

Effectiveness of Video Based Learning and Demonstration Methods on Adolescents' Skills to Perform SADARI at SMPN 13 Jember

Isyfi Salwa Febriani^{1*}, Imroatin Sholehah², Jimmy Opiyo³

¹ Department of Midwifery, Poltekkes Kemenkes Malang

² Department of Midwifery, Poltekkes Kemenkes Malang

³ Master Gender Sexual and Reproductive Health, University of Global Health Equity

Corresponding Author: isyfilava@gmail.com

ABSTRACT

According to the 2018 Basic Health Research (Riskesdas), the prevalence of cancer in Indonesia reached 1.79% per 1000 population, up from 1.4% per 1000 population in 2013. The high number of breast cancer sufferers is actually caused by many who do not know about BSE so that it becomes a problem because they cannot understand the abnormalities in their breasts that should be detected as early as possible as a preventive measure. To determine the effectiveness of using the video-based learning and demonstration methods on the skills of adolescent girls in doing BSE. The research design used Quasi Experiment. The population was 60 female students of SMPN 13 Jember class VIII. Sampling used the cluster random sampling technique of 56 female students. The measuring instrument was a checklist and the analysis test was Chi Square. The skills of the Video Based Learning method were very poor 13 (43%), and very good 17 (57%). The skills of the Demonstration method were very poor 12 (40%) and very good 18 (60%). The analysis value with a p-value of $0.03 < \alpha < 0.05$, which means there is a difference in skills. The Demonstration Method is more effective than the Video Based Learning method used for learning media because this method involves cognitive, affective and psychomotor abilities, so that health workers, especially midwives, can use the demonstration method as one of the counseling methods as a promotive and preventive effort.

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INTRODUCTION

Breast cancer is a disease in which there is excessive growth or uncontrolled development of breast cells (tissue) (Hastuti & Rahmawati, 2020). Breast malignancy (mammary carcinoma) is the second most common malignancy experienced by women (Manuaba, 2009). Breast cancer is a cancer with the highest incidence rate in the world, which is 46.3 per 100,000 population, according to the Global Cancer Observatory or GLOBOCAN (IARC, 2020). The International Agency for

Research on Cancer (IARC) estimates that in 2018, there were almost 2.1 million new cases of breast cancer, which caused more than 627,000 deaths from breast cancer worldwide (IARC, 2019). In addition, GLOBOCAN data (2020) states that there is about one new case of breast cancer every nine minutes, and most of the new cases of breast cancer are in the advanced stage. Breast Cancer Incidents obtained from Dharmais Cancer Hospital data recorded 58,256 new cases, where 20% of sufferers were women aged 15 to 20 years

and over in 2018. Where the number of new cases was 457, and there were 58 deaths of breast cancer sufferers at Dharmais Cancer Hospital in 2018. According to the 2018 Basic Health Research (Riskesdas), the prevalence of cancer in Indonesia reached 1.79% per 1000 population, up from 2013 1.4% per 1000 population. Research also shows that the highest prevalence is in Yogyakarta, with cases as many as 4.86% per 1000 population, followed by West Sumatra at 2.4% per 1000 population and Gorontalo with as many as 2.44% per 1000 population. Meanwhile, in West Java, the prevalence is 0.3, but the number of breast cancer sufferers in West Java is quite high, which is around 6,701 people (Hastuti & Rahmawati, 2020).

