

EDUCATIONAL VIDEO ON PREMENSTRUAL SYNDROME ON PREPARATION TO FACE PMS FOR NURSING STUDENTS

Ayu Adila¹, Dyah Retnoningrum², Sri Hastini Jaelani³, Ayudita⁴

^{1,2,3,4}Sarjana Kebidanan, Fakultas Kebidanan, Institut Citra Internasional
Correspondence email dhiairetnoningrum@gmail.com

ABSTRAK : VIDEO EDUKASI PREMENSTRUAL SYNDROME PADA KESIAPAN MENGHADAPI PMS MAHASISWI KEPERAWATAN

Latar Belakang: *Premenstrual Syndrome* (PMS) merupakan kumpulan gejala fisik dan emosional yang dialami oleh sebagian besar perempuan menjelang menstruasi. Kurangnya pengetahuan dan sikap yang positif terhadap PMS dapat menyebabkan mahasiswa kurang siap dalam menghadapinya. Upaya edukasi melalui media video dinilai efektif untuk meningkatkan pengetahuan dan sikap, yang berdampak pada kesiapan dalam menghadapi PMS.

Tujuan: penelitian ini bertujuan untuk mengetahui pengaruh pemberian video edukasi tentang PMS terhadap kesiapan mahasiswa dalam menghadapi PMS di Institut Citra Internasional tahun 2025.

Metode: Penelitian ini menggunakan desain *quasi-experimental one group pretest-posttest*. Populasi dalam penelitian ini adalah seluruh mahasiswa keperawatan semester 4 di Institut Citra Internasional. Sampel diambil menggunakan teknik random sampling (*probability sampling*) sebanyak 102 responden. Instrumen yang digunakan berupa kuesioner pengetahuan dan sikap dalam menghadapi PMS. Analisis data dilakukan dengan uji *T paired*.

Hasil: penelitian menunjukkan adanya peningkatan yang signifikan pada skor pengetahuan dan sikap mahasiswa setelah diberikan intervensi video edukasi tentang PMS. Skor rata-rata pengetahuan meningkat dari 9,66 menjadi 13,00 skor sikap dari 73,76 menjadi 93,24, dan skor kesiapan meningkat secara bermakna ($p < 0,05$).

Kesimpulan: penelitian ini yaitu pemberian video edukasi tentang PMS berpengaruh signifikan terhadap peningkatan pengetahuan dan sikap terhadap kesiapan mahasiswa dalam menghadapi PMS. Edukasi berbasis audiovisual

Saran direkomendasikan sebagai media pembelajaran efektif untuk meningkatkan kesiapan remaja dan mahasiswa menghadapi PMS.

Kata Kunci: Video Edukasi, *Premenstrual Syndrome* (PMS), Kesiapan Menghadapi PMS

ABSTRACT

Background: *Premenstrual Syndrome* (PMS) is a collection of physical and emotional symptoms experienced by most women prior to menstruation. A lack of knowledge and a negative attitude toward PMS can lead to poor readiness among female students in dealing with it. Educational efforts through video media are considered effective in improving knowledge and attitudes, which in turn enhance readiness to face PMS.

Objective: This study aimed to determine the effect of educational videos about PMS on the readiness of female students to face PMS at Citra International Institute in 2025.

Methods: This research employed a quasi-experimental design with a one-group pretest-posttest approach. The population consisted of all fourth-semester nursing students at Citra International Institute. A total of 102 respondents were selected using probability random sampling. The instruments used were questionnaires measuring knowledge and attitudes toward PMS. Data were analyzed using a paired t-test.

Results: The study showed a significant improvement in students' knowledge and attitudes after receiving the PMS educational video intervention. The mean knowledge score increased from 9.66 to 13.00, the mean attitude score from 73.76 to 93.24, and the readiness score improved significantly ($p < 0.05$).

Conclusion: The provision of educational videos on PMS had a significant effect on increasing knowledge and attitudes related to students' readiness to face PMS.

Suggestion Audiovisual-based education is recommended as an effective learning medium to improve the readiness of adolescents and female students in managing PMS.

