



Domino and Leaflet Media: Efforts to Improve Adolescents' Knowledge about Premarital Sex

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Abstract

Several issues faced by adolescents today include a lack of knowledge about sexual health, with most adolescents still unaware of the dangers of premarital sex, which can lead to unwanted pregnancies. This study aimed to determine the effect of the domino game media on adolescents' knowledge regarding premarital sex. This study employed a quantitative, quasi-experimental design with a two-group pretest-posttest. The sampling technique used was non-probability sampling with a purposive sampling approach. The total sample consisted of 64 respondents, divided into 32 participants in the control group and 32 in the intervention group, who were given the domino game at SMK 4 Pancasila Ambulu. Data were analyzed univariately using the Wilcoxon test and bivariately using the Mann-Whitney test with SPSS software. The Wilcoxon test results showed significant differences between the pretest and posttest in both the intervention and control groups, with a p-value of 0.001 (<0.05). Similarly, the Mann-Whitney test also indicated a significant result with a p-value of 0.001 (<0.05). Therefore, it can be concluded that the use of the domino game as an educational medium significantly influenced adolescents' knowledge about premarital sex. The domino game proved to be a useful learning tool, as the findings showed a marked improvement in adolescents' knowledge after the intervention compared to before.

Keywords

Premarital Sex Knowledge, Domino, Leaflet, Adolescents

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1. BACKGROUND

Adolescents are the nation's next generation and therefore require special attention, particularly regarding their development, including knowledge about premarital sex. One of the most prominent issues among adolescents today is the increasing interest and motivation toward

sexual activity. The emergence of premarital sexual behavior often begins with feelings of attraction between the opposite sexes, which then leads to romantic relationships, commonly known as dating. Dating itself has become widely accepted as a normal part of adolescence. However, a lack of parental supervision

and excessive freedom, such as spending time alone in secluded places, can create situations that lead to risky behaviors, including premarital sex. The main problem among adolescents regarding the dangers of premarital sex stems from a lack of knowledge about sexual health. Consequently, this phenomenon often results in serious issues such as early pregnancy, HIV (Human Immunodeficiency Virus) infection, and other sexually transmitted infections (STIs) (Shabrina et al., 2023). Adolescents have a strong sense of curiosity and a desire to experience everything the world has to offer, including exposure to promiscuity and sexual matters, which they can easily access. This situation occurs mainly because most adolescents possess limited knowledge and understanding (Bachruddin et al., 2019).

According to data from the World Health Organization (WHO) in 2020, approximately 20 million adolescent girls aged 15–19 in developing countries experience pregnancy each year, and nearly half of these pregnancies (49%) are unintended. Furthermore, the 2020 Indonesian Adolescent Reproductive Health Survey (SKRRI) reported that the percentage of unmarried women and men aged 15–24 who have engaged in premarital

sexual intercourse was 0.9% among women aged 15–19, 2.6% among women aged 20–24, 3.6% among men aged 15–19, and 14.0% among men aged 20–24 (Puspita et al., 2024). According to data from the Women's Care Movement (Gerakan Peduli Perempuan, GPP) in Jember in 2023, Jember ranked among the highest in East Java, following Malang Regency (Roni, 2024).

This study was conducted at SMK 4 Pancasila Ambulu because many students there still have a low level of knowledge regarding premarital sex. Based on interviews with 20 eleventh-grade students, it was found that their understanding of sexuality was limited. Most of them believed that dating is a normal and acceptable behavior. Many reported that they began dating in junior high school and often engaged in unhealthy dating activities such as holding hands, hugging, and kissing, with some cases even leading to premarital pregnancy.

Various educational approaches have been employed to improve adolescents' reproductive health knowledge, including lectures, group discussions, and the use of printed media such as leaflets (Dungga & Ihsan, 2023). Although leaflets are widely used due to their ease of distribution and relatively low cost, their effectiveness in

capturing attention and sustaining adolescents' engagement is often limited. In recent years, interactive learning approaches such as game-based learning have emerged as more engaging and participatory alternatives. Game-based media are believed to enhance both cognitive and emotional engagement, thereby strengthening adolescents' understanding and retention of information (Maulana & Kustin, 2025). One effort to improve adolescents' health status is through health education and socialization using engaging media, such as the domino game (Putro et al., 2022).

