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THE EFFECT OF EDUCATIONAL VIDEO ON KNOWLEDGE AND INTEREST IN IVA TEST EXAMINATION IN WOMEN OF FERTILE AGE

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ABSTRACT

Background: Cervical cancer is one of the leading causes of death in women, which can be prevented through early detection. However, the low level of knowledge and interest of Women of Reproductive Age (WUS) towards the IVA Test examination is a challenge in prevention efforts. This study highlights the novelty of using animated video-based educational media in increasing interest in the IVA Test examination in remote areas, which has rarely been studied. Research Objective: To analyze the effect of educational videos on increasing knowledge and interest of WUS in conducting the IVA Test examination in Muara Benangaq Village, West Kutai Regency. Method: Quantitative research with a pre-experimental one group pre-test-post-test design. The sample consisted of 48 WUS selected through a purposive sampling method. Data analysis used the Wilcoxon Rank test. Results: Before the intervention, a low level of knowledge was found in 38 respondents (79%), while after the intervention it increased to 32 respondents (67%) in the good category. Initial interest in the IVA Test was low in 33 respondents (69%), and increased to 38 respondents (79%) after the intervention. Statistical analysis showed a significant increase (p-value 0.000 for knowledge, p-value 0.021 for interest). Conclusion: Animated educational videos have been proven to be effective in increasing WUS knowledge and interest in the IVA Test, especially in areas with limited access to information. The results of this study can be a recommendation for multimedia-based health education strategies to support cervical cancer prevention programs.

Keywords: *IVA Test, Cervical Cancer, Knowledge, Fertile age*

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INTRODUCTION

Cervical cancer is one of the leading causes of death in women, which can be prevented through early detection. Visual Inspection with Acetic Acid (IVA) is a simple and effective screening method, but is still less popular among Women of Childbearing Age (WUS), especially in areas with limited access to information. Lack of knowledge and low interest are the main obstacles in early prevention of cervical cancer. In addition, social and cultural factors also contribute to the low number of IVA Test examinations in several areas.Countries at risk for cervical cancer tend to be countries where girls do not have access to HPV vaccination and women are rarely screened for cervical cancer (Prabowo, 2023).

World Health Organization(WHO) noted that in 2021, 55,100 women died from cervical cancer.Based on data from the Indonesian Ministry of Health (2022), the incidence of cervical cancer in Indonesia reached 23.4 per 100,000 population, with an average mortality rate of 13.9 per 100,000 population. In East Kalimantan Province, the coverage of IVA examination is still far from the target, only reaching 0.91% of the total target of WUS aged 30-50 years.The high incidence and low examination coverage emphasize the need for more effective educational strategies to increase awareness and participation of WUS in IVA Test screening.

The impact of cancer can disrupt the normal chemical balance in the body, increasing the risk of serious complications. Brain and nervous system problems. Cancer can press on nearby nerves and cause pain and loss of function of one part of the body. Unusual immune system reactions. The desire to recover and the success of a treatment in cancer patients can be influenced by the perception of their illness (illness perception) and there are negative impacts that can occur in the family because of the disease (Herniati et al., 2023).

Based on a preliminary study of the results of interviews with WUS in Muara Benangaq Village, West Kutai, 7 out of 10 respondents said that they did not know about cervical cancer and IVA examination. Respondents said that they were reluctant to be examined because they were embarrassed and afraid and felt pain when the examination was carried out, and 3 other respondents said that they had understood and understood about the IVA Test, along with its benefits. However, 1 respondent was still less interested in undergoing the examination because he felt embarrassed to undergo the IVA Test.

Of the 10 respondents met, only 2 WUS underwent the IVA Test because the 2 WUS already understood with quite high knowledge and high interest in wanting to know their condition after the IVA test. One way to increase WUS's knowledge and interest in undergoing the IVA Test with available methods to disseminate health information is to utilize educational videos. This approach is preferred because of its ability to captivate viewers, save time, and allow for repeated viewing. Educational videos are often used because they are considered more effective in communicating messages effectively to the general public, compared to health education methods that do not have media or only rely on lecture formats (Kumala et al., 2023).

One of the educational methods that is increasingly developing is the use of animated video media. This media is considered more effective than conventional methods such as lectures or leaflets, because it is able to present information in an interesting, memorable, and repeatedly accessible way. Educational videos have been

proven to increase public understanding and motivation in various health fields. Therefore, the use of audiovisual media is expected to be a solution in increasing interest in the IVA Test, especially in areas with limited access to information.

