in the time of The Menopause

Tuti Sukini*, Siti Chunaeni

Midwifery Department, Politeknik Kesehatan Kemenkes Semarang, Indonesia

*Correspondence Email: tutisukini@yahoo.com

Abstract. Menopause is a process in the natural reproductive cycle experienced by every woman. Menopause is a period of transition that occurs in women from productive to non-productive periods caused by reduced estrogen and progesterone hormones. This hormone deficiency gives rise to a variety of somatic, vasomotor, sexual and other disturbing psychological symptoms. The purpose of this study was to determine the visual-based educational media in the form of snakes and ladders to improve self-acceptance during menopause. The method used in this study was a quasy experiment, with a pretest and posttest control group design. The population of this study were women aged 45-59 years, with a total of 98 respondents who were divided into the intervention group and the control group respectively 48 respondents. The research results were obtained 48 respondents in the intervention group experienced an increase in self-acceptance, and there was a difference in the mean > 10, dit means that there is a significant difference between the results of the pretest and posttest and the value of $p = 0.000$, which means that there is a significant effect of education with a snake and ladder simulation on self-acceptance at menopause. From the research results, it is hoped that midwives can contribute in designing educational media that can be given to women who are facing menopause so that they are ready to welcome a happy old age.

Keywords: Visual-Based Educational Media in the Form of Snakes and Ladders, Attitudes of Self-Acceptance during Menopause

Introduction

Menopause is a process in the natural reproductive cycle experienced by every woman (Suparni, IE, & Astutik, 2016). Menopause marks the end of a woman's reproductive period and usually occurs in women between 45 and 55 years of age with an average age of 51 (Irianto, 2014) Cessation of menstruation is caused by decreased secretion of ovarian hormones that occurs naturally or is caused by surgery, chemotherapy, or radiation (Elsayed & Shokry, 2012).

Physical changes that often occur in menopausal women are hot flush (81.3%), insomnia (65.3%), vaginal dryness (58.7%), and joint pain (57.3%). Menopause is caused by ovarian aging which leads to decreased ovarian production of Gonadotropins, Estrogens and Progesterone. This hormone deficiency gives rise to a variety of somatic, vasomotor, sexual and other disturbing psychological symptoms (Elsayed & Shokry, 2012).

Another research conducted by Yazdkhasti, M., Simbar, M., & Abdi, (2015) It has been found that most menopausal women focus on educational interventions, physical activity, and a healthy diet. Health education is an alternative so that women can improve their attitude and good coping in facing menopause. Meanwhile, other research conducted by (Opnizar, S., & Cevik, 2016) shows that the high knowledge of women about menopause can reduce anxiety levels and will be able to use good coping alternatives.

The educational game method is a new method of health education. Games are an entertainment medium that is the choice of almost everyone to get rid of boredom or just to fill their spare time. However, now the game is not only a means of entertainment, but has developed into an educational medium that has a learning pattern to solve a problem in order to improve one's brain development. This is the reason the game is liked by many children and adults.

Educational games also have advantages compared to conventional / didactive learning methods because the way of learning is presented with interesting moving visualizations (Pamungkas, Widiyanto and Angreni, 2014). The game of snakes and ladders is a form of traditional games (Afandi, 2015).

Based on the description above, the researcher is interested in researching "Visual-Based Educational Media in the Shape of Snakes and Ladders to Improve Self-Acceptance Attitudes at Menopause Period "

Materials and Methods

This research uses the method quasi experimental research with pretest and posttest control group design. The population in this study were women aged 45-59 years

Results And Discussion

Respondents in this study were selected premenopausal women who have criteria: junior high school education, high school equivalent, and Bachelor degree, 45-59 years old, still has a legal husband and lives in the same house, is not seriously ill and is willing to follow the research process from the beginning to the end.

Respondents who met the criteria were 96 people, then with the drawing technique they were grouped into an intervention group of 48 respondents and a control group of 48 people.