The effectiveness of health education interventions can be explained through the Health Belief Model (HBM) and Social Cognitive Theory (SCT). The Health Belief Model emphasizes that behavior change is influenced by individuals' perceptions of susceptibility, severity, benefits, and barriers, as well as cues to action (Kustin & Handayani, 2024). Meanwhile, Social Cognitive Theory highlights the dynamic interaction between personal factors, environmental influences, and behavior, including the roles of observational learning and self-efficacy. In this context, interactive educational media, such as domino-based games, can enhance adolescents' self-efficacy and

understanding through more active, contextualized learning experiences.

This study was conducted to enhance adolescents' knowledge about premarital sex so that they can better understand the dangers and consequences of engaging in sexual activity before the appropriate age or having multiple sexual partners. Therefore, awareness programs on the risks of premarital sex need to be actively promoted, particularly in schools and community-level activities in villages.

Although numerous studies have explored the use of games in reproductive health education, most have been conducted in general contexts and have not sufficiently integrated local cultural aspects or the specific characteristics of particular educational settings. In addition, direct comparisons between interactive game-based media and conventional media such as leaflets remain limited, especially among vocational high school adolescents in rural areas. While previous research has examined game-based learning for reproductive health education, this study is among the first to compare a culturally adapted domino game with standard leaflet-based education within the context of vocational schools in rural East Java.

Based on this background, the present study aims to analyze the effectiveness of domino-based media compared to leaflets in improving adolescents' knowledge of premarital sex. The findings of this study are expected to contribute to the scientific development of educational strategies, particularly in the design of more engaging, culturally relevant, and effective reproductive health education interventions for adolescents. The main objective of this research is to increase adolescents' knowledge about sexuality so that they can understand more clearly the dangers and impacts of engaging in premarital sexual activities (Hairunisa & Abdurahman, 2024).

2. METHODS

This study employed a quantitative research design using a quasi-experimental approach with a two-group pretest and posttest design. This design involves measuring knowledge levels before and after the intervention in two groups, allowing for more accurate assessment of the intervention's effects by comparing knowledge levels between participants exposed to the domino media and those exposed to the leaflet media. The study population consisted of 180 adolescents

from SMK 4 Pancasila Ambulu who met the inclusion and exclusion criteria. The sample comprised 64 respondents, divided equally into two groups: 32 in the domino group and 32 in the leaflet group. The sampling technique used was non-probability sampling, specifically purposive sampling. The variable in this study was knowledge, measured using a structured questionnaire. The instrument consisted of 10 questions assessing knowledge, scored using the Guttman scale, where a correct answer ("true") received a score of 1, and an incorrect answer ("false") received a score of 0. The questionnaire was tested using construct validity to ensure that the instrument accurately measures the intended research variables. Validity testing was conducted using Pearson Product-Moment correlation between each item score and the total score. The results indicated that the questionnaire met the validity criteria, with a validity coefficient of 0.495. In addition, reliability testing using Cronbach's Alpha yielded a value of 0.840, indicating good reliability (Kustin & Handayano, 2024). Data were collected using a predetermined questionnaire. The data were analyzed statistically using the Wilcoxon and Mann-Whitney tests. The study was conducted after obtaining

ethical approval from the Health Research Ethics Committee (KEPK) of Universitas dr. Soebandi on February 18, 2025, with approval number 773/KEPK/UDS/II/2025.

3. RESULTS

The following table presents the characteristics of respondents based on gender and age at SMK 4 Pancasila Ambulu, which were analyzed using the SPSS program and yielded the following results

Table 1. Characteristics and Age of Respondents in the Domino and Leaflet Groups

Characteristics	Domino		Leaflet	
	Frequency (n)	Percentage (%)	Frequency (n)	Percentage (%)
Gender				
Male	2	6.0%	0	0%
Female	30	94.0%	32	100%
Age (Years)				
15-17	32	100%	-	-
17-19	-	-	32	100%

The results showed that the majority of respondents in the Domino group were female (94%; n = 30), while 6% (n = 2) were male. In the Leaflet group, all respondents were female, representing 100% (n = 32). In

terms of age, most respondents in the Domino group were aged 15–17 years (100%, n = 32), while all respondents in the Leaflet group were aged 17–19 years (100%, n = 32).