Several studies have shown the effectiveness of educational videos in increasing interest in cervical cancer screening. However, similar research in Muara Benangaq Village using animated video educational media has never been conducted. Thus, this study aims to analyze the effect of educational videos on increasing knowledge and interest of WUS in conducting IVA Tests, as well as to provide recommendations for multimedia-based health education strategies to support cervical cancer prevention programs in remote areas.

RESEARCH METHODS

Research Design

This study is a quantitative study with a pre-experimental design using a one-group pre-test-post-test approach. One group of respondents was given education through video media, then measurements were taken before and after the intervention to assess changes in knowledge and interest in the IVA Test examination. This design was chosen because it allows comparative analysis of changes in knowledge and interest without a control group, so that the direct effects of the intervention can be seen more clearly.

Population and sample

The population in this study were all Women of Childbearing Age (WUS) in Muara Benangaq Village, West Kutai Regency, totaling 54 people. The sample was selected using the purposive sampling method, with the following inclusion criteria: Women aged 30-50 years, have been married and have had sexual relations, willing to be a respondent by signing an informed consent. Exclusion criteria in this study: WUS who are not willing to participate in research, WUS who have health conditions that prevent involvement in the study. Based on the Slovin formula, the number of samples used was 48 respondents, assuming a tolerance error of 5%.

Research Instruments

Research instruments This research uses two main instruments:

1. Educational video about IVA Test with a duration of 3 minutes 40 seconds, which has been validated by experts (dr. Yulianto Rapa, SpOG; Agus Heri Saputra, SKM; Natalia Tasik Pare, SKM). This video contains basic information about IVA Test, the benefits of the examination, screening procedures, and the importance of early detection of cervical cancer.
2. Questionnaire to measure the level of knowledge and interest of respondents before and after the intervention.
   a) The knowledge questionnaire consists of 15 questions, with a scoring system of correct = score 1; incorrect = score 0. This questionnaire has been tested for validity and reliability based on the standard r table of 0.361, with a reliability result of 0.782.
   b) The interest questionnaire categorizes respondents into two groups: interested and not interested in undergoing the IVA Test. This questionnaire was not tested for validity and reliability because it has been used in previous studies.

Research Procedures

The research steps carried out by the researcher are as follows:

a) Initial data collection and respondent selection based on inclusion and exclusion criteria.
b) Providing a pre-test to measure the level of knowledge and initial interest of WUS in the IVA Test.
c) The intervention was provided in the form of an educational video lasting 3 minutes 40 seconds, with an additional 2-minute discussion session.
d) Post-test administration using the same questionnaire was carried out to measure changes in knowledge and interest after the intervention.
e) Collection of pre-test and post-test data for analysis.

Data analysis

Data analysis using univariate and bivariate analysis using the Wilcoxon Test, which is a test used for data that is not normally distributed with one sample to compare whether there is a difference in respondents before and after being given a video about the IVA Test.

RESULTS AND DISCUSSION

Univariate Analysis

After conducting research on the Influence of Educational Videos on Knowledge and Interest in Conducting IVA Tests on Wus in Muara Benangaq Village, West Kutai Regency, as many as 48 respondents in Muara Benangaq Village, the following results were obtained:

a. Respondent Characteristics

Table 1. Respondent characteristics (age, education, occupation)

Characteristics	Respondents	
	F	*%*
Age		
30-35 years	20	42.0
>35 years	28	58.0
Total	48	100.0
Education		
Base	7	15.0
Junior High School/Senior High School	38	79.0
College	3	6.0
Total	48	100.0
Work		
housewife	39	81.0

Characteristics	Respondents	
	F	*%*
Farmer	4	8.0
Self-employed	5	11.0
Total	48	100.0

Source: Primary Data 2025

From the characteristic data that has been obtained by the researcher, the age data of respondents in Muara Benangaq village is 20 people aged 30-35 years and 28 people aged over 35 years. The education data of respondents is 7 people with elementary school education, 38 people with junior high school/high school education and 3 people with college education. Based on the characteristic data of respondents that have been obtained, the most are over 35 years of age, the most education is junior high school/high school and the most jobs are housewives.

b. Frequency of WUS knowledge about IVA test before and after being given educational video

Table 2. Distribution of knowledge levels

Knowledge	Group			
	Pretest		Posttest	
	F	**%**	**F**	**%**
Good	10	21.0	32	67.0
Enough	0	0	11	23.0
Not enough	38	79.0	5	10.0
Total	**48**	**100**	**48**	**100**