Keywords: Educational Video, *Premenstrual Syndrome* (PMS), Preparedness for PMS

INTRODUCTION

Premenstrual Syndrome (PMS) is a collection of physical, emotional, and psychological symptoms experienced by women during the luteal phase of the menstrual cycle, typically 7–14 days before menstruation. These symptoms usually appear one to two weeks prior to menstruation and generally subside once menstruation begins, although in some women they may persist for one to two days afterward. Commonly reported manifestations include abdominal pain, joint pain, breast tenderness, headaches, muscle pain, back pain, mood changes, sleep disturbances, hair loss, emotional instability, and even depression. Research indicates that PMS is associated with fluctuations in estrogen and progesterone that affect neurotransmitters, particularly serotonin and GABA, thereby triggering changes in mood, appetite, and sleep patterns. Furthermore, individual sensitivity to hormonal changes, genetic predisposition, stress levels, and unhealthy lifestyle factors may exacerbate PMS symptoms, ultimately reducing the quality of life among women of reproductive age (Afrilia & Musa, 2020).

According to data from the World Health Organization (WHO, 2018), 38.45% of women worldwide experience PMS, with a higher prevalence in Asian countries compared to Western countries. Findings from the American College of Obstetricians and Gynecologists (ACOG, 2018) indicate that at least 85% of menstruating women experience at least one PMS symptom, typically occurring among women aged 14–40 years, with varying manifestations each month. Approximately 65.7% of adolescent girls report experiencing PMS symptoms (Putri, 2020).

The Royal College of Obstetricians and Gynaecologists reported that four out of ten women experience PMS, with 5–8% severely affected. France has the lowest PMS prevalence at 12%, whereas Iran has the highest at 98% (Abay & Kaplan, 2019). Globally, the incidence of PMS is around 47.8%, more commonly found in younger women (66%–91.8%) (Teshome, Gashaw, & Tamirat, 2020).

In Indonesia, the prevalence of PMS reaches 85% among women of reproductive age, with 60–75% experiencing moderate to severe PMS (Daiyah, Ahmad, & Eryna, 2021). Damayanti (2020) also reported that 38.45% of Indonesian women experience PMS-related problems. In Aceh Province, PMS prevalence among high school students is 39.2% with severe symptoms and 60% with mild symptoms. Epidemiological survey data show that the burden of PMS is quite significant,

with symptoms reported in 80–90% of cases, sometimes severe enough to disrupt daily activities (Dewi, 2020).

According to the Bangka Belitung Provincial Health Office and Pangkalpinang City Health Office, there are no documented records of PMS prevalence in the region. PMS is experienced by nearly half of women of reproductive age, especially younger women aged 18–24 years. A systematic review reported that PMS prevalence exceeds 50% among adolescents, with the highest rates found among school-aged girls (Handayani, 2023).

WHO defines adolescence as the developmental period from the onset of secondary sexual characteristics to the attainment of sexual and reproductive maturity, encompassing psychological maturity, adult identity, and the transition from socioeconomic dependence to independence (WHO, 2020). The age range of adolescence varies depending on cultural and contextual use. In Indonesia, studies on adolescent reproductive health generally define adolescents as individuals aged 15–24 years. The National Population and Family Planning Board (BKKBN) defines adolescents as aged 10–24 years, while the Ministry of Health defines adolescence as ages 10–19 years. In daily practice, society often considers adolescents to be those who are unmarried and aged 13–16 years, or students in junior and senior high school (Damayanti, 2020).

Adolescence is a transitional stage from childhood to adulthood, characterized by rapid growth and development in physical, psychological, and intellectual aspects. During this period, reproductive organs also develop, with menstruation being one of the key indicators in adolescent girls (Damayanti, 2020). Reproductive health is an essential aspect of women's health, and many reproductive health problems are experienced by adolescents. The most common menstrual-related problems include amenorrhea, dysmenorrhea, menorrhagia, premenstrual syndrome, and premenstrual dysphoric disorder (Ardiansa, 2022). PMS affects 63.1% of women, while dysmenorrhea affects 67.2% (Nourjah, 2018).

PMS symptoms can interfere with various aspects of life. Although symptoms often disappear with the onset of menstruation, they may persist beyond it (Afrilia, 2021). PMS can impact women's productivity in daily activities, with common symptoms including bloating, breast swelling and tenderness, irritability, depression, mood swings, and feelings of loss of control (Ratu, 2018). Among adolescents, PMS may result in decreased

concentration, reduced school participation, and lower academic achievement (Irianto, 2017). Lestari (2020) found that abdominal pain, loss of appetite, and concentration difficulties during PMS caused students to lose interest in activities and spend more time sleeping in class compared to those without PMS.