Table 2. Wilcoxon Test Results for Pretest and Posttest Knowledge of Adolescents About Premarital Sex in the Intervention and Control Groups

Group	Category	Pretest		Posttest		P-value
		F	%	F	%	
Leaflet	Adequate knowledge	28	87.5%	14	44.8%	0.001
	Good knowledge	4	12.5%	18	56.2%	
	Total	32	100%	32	100%	
Domino	Adequate knowledge	28	87.5%	4	12.5%	0.001
	Good knowledge	4	12.5%	28	87.5%	
	Total	32	100%	32	100%	

Table 2 shows that, before the intervention using the domino and leaflet media, 12.5% (n = 4) of respondents had a good level of knowledge, while 87.5% (n = 28) had a fair level of knowledge. After the intervention, the posttest results indicated an improvement in adolescents' knowledge about premarital sex. In the domino group,

87.5% (n = 28) of respondents demonstrated good knowledge, while in the leaflet group, 56.2% (n = 18) of respondents showed good knowledge, indicating an increase compared to the pretest results. The results of the Wilcoxon Signed-Rank Test indicated that the Asymp. Sig (2-tailed) value for the leaflet

group was less than 0.05 ($p < 0.05$). This finding suggests a statistically significant difference between the pretest and posttest scores. Consequently, the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_a) was accepted. Therefore, it can be concluded that health education

using the domino game had a significant effect on adolescents' knowledge regarding premarital sex. This result demonstrates that the intervention was effective in improving participants' understanding and awareness of the topic.

Table 3. Results of the Mann-Whitney U Test for Posttest Knowledge Between the Domino and Leaflet Groups

Knowledge	Post Leaflet		Post Domino		P-value
	F	%	F	%	
Adequate	14	44.8%	4	12.5%	0.01
Good	18	56.2%	28	87.5%	
Total	32	100%	32	100%	

Table 3 shows the results of the Wilcoxon Signed-Rank Test, it was found that the Asymp. Sig (2-tailed) value for the leaflet group was less than 0.05 ($p < 0.05$). This indicates a statistically significant difference between the pretest and posttest scores. Therefore, the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_a) was accepted. It can thus be concluded that health education using the domino game had a significant effect on adolescents' knowledge about premarital sex.

4. DISCUSSION

The results of the study showed that among the 64 respondents, there was a difference in knowledge about premarital sex among adolescents between the domino group and the leaflet group, both

before and after the educational intervention. Knowledge of sexual health is influenced by the level of understanding about premarital sex; a lack of such knowledge leads to misunderstanding and unawareness of the dangers associated with engaging in premarital sexual activity. Based on the findings, adolescents' knowledge of sexual health increased after being given an intervention using the domino educational game, with 87.5% of respondents falling into the good knowledge category. Meanwhile, in the control group, which received leaflet media, knowledge also improved, with 56.2% of respondents categorized as having good knowledge. The increase in adolescents' knowledge can be attributed to the health education provided through interactive learning with the domino game

and through reading and understanding the leaflet's contents.

These results indicate that the domino game intervention had a positive impact on improving adolescents' knowledge about premarital sex. This study also highlights that insufficient information about premarital sex contributes to adolescents' limited knowledge of sexual health, which can lead to risky sexual behavior, increased vulnerability to sexually transmitted infections (STIs), unintended pregnancies, and abortions (Kustin, 2023). Therefore, providing accurate, accessible, and confidential information about premarital sex, along with improved access to reproductive health services, is essential in preventing adolescents from engaging in risky sexual behaviors (Kustin & Handayani, 2024).

The concept used to assess knowledge in this study is Notoatmodjo's theory, which holds that knowledge is influenced by both internal and external factors. The internal factors include interest, experience, and age, while the external factors consist of education, economic status, access to information, and environmental influences.

In relation to the findings of this study, the improvement in adolescents' knowledge after being given health

education through the domino educational game and leaflet media can be explained by these factors. The use of interactive learning media, such as the domino game, stimulates adolescents' interest and enhances learning experiences, which are part of internal factors influencing knowledge. Furthermore, the provision of accurate and accessible information through both media interventions serves as an important external factor that supports knowledge improvement. Therefore, the increase in knowledge among adolescents in this study aligns with Notoatmodjo's concept, demonstrating that both internal motivation and external educational interventions play significant roles in enhancing adolescents' understanding of reproductive health and the risks associated with premarital sex (Notoatmodjo, 2018). Based on the theoretical framework, it can be concluded that knowledge and the influence of health education information delivered through the domino media contribute to positive changes in adolescents' understanding and behavior. Adolescents who receive adequate information and education about sexual and reproductive health are more likely to demonstrate improved awareness and responsible attitudes. Conversely, if adolescents do not obtain sufficient and reliable information during this critical

developmental stage, they tend to seek information from unverified or informal sources, which often provide inaccurate or misleading knowledge about sexual health. This underscores the importance of providing adolescents with appropriate, accurate, and accessible health education through engaging media to prevent misinformation and promote healthy behaviors (Sari et al., 2023).

