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APPLICATION OF PSYCHEDUCATION IN BEHAVIOR CHANGE INTERVENTION (BCI) HIV / AIDS PREVENTION MEASURES IN STREET CHILDREN IN SEMARANG CITY

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ABSTRACT

HIV / AIDS has now become a global problem, including in Indonesia. Street children are one of the vulnerable groups infected with HIV / AIDS. The high number of HIV / AIDS infections in street children is motivated by the tendency of low knowledge about HIV / AIDS. Besides street children also have behaviors that are at risk of being infected with HIV / AIDS such as promiscuity, and the use of drugs, injections, tattoos, and piercings. Efforts to prevent HIV / AIDS that can be done is the provision of psychoeducation. This study aims to determine the application of psychoeducation in Behavior Change Intervention (BCI) as an effort to prevent the transmission of HIV / AIDS in street children in the city of Semarang.

The design of this study uses an experimental Quasy with designs pre-test and post-test non equivalent control group design. The sampling technique uses random sampling with a number of respondents as 63 street children in the city of Semarang. The results of this study indicate that there is an effect of the application of psychoeducation to knowledge and attitudes in HIV / AIDS prevention (p value , 000.005), but the application of psychoeducation does not affect HIV / AIDS prevention behavior (p value <0.005).

This proves that the application of psychoeducation can improve BCI, especially in the aspects of knowledge and attitudes in HIV / AIDS prevention. This intervention can be used as a new alternative in the prevention of HIV / AIDS, especially in street children.

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Background

prevalence of HIV / AIDS in street children is getting higher. The high prevalence of street children affected by HIV / AIDS is not just a medical problem, but it is already a general problem that concerns social problems. The effect has also spread to various sectors of human life such as social, economic, political, security and even on religious issues (Cahyono, 2013).

According to the Director General of the Ministry of Health P2MPL RI, at the end of December 2010 41,250 cases of HIV / AIDS were recorded. For street children alone out of a total of 144,889 street children, as many as 8,581 children are infected with HIV. The high number of street children affected by HIV / AIDS due to the life of street children is very close to promiscuity. This form of promiscuity can be in the form of free sex (Setiawan, 2007).

Promiscuity and limited information about safe sex for them caused the spread of HIV / AIDS out of control. Unfortunately these children are separated from parents so that it is difficult in prevention and coaching efforts. Moreover, their lack of understanding of safe sex to avoid various sexually transmitted diseases (STDs), including HIV / AIDS.

The frequent changes in partners make the chain of transmission of the virus that attacks the immune system difficult to trace. This is compounded by the government's policy in handling HIV / AIDS, where the identity of PLWHA is hidden and may not be published. If this information is not shared, an ODHA does not know that he / she has HIV / AIDS and has the potential to transmit HIV / AIDS. If problems like this are not immediately addressed, we can be sure that in the coming years there will be a massive explosion of HIV / AIDS cases (Matibag, 2009).

Given the importance of this, an effort is needed to prevent the incidence of HIV / AIDS, especially in street children. One effort that can be done is by providing psychoeducation. Psychoeducation is part of

an effort to change behavior by providing an understanding of the problem at hand. The provision of psycho-education can use a variety of media and approaches (Supratiknya, 2011).

One of the psycho educational interventions is the Behavior Change Intervention Program (*BCI = Behavior Change Intervention*). This intervention is important to change the knowledge, attitudes, beliefs, behavior or actions of individuals and populations with the main focus on reducing risk behaviors of HIV infection, especially in street children.

Street children really need information to improve their understanding of what HIV / AIDS is, how to prevent it, how it is transmitted, what to do when you have HIV / AIDS, and how to treat it (Riwayati, 2015).

Methods

The design of this study used an experimental Quasy with designs *pre-test* and *post-test non equivalent control group design*. The sampling technique in this study used a random sampling technique. The total sample obtained was 63 respondents, divided into two groups: 31 respondents as the intervention group and 32 respondents as the control group. This research was conducted in August to October 2018 in the Semarang City area.

The independent variable in this study is the application of psychoeducation (intervention group = using the counseling method, the control group = using the FGD method), while the dependent variable in this study is BCI in the prevention of HIV / AIDS. The statistical test used in this study uses the *Wilcoxon Match Pairs Test* to see differences in BCI (knowledge, attitudes, and behavior) before and after the application of psychoeducation.

Research Results

1. Univariate Analysis
 - a. Respondent Characteristics

Table 1. Characteristics of respondents according to sex and education

Based on table 1 shows that the most

No	Karakteristik Responden	Frekuensi	%
1	Jenis Kelamin		
	- Laki-laki	40	63
	- Perempuan	23	37
2	Pendidikan		
	- SD	41	65
	- SMP	22	35

respondents in this study were 40 respondents (63%) with the most education being elementary, namely 41 respondents (65%).

- b. Mean scores of Knowledge Ability, Attitudes, and Behavior Before and After being given Psychoeducation table 2. Average scores of knowledge, attitudes, behavior before and after

No	Metode	Rerata±SB	
1	Konseling	Pre	Post
	- Pengetahuan	7,129±3,75714	13,538±3,03138
	- Sikap	3,871±1,784	5,00±0,000
	- Perilaku	1,709±0,461	1,741±0,444
2	FGD		
	- Pengetahuan	8,750±4,57	13,312±2,51
	- Sikap	3,750±2,06	4,843±0,37
	- Perilaku	1,94±0,35	1,88±0,42

the provision of education

Based on table 2 shows that the average value of knowledge, attitudes, and behavior of respondents increased after being given psychoeducation both using counseling method and FGD. Knowledge has the highest average difference compared to my attitude and behavior.