Table 1. Descriptive characteristics of respondents

Variable	Intervention group			Control group		
	n	Mean	SD	n	Mean	SD
Age (yrs)						
45-55	3	53.13	5.92	31	51.67	3.3
56-59	3			17		3
	1					
	5					
Education						
Junior High	7	2.94	0.78	12	2.88	0.8
High	3			28		4
school	1			8		
College	1					
	0					
Profession						
Housewives	4	1.27	0.68	40	1.31	0.7
Civil	1			2		2
servants	2					
Entreprene				6		
ur	5					

Based on table 1. It can be described that of the 48 respondents in the intervention group had an average age of 53.13 years, an average education of 2.94 people, and an average occupation of 1.27. Of the 48 respondents the control group had an average age of 51.67 years, an average education of 2.88 people, and an average occupation of 1.31.

Table 2. Frequency Distribution of Respondents' Self-Acceptance Attitudes in the Control Group before and after being given the education module

Attitude	Before		After	
	f	Percentage (%)	f	Percentage (%)
Receive	2	50.0	2	50.0
	4		4	
Do not accept	2	50.0	2	50.0
	4		4	
Total	4	100.0	4	100.0
	8		8	

Based on the table above, it can be seen that the attitude of self-acceptance during menopause before and after being given education with the module has not changed and has the same proportion, namely 24 respondents (50.0%) respectively.

Table 3: Frequency Distribution of Respondents' Self-Acceptance Attitudes in the Intervention Group Before and After Giving Simulation of Snakes and Ladders

Attitude	Before		After	
	f	Percentage (%)	f	Percentage (%)
Receive	2	43.2	2	47.9
	1		3	
Do not accept	2	56.8	2	52.1
	7		5	
Total	4	100.0	4	100.0
	8		8	

In table 3, the results show that after being given education with a snake and ladder simulation, the attitude of not accepting decreased to 25 respondents (52.1%).

2. Results of Educational Analysis with Module and Media Snakes and Ladders on Knowledge and Self-Acceptance Attitudes of Menopausal Mothers

Table 4. Differences in Self-Acceptance Attitudes Before and After Intervention in the Control Group

		N	Mean rank	Sum of Ranks	Z	P
Posttest self-acceptance attitudes - Pretest self-acceptance attitudes	Negative Ranks	17	13.47	0.00	-	0.0
	Positive Ranks	13	18.15	24.00	5,979	00
	Ties	18				
Total		48				

On the results of statistical tests There were 17 respondents who experienced a decrease in self-acceptance, 13 respondents experienced an increase in self-acceptance, and 18 respondents had the same (permanent) attitude of self-acceptance. P value = 0.000, thus there is a significant difference between the results of the pretest and posttest, which means that there is an effect of education with the module on attitude of self-acceptance.

Table 5. Differences in Self-Acceptance Attitudes Before and After the Intervention in the Intervention Group

		N	Mean rank	Sum of Ranks	Z	P
Posttest self-acceptance attitudes - Pretest self-acceptance attitudes	Negative Ranks	1	16.00	16.00	-	0.00
	Positive Ranks	41	21.63	887.00	5,452	0
	Ties	6				
Total		48				

The statistical test results above are obtained 1 respondent who experienced a decrease in self-acceptance, 13 respondents experienced an increase in self-acceptance, 18 respondents had the same (fixed) attitude of self-acceptance. P value = 0.000, thus there is a significant difference between the results of the pretest and posttest, which means that there is an effect of education with the simulation of a snake and ladder on attitude of self-acceptance respondents.

According to previous research conducted by Winda (2000). mentioned that education with modules is less effective in improving the health status of women in facing menopause.

In this study, the provision of education was provided with learning methods that were easier to understand and in this case the respondents said while working (doing) themselves an educational material. According to Edgar

Dale's cone, the educational technique by saying while doing (doing) itself is the highest ability to recall information that has been given, namely 90% of the material provided (Nursalam and Efendi, 2008).