Knowledge is shaped within a social environment that provides adolescents with education, guidance, and information. The closeness between parents and adolescents plays a crucial role in ensuring that adolescents feel cared for, especially during this critical developmental stage. Maintaining open communication between parents and adolescents helps facilitate the exchange of important information, particularly regarding sexuality and reproductive health (Putri & Kustin, 2023). However, in many communities, discussions about sexuality are often considered taboo, which prevents adolescents from obtaining accurate and reliable information. As a result, they may seek answers from unreliable sources, leading to misconceptions and risky behaviors. Therefore, parental involvement and communication are essential in providing correct information, fostering healthy attitudes, and guiding adolescents

toward responsible decision-making regarding their sexual and reproductive health (Sasqia E. Putri, 2021). The post-test results showed a significant difference between the intervention group, which received the domino educational game, and the control group, which received the leaflet. This difference may be attributed to the lack of prior health education regarding the dangers of engaging in premarital sex among adolescents. Education about the dangers of premarital sex is an essential strategy to increase adolescents' knowledge and awareness of the risks associated with risky behaviors, such as smoking, drug use, and premarital sexual activity. Providing health education has been shown to enhance adolescents' understanding and introduce new knowledge related to reproductive health. Adolescents who are aware of the negative consequences of risky behaviors are more likely to avoid engaging in premarital sexual activity, thereby reducing their vulnerability to reproductive health problems. These findings are consistent with the Health Belief Model (HBM) and Social Learning Theory (SLT), which explain that behavioral change occurs when individuals gain sufficient knowledge, perceive personal risk, and observe positive role models. Through interactive and engaging learning methods

such as the domino educational game, adolescents not only receive information but also develop self-efficacy and awareness to adopt healthier behaviors. This indicates that health education using appropriate and participatory media can effectively influence adolescents' cognitive, affective, and behavioral domains in preventing premarital sexual activity (Riauwati et al., 2023). Therefore, it is essential to provide health education for adolescents to enhance their knowledge about premarital sex. The use of educational media can help clarify information through visually engaging, easy-to-use, and memory-stimulating materials. One effective medium is the domino educational game, an interactive learning tool that can be used in schools to improve students' knowledge and understanding. Its attractive design and interactive format help maintain students' interest and prevent boredom during learning activities. Another medium that can be utilized is leaflets, which serve as informational sheets often supplemented with illustrations to capture the reader's attention. Leaflets are typically designed with simple, clear language, making them easier for adolescents to understand. Both types of media (domino games and leaflets) can therefore be valuable tools for promoting sexual and reproductive health

education among adolescents (Wahyuni et al., 2022).

The domino educational game was found to be more effective than leaflet media. This result is supported by this study's findings, which showed a significant difference in the proportion of respondents who achieved a good knowledge category after receiving the domino game compared to those who received the leaflet. The effectiveness of the domino game can be attributed to several factors, including more active interaction with the material, stronger visual engagement, and the ability to review or repeat the content easily.

In contrast, the leaflet tends to be a more passive medium, as it primarily contains written information. When used as a learning tool, it may lead to boredom among students and is therefore less effective for learning that requires memorization or deeper conceptual understanding (Elvina et al., 2023).

For future research, it is recommended to conduct larger-scale studies, such as implementing teacher training programs to systematically and consistently integrate similar educational activities into school programs in collaboration with the Department of Education. Such initiatives could further enhance adolescents' knowledge and

awareness of sexual and reproductive health. Overall, educational media have proven effective in improving adolescents' knowledge, attitudes, and behaviors. Media-based learning is effective because it addresses the cognitive (knowledge), affective (attitude), and conative (behavioral) components by delivering information that is engaging, interactive, and easy for adolescents to understand. Hence, educational media serve as a powerful tool to promote awareness and behavioral change among adolescents regarding premarital sex and reproductive health (Maulana & Kustin, 2025).