A study by Puji et al. (2021) reported that PMS among female students negatively impacts concentration, Grade Point Average (GPA), class attendance, and campus activities. Similarly, a study in Thailand involving 399 students found that 28.9% experienced PMS, which was associated with negative attitudes toward menstruation, disrupting learning quality and concentration (Buddhabunyan, 2017). If left untreated, PMS can progress into premenstrual dysphoric disorder (PMDD), a more severe condition requiring medical treatment (Ilmi & Utari, 2018).

Attitudes toward menstruation play a crucial role in how adolescent girls experience PMS. A negative attitude may worsen menstrual discomfort, reflecting rejection or viewing menstruation as something harmful and burdensome. Conversely, a positive attitude reflects acceptance that menstruation is a natural process (Lestari, 2020). PMS symptoms are often perceived as exhausting, and in adolescents, these can affect school performance, social interactions, productivity, and attendance (Sarwono, 2019).

The high prevalence of PMS in Indonesia underlines the importance of research on this issue. Female university students were chosen as study subjects because PMS is common in productive age groups. Limited knowledge of reproductive health, particularly menstruation, contributes to inadequate preparedness in managing PMS. One way to improve knowledge is through health promotion programs (Sarwono, 2019).

The Indonesian Ministry of Health has sought to improve adolescent reproductive health through *Adolescent-Friendly Health Services* (Pelayanan Kesehatan Peduli Remaja/PKPR), which include training for healthcare providers, peer educators, and peer counselors. School-based reproductive health education programs, such as KRR and PIK-R, are also implemented to help adolescents manage sexual and reproductive health challenges (Ministry of Health, 2020).

Nurfalah (2018) reported a 5.3-point increase in students' knowledge following video-based health promotion. Audiovisual media contribute significantly (77.5%) to behavior change, particularly in providing information and persuasion (Kemal, 2022). Audiovisual media combine auditory

and visual stimuli, creating a more effective learning experience (Yuliastari, 2018).

A preliminary study conducted at Citra International Institute on January 21, 2025, found that out of 20 female students interviewed, 16 (80%) reported experiencing abdominal pain, joint pain, breast tenderness, headache, muscle pain, backache, mood swings, sleep disturbances, hair loss, and emotional instability one to two weeks before menstruation. Meanwhile, 17 (75%) of the students had poor knowledge about PMS, 4 (20%) reported no PMS symptoms, and only 3 (15%) demonstrated adequate knowledge of PMS.

This study focused on fourth-semester nursing students at Citra International Institute, as many were found to lack sufficient knowledge about PMS despite their health-related academic background. Furthermore, several students experienced PMS, highlighting the importance of addressing this issue. As Citra International Institute is the only institution in Bangka Belitung offering a Bachelor of Nursing program, the study included only one group of respondents without a comparison group.

Considering these circumstances, the researchers were motivated to conduct this study entitled: "The Effect of Educational Videos on Premenstrual Syndrome (PMS) on the Readiness of Nursing Students at Citra International Institute to Face PMS in 2025."

RESEARCH METHODS

This study is a quantitative research with a quasi-experimental design using a one-group pretest-posttest approach. It involved two variables: the independent variable, which was an educational video on Premenstrual Syndrome (PMS), and the dependent variables, namely the knowledge and attitudes of nursing students. The purpose of this study was to examine the effect of providing PMS educational videos on the readiness of nursing students at Citra International Institute in facing PMS in 2025. The sampling technique employed was probability sampling with a cluster random sampling method. The selection of samples was based on predetermined inclusion and exclusion criteria, resulting in a total of 102 respondents.

The inclusion criteria consisted of fourth-semester nursing students at Citra International Institute who were willing to participate, aged 18–21 years, and had already experienced menstruation, both those who experienced PMS and those who did not. The exclusion criteria included students with certain health conditions such as having a history of or currently experiencing complications or

reproductive disorders, for example severe endometriosis, uncontrolled polycystic ovary syndrome (PCOS), active sexually transmitted infections (STIs) such as syphilis, gonorrhea, or HIV/AIDS, as well as ovarian tumors or cysts. In addition, female students who were unable to continue the study or withdrew (drop out) for any reason were also excluded from the sample.

The instruments used in this study included questionnaires to assess students' attitudes toward readiness in facing PMS, questionnaires to measure the level of knowledge about PMS, and a PMS educational video as an intervention medium. Data analysis consisted of univariate and bivariate analyses. The statistical test applied was the dependent t-test, also known as the paired t-test, to measure differences between pretest and posttest results.