1. Analysis of the effect of snake and ladder simulation on the level of mother's knowledge in self-acceptance in facing menopause

In this study, all respondents experienced an increase in knowledge after participating in the snake and ladder simulation until the end and this indicates that the material on preventing complications is well understood. In the learning or education process requires learning media that can be of interest to participants, which in essence, in the learning process requires a variety of learning in order to generate interest for participants, and one of the interesting learning media is games. (Wibisono and Yulianto, 2010).

The use of snake and ladder simulation can increase innovation and creativity in the process of providing material. Snake and ladder game is one type of APE (Educational Education Tool). The use of APE in learning can make the teaching process faster, increase understanding, increase respondents' memory, and increase freshness in learning activities (Ismail, 2009).

The game simulation method can be used in learning children to adults. According to the results of Disease of month research in New York, experimental learning (simulation) is very suitable for adult learners because it provides a platform or opportunity for participants to learn by doing, thinking about, assimilating lessons learned and incorporating them into everyday behavior. (Wang et al., 2011).

Simulation games give participants the opportunity to engage in real-life situations, the game encourages increased flexible thinking. Participants can be involved in strategic planning, teamwork and different skills in thinking to increase creativity in increasing knowledge (Anderson, Anderson and Taylor, 2009).

In this case, the snake and ladder simulation can be said to be a new learning media for respondents because previously respondents only received information through counseling / counseling during their Posbindu visit. The educational activities in this study ran smoothly and all respondents could play actively and could provide positive feedback.

According to research results Dankbaar, kvideo lectures (in games) and text-based lectures (in electronic modules) can be effective in developing knowledge on a particular topic. Although serious games are very attractive to students and stimulate them to study longer, they do not necessarily result in better performance in patient safety matters (Dankbaar, Mary E.W, Richters, Olivier, Kalkman, 2017).

The snake and ladder game can make it easier for respondents to learn because it is assisted by pictures or other designs in the snake and ladder game. Pictures and colors in the game of snakes and ladders contain meanings that can affect the emotions and souls of pregnant women. The orange color means enthusiasm, not giving up, confident and brave. Besides that, it means joy, joy, enthusiasm, warmth, friendly, creative, and adventure. Yellow color has energy, is active, expressive, cheerful, and attracts attention.

The questions or information presented in each box can have a big and very good effect in increasing right brain stimulation (Indah et al., 2015). A pleasant learning environment does not give stress to participants so that participants can absorb the material being studied well (Afandi, 2015).

Educational games have been proposed to combine active and experiential teaching approaches that enhance problem-solving abilities and encourage reflection on previous skill acquisition (Beek, Boone, 2014). Games are not only fun but also a creative and inexpensive way to educate patients and involve them in their care. Games encourage participation and communication between participants and can be adapted to suit all levels of development (Mary A. Adamson, RN-BC, MS, CNS; Hengyi Chen, BA; Russell Kackley, 2018)

Conclusion

The attitude of self-acceptance during menopause using the module (control group) was obtained 17 respondents who experienced a decrease in self-acceptance attitudes, 13 respondents experienced an increase in self-acceptance attitudes, and there were 18 respondents who had the same (fixed) self-acceptance attitude.

The attitude of self-acceptance during menopause in the snake and ladder simulation group (intervention) was obtained There was 1 respondent who experienced a decrease in self-acceptance, 41 respondents experienced an increase in self-acceptance, and 18 respondents had the same (permanent) attitude of self-acceptance.

Visual-based educational media in the form of snakes and ladders is effective in increasing self-acceptance during menopause.

Suggestion

For health service providers, It is better to use educational methods that are not monotonous, namely not using lectures / modules only. Choosing a learning method such as the socratic method with a snake and ladder simulation can be an alternative choice as an educational medium that can increase participant activity.

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