The intervention results indicate that the greater improvement in knowledge observed in the domino group can be explained by integrating the Health Belief Model and Social Learning Theory. From the HBM perspective, the use of domino cards with contextual scenarios serves as cues to action while helping adolescents identify and overcome perceived barriers through group discussions. This process enhances cognitive understanding and increases individuals' readiness to receive reproductive health information (Kustin & Handayani, 2024). Meanwhile, based on Social Learning Theory, the effectiveness of the domino-based media can be explained through the mechanism of observational learning, in which adolescents learn from

interactions, discussions, and the exchange of experiences with their peers (Kustin & Handayani, 2024). This social interaction enables processes of modeling and reinforcement that are absent in passive media such as leaflets. Therefore, the finding that the domino group demonstrated a greater increase in knowledge supports the theoretical assumption that interactive, socially based learning approaches are more effective at enhancing knowledge retention than one-way learning methods. Although numerous studies have explored the use of games in reproductive health education, most have been conducted in general contexts and have not sufficiently integrated local cultural aspects or the specific characteristics of particular educational settings. In addition, direct comparisons between interactive game-based media and conventional media such as leaflets remain limited, especially among vocational high school adolescents in rural areas. While previous research has examined game-based learning for reproductive health education, this study is among the first to compare a culturally adapted domino game with standard leaflet-based education within the context of vocational schools in rural East Java.

Based on this background, the present study aims to analyze the

effectiveness of domino-based media compared to leaflets in improving adolescents' knowledge of premarital sex. The findings of this study are expected to contribute to the scientific development of educational strategies, particularly in the design of more engaging, culturally relevant, and effective reproductive health education interventions for adolescents.

This study demonstrates that the domino educational game is a more effective medium than the leaflet in increasing adolescents' knowledge about the dangers of premarital sex. Through interactive and engaging learning, adolescents are better able to understand, retain, and apply the information provided. Therefore, integrating creative educational media such as the domino game into adolescent health education programs is highly recommended to promote greater awareness and encourage positive behavioral change in preventing risky sexual behavior. The use of domino media is highly effective for learning and enhancing adolescents' knowledge about premarital sex. Educational domino media is a form of game-based learning that combines elements of play and education. The domino cards are enhanced by adding images, questions, or statements related to sexuality, thereby providing an interactive and enjoyable learning experience for

adolescents. The advantages of domino media include: Increasing Participation and learning motivation. The game creates a non-monotonous learning atmosphere, making adolescents more active and enthusiastic. The playful activities reduce boredom and enhance both cognitive and affective engagement. Research shows that the use of educational game media can increase student engagement by up to 80% compared to traditional lecture-based methods (Santoso & Sulistyowati, 2024; Juwita, 2020). Group-based games such as domino allow adolescents to discuss, debate, and share knowledge. This interaction stimulates peer learning, which is highly effective in shaping positive attitudes and perceptions toward healthy behaviors. According to socio-cultural learning theory, social interaction strengthens the internalization of values and concepts through collaborative processes. Topics such as sexuality are often considered taboo. However, through game-based media, learning becomes more relaxed and less embarrassing or uncomfortable. Moreover, game-based media has been shown to increase information retention by up to 60% compared to traditional verbal learning methods (Arsyad, 2019). The domino game is highly educational, as it not only assesses knowledge but also helps develop critical

thinking, decision-making skills, and self-control in risky situations. Active, game-based learning strengthens the cognitive, affective, and psychomotor domains, enabling adolescents to apply what they learn more effectively in real-life contexts (Notoatmodjo, 2018). These findings highlight the critical importance of integrating cognitive and social approaches in the design of reproductive health education interventions to optimize learning effectiveness among adolescents.

5. CONCLUSION

This study concludes that the domino educational game is more effective than the leaflet in increasing adolescents' knowledge about the dangers of premarital sex. The results showed that 87.5% of respondents in the domino group achieved a good level of knowledge, compared to 56.2% in the leaflet group, with a statistically significant difference ($p < 0.001$). The effectiveness of the domino game stems from its ability to provide active interaction, engaging visuals, and repeated learning opportunities, thereby enhancing understanding and retention. Therefore, the use of interactive educational media such as the domino game is recommended as a more engaging and effective health education tool to improve adolescents' knowledge, attitudes,

and behaviors regarding reproductive health and the prevention of risky sexual behavior.

AUTHOR CONTRIBUTIONS

All authors contributed to the conception and design of the study, data collection, data analysis, and manuscript preparation. All authors have read and approved the final manuscript.

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CONFLICT OF INTEREST

The authors declare that there is no conflict of interest regarding the publication of this research.

DATA AVAILABILITY STATEMENT

The data data can be accessed from the corresponding author upon reasonable request.

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