Source: Primary Data 2025

Before the intervention of playing educational videos, the researcher gave a knowledge questionnaire to see the knowledge of WUS before the intervention was given, the results of the pre-test of knowledge were good for 10 people, sufficient for none and lacking for 38 people. Factors that can influence the lack of knowledge are from the education factor because the education of WUS in Mura Benaq village is mostly junior high school/high school education, the mass media/information source factor because in Muara Benaq village, network access is very difficult and the journey to health facilities is far, which is about 1 hour and other factors are due to habits or culture/environmental traditions that are still believed to this day which can harm WUS/local communities and experience is obtained personally or from others which can influence knowledge. The participation and support of community leaders and husbands also play a very important role in motivating the interest of WUS in Muara Benaq village

After the educational video was played, the researcher gave a knowledge questionnaire where the results of the knowledge questionnaire to see the knowledge of WUS after being given the intervention, the results of the post-test knowledge were good for 32 people, sufficient for 11 people and lacking for 5 people, which means there was a very significant change in the knowledge of WUS after being given the intervention but there were 5 people whose knowledge was still lacking. The lack of knowledge of the 5 people was due to several factors, namely the respondents did not focus when the video

was played, brought children and the large number of participants present so that the respondents could not concentrate on answering the questionnaire questions. The low education factor also greatly influences a person's knowledge and the environment also influences the process of knowledge entering into individuals in that environment as well as the experience obtained by themselves or from others. This experience is a way to obtain the truth of knowledge.

c. Frequency of WUS interest in IVA test before and after being given educational video

Table 3. Distribution of Interest Levels

Interest	Group			
	Pretest		Posttest	
	F	%	F	%
InterestNot Intereste d	15 33	31.0 69.0	38 10	79.0 21.0
Total	**48**	**100**	**48**	**100**

Source: Primary Data 2025

Based on table 4.3, the frequency of WUS interest levels shows that the pre-test category with the most respondents being not interested was 33 respondents (69%), and the post-test category with the most respondents being interested was 38 respondents (79%). Before the intervention of playing educational videos, the researcher gave an interest questionnaire to see the interests of WUS before being given the intervention. The results of the pre-test of interest were that 15 people were interested and 33 people were not interested. After the educational video was played, the researcher gave an interest questionnaire where the results of the interest questionnaire to see the interest of WUS after being given the intervention, the results of the post-test interest were obtained, namely 38 people were interested and 10 people were not interested, which means that there was a very significant change in the interest of WUS in conducting the IVA test, but there were 10 people who were not interested in conducting the IVA test, the 10 people were not interested due to several factors, namely education and knowledge factors where 10 people had high school / junior high school education, 8 people and 2 people had elementary school, so there was no motivation to be interested in conducting the IVA test and the information access factor in Muara Benangaq village was very difficult because network access was difficult to obtain. The participation and support of community leaders and husbands also played a very important role in motivating the interest of WUS in Muara Benangaq village.

Bivariate Analysis

Table 4.Pretest and posttest results of knowledge on the influence of educational videos

Knowledge	Category	Frequency	P-value
Pretest	Good	10	

	Enough	0	
	Not enough	38	
	Amount	**48**	0,000
Posttest	Good	32	
	Enough	11	
	Not enough	5	
	Amount	48	

Source: Primary Data 2025

Based on table 4, the results of 48 pretest and posttest respondents showed that the level of WUS knowledge increased by 32 respondents and the p-value of 0.000 means that the significant value is smaller with a Sig. value of 0.000 <0.05, which means that there is an influence of educational videos on WUS knowledge in conducting IVA Test examinations. The results of the study showed a significant increase in the level of knowledge of Women of Childbearing Age (WUS) after being given education through video media. Before the intervention, most respondents had poor knowledge (79%), but after the intervention, there was an increase with 67% of respondents having good knowledge.

This increase confirms that educational video media is effective in increasing WUS's understanding of the IVA Test, because the information is delivered with more interesting visuals and audio compared to conventional educational methods such as lectures or leaflets. Education and access to information factors influence the acceptance of this knowledge—respondents with junior high/high school education experienced a more significant increase in understanding after being given the intervention.

These results are in line with the research of Masitoh et al. (2020) which showed an increase in the average post-test of 18.14 after being given an educational video compared to the pre-test value of 17.09. Imelda et al. (2021) also found that the audiovisual method was more effective than WhatsApp or booklets in increasing respondents' understanding of the IVA Test. These findings suggest that the use of educational videos as a health communication strategy can be an effective solution to increase public awareness and knowledge about the IVA Test, especially in areas with limited access to information.

Table 5.Pretest and posttest results of interest in the influence of educational videos

Interest	**Category**	**Frequency**	**P-value**
Pretest	Interested	15	
	Not interested	33	
	Amount	**48**	
Posttest	Interested	38	0.021

	Not interested	10
	Amount	48

Based on table Vthe results were obtained from 48 pretest respondents andposttest that the level of knowledge of WUS increased by 38 respondentsand the p-value is 0.021 < 0.05, which means that there is an influence of educational videos on WUS's interest in doing so. In addition to increasing knowledge, the results of this study also showed a significant increase in WUS interest in the IVA Test examination. Before the intervention, only 31% of respondents were interested, but after being given education through videos, the number increased to 79%.