RESEARCH RESULTS

This study examined the effect of providing educational videos on Premenstrual Syndrome (PMS) on the readiness of nursing students at Citra International Institute to face PMS. Primary data were collected through respondents' answers to knowledge and attitude questionnaires administered before (pretest) and after (posttest) the intervention. The respondents in this study were fourth-semester nursing students at Citra International Institute, consisting of four classes, with a total sample of 102

students who participated in the entire research process. The results of the study are as follows:

Univariable Analysis

Frequency Distribution of Respondents by Age

The characteristics of the sample in this study were observed based on respondents' age, which consisted of three groups: 19 years, 20 years, and 21 years.

Table 1
Frequency Distribution of Respondents by Age among Fourth-Semester Nursing Students at Citra International Institute in 2025

Age	Frequency (n)	Percentage (%)
19 years	28	27,5
20 years	58	56,9
21 years	16	15,7

Based on Table 1, it can be seen that the majority of respondents were 20 years old, totaling 58 students (56.9%) of the overall sample.

Frequency Distribution of Respondents by Knowledge and Attitude

In this study, the sample characteristics related to knowledge and attitude were assessed using questionnaires, measured before (pretest) and after (posttest) the intervention in the same group

Table 2
Frequency Distribution of Respondents by Knowledge and Attitude among Fourth-Semester Nursing Students at Citra International Institute in 2025

Variable	N	Mean	SD	Min-Maks
Knowledge (pretest)	102	9,66	1,479	5-13
Knowledge (posttest)	102	13,00	1,290	10-15
Attitude (pretest)	102	73,76	13,977	39-97
Attitude (posttest)	102	93,24	6,645	75-108

Based on Table 2, there is a clear improvement in the nursing students' knowledge and attitudes before and after being provided with the educational video on Premenstrual Syndrome (PMS) regarding readiness to face PMS. The mean knowledge score increased from 9.66 (SD = 1.479) before the intervention to 13.00 (SD = 1.290) after the intervention. Similarly, the mean attitude score increased from 73.76 (SD = 13.977) before the intervention to 93.24 (SD = 6.645) after the intervention.

Bivariate Analysis

Knowledge and Attitudes Before and After the Educational Video Intervention

Based on Table 3, there were significant differences between pre-intervention and post-intervention scores for all variables ($p < 0.05$). The results indicated a significant difference in knowledge scores before and after the intervention, with a mean difference of -3.343 and a p-value of 0.000 ($\alpha = 0.05$). Similarly, the attitude scores showed a significant difference with a mean difference of -19.471 and a p-value of 0.000 ($\alpha = 0.05$).

Table 3
Paired t-test Results

Variable	Mean Before	Mean After	Mean Difference	p Value
Knowledge	9.66	13.00	-3.343	0.000
Attitude	73.76	93.24	-19.471	0.000

This demonstrates that there was a highly significant improvement in both knowledge and attitudes after the intervention, indicating that the use of educational videos on PMS effectively encouraged respondents to feel more prepared in facing situations related to the intervention topic, namely PMS.

DISCUSSION

In this study sample, the average age of the fourth-semester nursing students was between 19 and 21 years, which is consistent with the predetermined inclusion criteria of 18–21 years. The selection of this age range was based on the consideration that it represents the late adolescent to early adulthood stage, a period characterized by ongoing physiological, psychological, and social adaptation. At this stage, women generally experience a relatively stable menstrual cycle, making Premenstrual Syndrome (PMS) symptoms more consistently observable compared to early adolescence, when cycles are often irregular. Moreover, students aged 19–21 years are in a productive phase of higher education, where knowledge, attitudes, and preparedness in dealing with PMS are highly relevant to both academic performance and overall quality of life. From a psychosocial perspective, individuals in this age group are also in the process of identity formation and developing independence, meaning that PMS experiences can influence their emotional well-being and social interactions. Therefore, selecting respondents aged 19–21 years is considered appropriate, as they represent women in the early reproductive stage who are vulnerable to PMS while still in the process of shaping health behaviors that can be improved through educational interventions.

The intervention using educational videos on PMS provided to the nursing students of Citra International Institute showed significant results in improving their knowledge and attitudes toward PMS. Based on the paired t-test analysis, the significance value (2-tailed) was $p = 0.000$, which is smaller than the significance level of $\alpha = 0.05$.

