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THE RELATIONSHIP BETWEEN DYSMENORRHEA INTENSITY AND LEARNING ACTIVITIES IN ADOLESCENT FEMALE STUDENT AT SMPN 4 KALANGANYAR

Agis Prastiani[1], Alif Nurul Rosyidah[2], Osep Yasier Almunsiri[3]

[1]Applied Bachelor Study Program in Nursing, Poltekkes Kemenkes Banten, agisprastiani78@gmail.com
[2]Nursing Departemen, Poltekkes Kemenkes Banten, anr..alif.nurul@gmail.com
[3]Nursing Departement, Poltekkes Kemenkes Banten, osepyasier240996@gmail.com
**Corresponding author:* agisprastiani78@gmail.com

ABSTRACT

Background: Dysmenorrhea is pain or abdominal cramps that occur during menstruation. Dysmenorrhea can have an impact on adolescent girls as it can disrupt daily activities, especially learning activities at school, due to the intensity of menstrual pain experienced. **Objective:** The purpose of this study was to determine the relationship between dysmenorrhea intensity and learning activities in adolescent female students at SMPN 4 Kalanganyar**. Method:** This type of research uses a quantitative method with a cross-sectional design. The population in this study was female students at SMPN 4 Kalanganyar, totaling 95 people. The sampling technique used was total sampling, where the sample size was equal to the population. The data analysis used was the chi-square test. **Result:**The chi-square test results showed a p-value of 0.000 (p <0.05). **Conclusion:** These results indicate that there is a relationship between dysmenorrhea intensity and learning activities in adolescent female students at SMPN 4 Kalanganyar.
Keywords: "*Dysmenorrhea", "Pain","Learning activities"*

INTRODUCTION

Adolescence is a transitional period of physical and psychological growth and development that occurs from childhood to adulthood (Sanday et al., 2019). Adolescence is also the most crucial phase, marked by many risk factors, one of which is menstruation, experienced by adolescent girls. For females, one stage of development is marked by puberty, which is menstruation. One menstrual disorder that can occur is dysmenorrhea or menstrual pain (Anggraeni, 2017).

Dysmenorrhea or menstrual pain is the most common gynecological problem experienced by females, both adolescents and adults. Dysmenorrhea can impact adolescent girls because it can disrupt daily activities, especially learning activities at school, due to the intensity of the menstrual pain experienced. Learning activities may be disturbed, which is a key element in the success of the teaching-learning process where individuals benefit from participation in these activities. Therefore, acceptance and understanding of the material presented cannot be properly obtained during learning (Sari et al., 2021).

According to the World Health Organization (WHO), the incidence of dysmenorrhea worldwide is on average more than 50% of females experience primary dysmenorrhea (menstrual pain not related to gynecological diseases, felt on the 1st-2nd day of menstruation). The prevalence of dysmenorrhea varies by country. The incidence of dysmenorrhea in Indonesia is 64.25%, consisting of 54.89% primary dysmenorrhea and 9.36% secondary dysmenorrhea (Devita et al., 2022 dalam Selvina Widianti., 2023). The Health Office of Lebak Regency, in cooperation with BPS Lebak in 2021, also reported cases of dysmenorrhea among adolescents, at 62.4% out of 5,000 adolescents surveyed, with the highest cases experienced by adolescent girls aged 14-24 years, among whom 35% complained that their activities were limited due to dysmenorrhea (Lebak, 2021).

According to research results Sanday et al., (2019), respondents who experienced dysmenorrhea had disturbances in learning activities due to the intensity of pain felt, conducted at SMAN 1 Banguntapan

Yogyakarta in 2019 with 80 respondents. Dysmenorrhea also disrupted learning activities due to the intensity of pain felt, conducted at SMK Bina Putra Nugraha Kadupandak Cianjur, West Java in 2023 with a sample size of 38 people, supported by other research (Selvina Widianti., 2023).

In research, nurses can be involved in data collection by distributing questionnaires or interviews to understand the experiences of adolescent female students with dysmenorrhea and its impact on learning activities. Nurses can also contribute to developing dysmenorrhea interventions and improving learning activities, such as education programs, relaxation training, or non-pharmacological pain management.