Education through animated videos has proven effective because it can eliminate negative perceptions about the IVA Test, which was previously considered to cause shame and fear. Social support from family and community leaders also contributed to this increase in interest, although some respondents with low levels of education still showed a lack of interest in the examination. This finding is in line with the research of Damayanti et al. (2023) which found that education through animated videos can increase WUS's interest in IVA examination with an increase in interest score of 6.37 points. Hutagalung et al. (2023) also found that the use of animated videos provided a significant increase in the experimental group compared to the control.

Audiovisual media-based education strategies are not only effective in increasing knowledge but can also play a role in changing WUS attitudes and interests towards IVA Test examination, especially when combined with social support and better access to information.

The influence of educational videos on WUS knowledge in conducting IVA Test examinations

After the educational video was played, the researcher gave a knowledge questionnaire where the results of the knowledge questionnaire to see the knowledge of WUS after being given the intervention, the results of the post-test knowledge were good for 32 people, sufficient for 11 people and lacking for 5 people, which means that there was a very significant change in the knowledge of WUS after being given the intervention but there were 5 people whose knowledge was still lacking. The lack of knowledge of the 5 people was due to several factors, namely the respondents did not focus when the video was played, brought children and the large number of participants present so that the respondents could not concentrate on answering the questionnaire questions. The low education factor also greatly influences a person's knowledge and the environment also influences the process of knowledge entering into individuals in that environment as well as the experience obtained by themselves or from others. This experience is a way to obtain the truth of knowledge

Bivariate analysis showed a significant difference in the level of knowledge before and after being given education using videos, with a p-value of 0.000. Educational videos have been shown to stimulate more than one sense, namely hearing (audio) and sight (visual), thus facilitating the absorption of information. In addition, respondents with lower educational backgrounds showed greater changes in their level of knowledge after the

intervention.

Masitoh et al.'s (2020) research shows that video-based education can significantly increase knowledge compared to conventional methods. Imelda et al. (2021) also showed that audiovisuals are more effective than WhatsApp or booklets in IVA Test education. Video-based education strategies can be integrated into public health programs to increase knowledge and awareness of early detection of cervical cancer, especially for WUS in areas with limited access to information.

According to the researcher's assumption, knowledge about IVA examination with video media is an important domain for the formation of actions in the form of participation of women of childbearing age in conducting IVA examinations. Knowledge research can have a positive influence and shape beliefs so that someone can behave according to their beliefs obtained through health education. The success of health education is influenced by several factors, one of which is the method of providing information.

The influence of educational videos on WUS interest in conducting IVA Tests

WUS's interest in the IVA Test examination increased significantly after being given an intervention with an educational video, with a p-value of 0.021. Educational videos not only provide information but also increase respondents' motivation to undergo IVA Test examination. Environmental support and social factors are elements that determine respondents' interest in undergoing cervical cancer screening.

The results of this study are in line with the study by Hutagalung et al. (2023) which showed an increase in interest in IVA screening after being given an educational video intervention. Education using audiovisual media can be an alternative in encouraging behavioral changes and increasing the motivation of WUS to carry out routine IVA Tests, thereby contributing to efforts to detect cervical cancer early.

According to the researcher's assumption, health education is one of the preventions that can be done to prevent cervical cancer. In carrying out prevention by preventing and reducing risk factors, namely by providing health education about the IVA test examination via video. In this case, interest plays a very important role in increasing respondent awareness in carrying out the IVA examination as early as possible to avoid diseases that can cause death. The conclusion is that there is an influence of educational videos on the interest of WUS in carrying out the IVA Test examination.

CONCLUSION

The results of the study showed that educational videos had a positive effect on increasing knowledge and interest of Women of Childbearing Age (WUS) in conducting the IVA Test. Before being given education, most respondents had low knowledge, but after the intervention, there was a significant increase in their understanding of the importance of early detection of cervical cancer. In addition, WUS's interest in the IVA Test increased, indicating that video-based education methods can be a more effective communication strategy than conventional methods such as lectures or leaflets.

The application of audiovisual-based educational media is not only useful in increasing knowledge, but also has an impact on changing the attitudes and motivation of WUS to carry out the IVA Test. Utilizing educational videos as a counseling tool to increase WUS awareness of IVA Test, Integrating video into health education programs in areas with

limited access to information, Involve community leaders in outreach to achieve wider community acceptance.

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