Furthermore, at the Baladhika Husada Jember Level III Hospital, there were 2,142 breast cancer cases in 2021. The number of breast cancer patients recorded in medical records, patients undergoing chemotherapy in the Flamboyan Room, has increased every month. In October 2021, there were 198 patients; in November 2021, there were 206 patients; in December 2021, there were 212 patients. (Jayanti, 2022) The high number of adolescents suffering from breast cancer is caused by many who do not know about BSE, and this is a problem due to adolescents' ignorance about abnormalities in the breast, which can be detected as early as possible to prevent breast cancer. From the results of previous research by Hariyanti, Arisdiani, and Widyastuti (2018), it was found that most young women did not know about BSE because they were busy with activities and assignments, had just heard about the term BSE and also many did not know how to do BSE (Purwaningsih and Isyti'aroh. 2021). Of the 112

respondents in the study, 92 respondents had less knowledge about BSE. This is in line with research conducted by Alam and Subhan (2019), where out of 30 respondents, 20 had less knowledge about BSE, so not a few young women are less interested in early detection efforts for breast cancer due to a lack of knowledge about breast cancer and early detection of breast cancer.

Breast cancer is a disease in which there is excessive growth or uncontrolled development of breast cells (tissue) (Hastuti & Rahmawati, 2020). Breast malignancy (mammary carcinoma) is the second most common malignancy experienced by women (Manuaba, 2009). Breast cancer is a cancer with the highest incidence rate in the world, which is 46.3 per 100,000 population, according to the Global Cancer Observatory or GLOBOCAN (IARC, 2020). The International Agency for Research on Cancer (IARC) estimates that in 2018, there were almost 2.1 million new cases of breast cancer, which caused more than 627,000 deaths from breast cancer worldwide (IARC, 2019). In addition, GLOBOCAN data (2020) states that there is about one new case of breast cancer every nine minutes, and most of the new cases of breast cancer are in the advanced stage. Breast Cancer Incidents obtained from Dharmais Cancer Hospital data recorded 58,256 new cases, where 20% of sufferers were women aged 15 to 20 years and over in 2018. Where the number of new cases was 457, and there were 58 deaths of breast cancer sufferers at Dharmais Cancer Hospital in 2018. According to the 2018 Basic Health Research (Riskesdas), the prevalence of cancer in Indonesia reached 1.79% per 1000 population, up from 2013 1.4% per 1000 population. Research also shows

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breast cancer due to a lack of knowledge about breast cancer and early detection of breast cancer.

METHOD, DATA, DAN ANALYSIS

This study used a quasi-experimental design with a pre-test, post-test, and control group design approach. The researcher measured the respondents' skills in performing breast self-examination (BSE) before and after a learning intervention using two methods, namely Video-Based Learning and Demonstration. The measurement was done using a checklist sheet that assessed the respondents' skills in following the BSE steps. This study aims to compare the effectiveness of the two methods in improving adolescent girls' skills.

The population of this study was all 8th-grade female adolescents at SMPN 13 Jember, with 59 students. The sample was taken using the Slovin formula with a 5% error rate, so 52 respondents were obtained. These were divided into two groups, namely the Video-Based Learning group and the Demonstration group, each consisting of 26 respondents. Sampling was carried out using the Cluster Random Sampling technique.

The inclusion criteria in this study were 8th-grade female adolescents who were present when the study was taking place and were willing to become respondents by signing an informed consent. The exclusion criteria were adolescents absent when the study was

taking place. The independent variables in this study are the skills of respondents before and after being given a learning intervention using the Video-Based Learning and Demonstration methods. The dependent variable is the skills of respondents after the intervention. Data was collected through a checklist sheet that measures respondents' skills in conducting BSE based on five assessment categories: very good, good, sufficient, lacking, and very lacking. The study was conducted at SMPN 13 Jember from January to March 2023. The data was processed using SPSS with Chi-Square statistical analysis to test the differences in skills between the two groups. If $p < 0.05$, then

there is a significant difference between the learning methods used. This study also pays attention to research ethics by providing informed consent to respondents, maintaining anonymity, and ensuring the confidentiality of the data obtained.