A preliminary study conducted by the researcher using interviews with 10 female students found that 5 experienced dysmenorrhea, making them uncomfortable in learning. This was due to the intensity of pain felt, such as abdominal cramping. Furthermore, interview results indicated that some students took pain relievers to reduce dysmenorrhea. Based on these findings, the researcher is interested in conducting a study titled "**The Relationship Between Dysmenorrhea Intensity and Learning Activities of Adolescent Female at SMP Negeri 4 Kalanganyar."**

MATERIALS AND METHODS

This type of research uses a quantitative method, with a cross-sectional approach design. The study population consisted of 95 people with a total sampling technique, which is a sampling technique where the number of samples is equal to the population. This research was conducted at SMP Negri 4 Kalanganyar from January to April 2025. Data collection was performed using primary data by directly distributing questionnaires to respondents. The data analysis method used is Chi-Square.

RESULTS AND DISCUSSION

Results of the Analysis of the Relationship between Dysmenorrhea Intensity and Learning Activities in Adolescent Female at SMP Negri 4 Kalanganyar (n=95)"

Intensity *Dysmenorrhea*	**Learning Activities**				**Total**		***P Value***	***Chi Square***
	Undisturbed	**%**	**Disturbed**	**%**	F	%		
Mild pain	8	8,4 %	5	5,3%	13	13,7%	0,000	0,000
Moderate pain	4	5,3 %	71	78,9 %	75	84,2%		
Severe pain	1	1 %	6	6,4%	7	7,4%		
Total					95	100%		

Based on the table, the chi-square test results show a p-value of 0.000. This indicates that there is a correlation between the variables of dysmenorrhea intensity and learning activities (p<0,05). Therefore, it can be concluded that Ha is accepted and Ho is rejected**.**

DISCUSSION

The Relationship Between Dysmenorrhea Intensity and Learning Activities in Adolescent Female at SMP Negri 4 Kalanganyar. The results of the statistical test show a correlation between the variable of dysmenorrhea intensity and the variable of learning activities (p=0,000). According to Ariandi, (2016) learning activity is the involvement of students in the form of attitude, thought, and attention during learning activities to help the learning process succeed and gain benefits. This is consistent with the research findings, which showed that respondents experiencing dysmenorrhea can cause their activities to be disrupted, especially during class, due to a lack of focus or concentration while the pain is felt.

This aligns with the research by Selvina Widianti.,(2023) where the results of learning activities showed that the largest number of respondents were students whose learning activities were disrupted due to the impact caused by primary dysmenorrhea, with a frequency of 86.8% being disturbed. Conclusion: there is a relationship between primary dysmenorrhea and students' learning activities p=0,003 (p<0,05).

This is also consistent with Sanday et al., (2019) where the results showed that 88.8% of adolescent female had their learning activities disrupted, while 7.5% were moderately disrupted, and 3.8% were

undisturbed. Most of these respondents felt uninterested in the lesson, found it difficult to focus, and experienced a decrease in concentration when they had dysmenorrhea. Conclusion: there is a relationship between dysmenorrhea and learning activities in adolescent female p=0,000 (p<0,05).

Furthermore, Fitriyanti, (2023) found that of the students experiencing severe/moderate pain intensity, 97.1% had their learning activities disrupted, and 2.9% had their learning activities undisturbed. Of those with not severe/mild pain intensity, 15.8% had their learning activities disrupted, and 84.2% had their learning activities undisturbed. Conclusion: there is a relationship between menstrual pain and learning activities in students p=0,000 (p<0,05).

CONCLUSION

Based on the research results, it can be concluded that the majority of respondents in this study were early adolescent female (11–13 years old) at SMP Negeri 4 Kalanganyar, with most experiencing a menstrual duration of between 3 to 7 days. The majority of respondents also experienced dysmenorrhea with a moderate pain level. Furthermore, this study found that most adolescent female experienced a disruption in learning activities due to dysmenorrhea. Moreover, there is a significant relationship between dysmenorrhea intensity and learning activities among adolescent female at the school, as indicated by a p-value of 0,000 (p<0,05). Thus, the intensity of dysmenorrhea is proven to affect the learning activities of adolescent female at SMP Negeri 4 Kalanganyar.

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