The mean difference in the value of knowledge and attitudes in the counseling group was higher than in the FGD group. Whereas the mean difference in behavior values was greater in the FGD group compared to the counseling group

2. Bivariate Analysis

- a. Differences in BCI scores on the application of psychoeducation

Table 3 differences in BCI values (knowledge, attitudes, and behavior) before and after the application of psychoeducation using the counseling method (N = 31)

Kelompok	mean	Std.deviation	min	max	z.skore	P
Pengetahuan						
Pre	7,129	3,75714	2,00	15,00	-4,194	*0,000
Post	13,548	3,03138	3,00	17,00		
Sikap						
Pre	7,871	3,878	0,00	5,00	-2,831	*0,005
Post	5,000	0,000	5,00	5,00		
Perilaku						
Pre	1,709	0,461	1,00	2,00	-0,557	**0,564
Post	1,741	0,444	1,00	2,00		

*uji Wilcoxon, p value > 0,05, **uji Wilcoxon, p value ≤ 0,05.

Based on the table 3 shows that there are significant differences in the average value of knowledge and attitudes before and after the application of psychoeducation using the counseling method (*p value* , 00.05). Whereas the behavioral aspect shows that there is no significant difference in the average value of behavior before and after the application of psychoeducation using the counseling method (*p value* > 0.05).

- b. Differences in the value of BCI for the application of psychoeducation

Table 4. differences in the value of BCI (knowledge, attitudes, and behavior) before and after the application of psychoeducation using the FG method

Kelompok	mean	Std.deviation	min	max	z.skore	P
Pengetahuan						
Pre	8,750	4,572	2,00	15,00	-3,605	*0,000
Post	13,312	2,402	9,00	17,00		
Sikap						
Pre	3,750	2,063	0,00	5,00	-2,674	*0,008
Post	4,843	3,689	4,00	5,00		
Perilaku						
Pre	1,94	0,35	1,00	3,00	-0,577	**0,317
Post	1,88	0,42	1,00	2,00		

*uji Wilcoxon, p value > 0,05, **uji Wilcoxon, p value ≤ 0,05.

Based on table 4 shows that there are significant differences in the mean value of knowledge and attitudes before and after the application of psychoeducation using the counseling method (*p value* , 00.05). Whereas the behavioral aspect shows that there is no significant difference in the average value of behavior before and after the application of

psychoeducation using the counseling method (p value > 0.05).

Discussion

Changes in a person's behavior can be enhanced by providing adequate psychoeducation by trained health workers. The provision of adequate psychoeducation will have a positive impact on one's outlook and behavior. The results of previous studies state that psychoeducative administration can reduce the negative stigma of a particular disease and can change one's behavior for the better (Rifa'i, 2016).

Based on the results of this study it can be concluded that the application of psychoeducation both using counseling methods and FGDs can improve the knowledge and attitudes of street children in efforts to change HIV / AIDS prevention behavior, but have not been able to change the behavior of street children. This research is supported by previous research conducted by Mapa (2013), that the application of psychoeducation can improve students' knowledge and attitudes about HIV / AIDS.

Another study conducted by Ketut (2013) also showed the results that providing information using appropriate methods can increase knowledge about HIV / AIDS prevention. Reber (2010) states that knowledge is a collection of information possessed by someone who is gained from experience or from birth that makes someone know that. Many factors affect one's knowledge, one of them is education. Education is closely related to knowledge, because the higher a person's education, it is expected that knowledge and skills will be better (Notoatmodjo, 2003).

Respondents in this study had the most elementary education as many as 41 respondents (65%). Previous studies conducted by Leni (2018), stated that education is directly proportional to knowledge in HIV / AIDS prevention.

The low level of education of street children is believed to have an indirect effect on behavior that

affects perceptions or perceived vulnerabilities, for example free sex behavior (Dwi Jayanti, 2012). Therefore, increasing knowledge is very influential in preventing HIV / AIDS in street children.

The application of psychoeducation in this study was proven to increase street children's knowledge of HIV / AIDS prevention efforts. This is supported by previous research conducted by Dewi (2010), that a significant increase in knowledge will affect HIV / AIDS prevention.

Attitude is defined as a reaction or response from individuals to the object received. The results of statistical tests show that the application of psychoeducation influences attitude changes in the prevention of HIV / AIDS, but when viewed from the difference in the average attitude value before and after the application of psychoeducation is still low. In other words, the application of psychoeducation has not been maximized in changing the attitude of street children towards HIV / AIDS prevention.

This condition can be caused by the low level of education of street children in the city of Semarang. Low education allows street children in the city of Semarang to have a low absorption of the information provided. This will affect the ability to apply into their attitudes.

The inability of street children to apply knowledge of HIV / AIDS prevention into their attitudes will influence HIV / AIDS prevention behavior. Therefore these three aspects are very important to be improved together so that BCI can run optimally in preventing HIV / AIDS.

Conclusion

This study proves that the application of psychoeducation can affect *Behavior Change Intervention* (BCI), especially in the aspects of knowledge and attitudes in the prevention of HIV / AIDS in the city of Semarang. Based on this, in efforts to prevent HIV / AIDS the application of

psychoeducation can be used as an alternative preventive intervention.

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