RESULT AND DISCUSSION

Identification of Female Students' Skills in Conducting BSE Before Being Given Learning Using the Video Based Learning Method

Table 1. Distribution of BSE Skills Before Being Given Learning Using the Video Based Learning Method in Class VIII Female Students of SMPN 13 Jember

Pre-Learning Skills Using Video Based Learning Method	Frequency	Percentage
Very poor	30	100%
poor	0	0%
enough	0	0%
good	0	0%
very good	0	0%
total	30	100%

Source: Data Primer, 2023

Based on the results of research conducted on grade VIII students of SMPN 13 Jember using a checklist measuring tool, the data obtained were then displayed in Table 1, namely regarding the respondents' skills in performing BSE before being given learning using the Video-Based Learning Method. From these data, it can be concluded that all (100%) respondents have very low abilities.

Skills are a person's ability to carry out actions that begin with the provision of information or basic training about something (Hilda, 2022). Skills can be measured by comparing a person's suitability or accuracy between actions and the available checklist sheet. According to Notoatmodjo, a person's skills are influenced by several factors, namely education level, age, and experience.

According to researchers, experience can affect students' skills in performing BSE. The characteristics of respondents are based on whether or not they have received information about BSE, whereas all respondents have never received information about BSE. Experience is very important because it allows someone to know, and the results of this knowledge can become knowledge that can then be converted into skills. If someone has never known

anything, then the ability to do something will be low. Unlike someone exposed to something, he will tend to know and remember and even be able to practice it. This is in line with the results of Eva's research (2022), which states that there is a relationship between experience and skills.

Identification of Student Skills in Performing BSE After Being Given Learning Using the Video-Based Learning Method

Table 2. Distribution of BSE Skills After Being Given Learning Using the Video Based Learning Method in Class VIII Students of SMPN 13 Jember

Post-Learning Skills Using Video Based Learning Method	Frequency	Percentage
Very poor	10	33%
poor	3	10%
enough	3	10%
good	4	14%
very good	10	33%
total	30	100%

Source: Data Primer, 2023

Based on the results of the study conducted at SMPN 13 Jember using a checklist measuring tool, the data obtained were then displayed in Table 2, namely regarding the skills of female students in performing BSE after being given learning using the video-based learning method. From this table, it can be concluded that there have been respondents who have experienced an increase in skills to good and very good. So, there is an increase in students' skills in performing BSE, whereas all students' skills were lacking before being given the learning method.

Several learning methods are considered effective in improving a person's skills, one of which is using the video-based learning method. Video-based learning is a method that, in addition to using sound elements, also contains visual elements that can be seen, such as video recordings, slides and so on, to make students more interested in learning (Notoatmodjo, 2010). This is in line with research conducted by Violani in 2021, which showed that providing counseling with videos affected BSE skills. In addition, according to the cone of experience theory put forward by Edgar Dale (1969),

learning by seeing and listening can improve skills by 50%.

According to researchers, this method can be used as material, counseling, or learning. One of the functions of this method is to increase motivation, enthusiasm and passion for learning and prevent boredom while learning. This learning video can increase students' interest in learning new knowledge so that their insights and skills will continue to grow. The video has an animation that can make the learning atmosphere more enjoyable, making it easier for respondents to understand the learning delivered.

The selection of the video-based learning method in this study can improve skills because audiovisual media is used in this method. In contrast, audio-visual media uses the senses, namely the senses of sight and hearing. Most human knowledge is obtained through the senses of sight and hearing. The selection of audiovisuals as health counseling

media can be well-received by respondents. This media presents information in a more attractive and non-monotonous package.

In addition, the study results show that most students' learning methods have an auditory learning method, namely listening. In contrast, the video learning method has sound, so, of course, it will make it easier for students to receive material and quickly understand the material that has been given. This is in line with research conducted by Setyorini (2017), where videos are widely chosen as learning media as a means of building communication with students because students widely like videos and are easily accepted because they are more interesting. Namely, they can display images and sound.