Thus, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. These findings indicate a significant difference in

the average level of knowledge before and after the intervention. Students who received the PMS educational intervention had a better understanding of PMS compared to before the intervention. The video, being concise, clear, and easy to replay at home, played an important role in strengthening information retention.

This result is consistent with a study conducted by Rahayu and Puspitasari (2021), which revealed that providing educational videos significantly improved adolescent girls' understanding of PMS. In their study, after being shown videos explaining the symptoms, causes, and management of PMS, 80% of respondents demonstrated an improvement in knowledge levels from the "poor" category to the "good" category. Furthermore, their attitudes also shifted to become more positive and adaptive in responding to PMS symptoms, whereas previously they tended to be passive and ignored the complaints they experienced.

Similarly, a study conducted by Yuliana and Fitriyani (2020) on university students found that interactive video media had a strong influence on improving students' understanding and positive attitudes toward PMS. The study recorded an increase in the average knowledge score from 62.3 to 87.4, and an increase in attitude scores from 58.2 to 84.1 after the intervention. These results indicate that video media not only provides information but also shapes participants' mindsets and perspectives regarding reproductive health issues, making them more mentally and emotionally prepared to deal with PMS. The factors that make educational video media effective in improving knowledge and attitudes are as follows:

Multisensory Information Delivery (Visual and Auditory)

Videos deliver information through visual (images, animations, expressions) and auditory (voice, music, narration) channels simultaneously. This combination of two types of stimuli helps strengthen memory retention, clarify information, and maintain attention longer compared to text-based media or lectures (Handayani, E. et al., 2021).

Enhancing Learning Focus and Engagement

Video media tends to be more engaging for students, especially the digital generation accustomed to consuming visual content. When learning is presented in a dynamic, non-monotonous, and concise video format, students' motivation and concentration on the material increase, which ultimately leads to improved understanding and attitudes (Subekti, H., 2020).

Ability to Trigger Emotional Responses (Affective Learning)

One of the key strengths of videos is their ability to evoke emotions. Through narration, facial expressions, background music, and real-life situations, videos can foster empathy and concern. Such emotional responses are crucial in shaping attitudes, as attitudes are formed not only by logic but also through emotional experiences (Yuliana, S. & Fitriani, D., 2019).

Accessibility and Replayability

Unlike one-way and time-limited lectures, videos can be replayed as needed. Students can revisit parts they did not fully understand, deepen their comprehension, or even explain the material to their peers. This ease of access makes the learning process more flexible and self-directed (Gunawan, R. & Lestari, I., 2020).

Effectiveness in Delivering Sensitive Information such as PMS

Topics like PMS, menstruation, or reproductive health are often considered taboo and difficult to address directly. Videos allow such information to be delivered anonymously, non-judgmentally, and neutrally, making students feel more comfortable receiving the information without embarrassment (Fitri, N. & Sari, Y., 2018).

In addition, the researchers also assume that students' emotional and psychological aspects played a role in the change of attitudes. Prior to receiving education, lack of knowledge and readiness often made them feel uncomfortable when experiencing PMS. However, after receiving accurate information through educational videos, this discomfort was reduced because they felt more prepared, better understood what they would experience, and knew how to manage it appropriately. Thus, the researchers assume that the combination of appropriate educational content and suitable media was the key factor behind the success of this intervention in improving students' readiness to face PMS.

CONCLUSION

Based on the discussion, and by referring to the research questions, objectives, as well as the series of processes and findings from the data analysis, it can be concluded that providing educational videos on Premenstrual Syndrome (PMS) has a significant effect on the readiness of nursing students at Citra International Institute in facing PMS. Students with higher levels of knowledge and more positive attitudes tend to be better prepared to face PMS, both physically and psychologically.

SUGGESTION

Based on the findings of this study, it is recommended that nursing students continue to improve their knowledge and develop positive attitudes toward PMS through the use of educational media, particularly audiovisual materials, so that they are better prepared both physically and psychologically to face it. The results of this study can also be utilized by educational institutions and healthcare professionals to develop more interactive, innovative, and sustainable reproductive health learning methods in order to strengthen students' readiness in dealing with PMS. Furthermore, future researchers are encouraged to broaden the research variables by considering environmental factors, social support, and psychological conditions, as well as employing a control group design to obtain more comprehensive and in-depth results.

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