Grouping of Criteria for SADARI Skills Before Being Given Learning Using the Demonstration Method

Table 3. Distribution of SADARI Skills Before Being Given Learning Using the Demonstration Method. In Class VIII Students of SMPN 13 Jember

Pre-Learning Skills Using Demonstration Method	Frequency	Percentage
Very poor	30	100%
poor	0	0%
enough	0	0%
good	0	0%
very good	0	0%
Total	30	100%

Source: Data Primer, 2023

Based on the results of the study conducted at SMPN 13 Jember using a

measuring instrument in the form of a checklist, the data obtained were then

displayed in table 3, namely regarding the skills of female students in performing BSE before being given learning using the demonstration method. From these data, it can be concluded that all respondents still have very poor skills in performing BSE. However, a small number of respondents know about BSE,

According to Hilda (2022), one factor that influences skills is experience. Whether or not someone has been exposed to a learning experience can affect their skills. According to Winkel's theory (1999), someone who has learned for the first time for a relatively short time will quickly forget the learning.

According to the researcher, the lack of students' skills in performing BSE in respondents before being given learning using the demonstration method was due to a lack of experience with BSE. From the characteristics of respondents based on never knowing about BSE, almost all respondents have never known

about BSE. If someone has never known about something, they will not be able to learn or even practice it. On the other hand, if someone has been exposed to something, they will tend to remember it, even though it is minimal, but at least the learning has been recorded or memorized. However, from the results of the study, a small number of respondents knew about BSE, but their skills were still very lacking; this was because the respondents only saw the information once and were not focused. Respondents were not given a clear picture of information, so it could be easily forgotten and considered uninteresting. So, the curiosity about information tends to decrease or even disappear.

Grouping of Criteria for SADARI Skills After Being Given Learning Using the Demonstration Method.

Table 4. Distribution of SADARI Skills After Being Given Learning with Demonstration Method to Students of SMPN 13 Jember

Post-Learning Skills Using Demonstration Methods	Frequency	Percentage
Very poor	8	27%
poor	4	13%
enough	3	10%
good	4	13%
very good	11	37%
Total	30	100%

Source: Data Primer, 2023

Based on the results of the study conducted at SMPN 13 Jember using a

measuring instrument in the form of a checklist, the data obtained were then

displayed in table 4, namely regarding the skills of female students after being given learning using the demonstration method. From these data, it can be concluded that almost half of the respondents have very good skills in performing BSE.

To improve a person's skills and influence better health behavior, education can be provided through various learning methods, one of which is demonstration (Arwin, 2017). The demonstration method is one of the most effective learning methods because it helps students find answers based on facts or correct data. This method can clearly show the process of an event with teaching materials so that students can easily apply it. Based on Atkinson and Shiffrin's Theory, it is stated that if attention is not given to information, the information will be lost, and vice versa. If attention is paid to information, the information will continue in short-term memory, lasting for 15 seconds.

According to researchers, this demonstration method is considered effective as a learning method to improve female students' skills in performing BSE. This method can help students hone their curiosity and skills by conducting intensive observations of the results of the delivery of the material that has been presented. Demonstrations can enliven the learning atmosphere because

students not only hear but can also see a demonstration process. So, it can be concluded that there is a match between the theory and the results that have been found. Demonstration is a way of learning to demonstrate an action so that it can provide a real picture of an event or action. Where this method will make respondents focus on core actions, respondents will listen, see and reflect by moving various senses. During the demonstration process, respondents will unconsciously follow the researcher's movements. However, they still tend to be careless, at that time, the brain will indirectly record every movement so that the body will also unconsciously do every movement. By the cone of experience theory put forward by Edgar Dale, where learning involves the senses of sight and hearing and is directly practiced either intentionally or not, it can increase abilities or skills by up to 90%. In addition, during the demonstration process, students were very enthusiastic and paid close attention so that the information conveyed was absorbed more quickly and lasted longer in the participants' memories.

Analysis of Student Skill Improvement Before and After Being Given Learning Using the Video Based Learning Method and Demonstration Method

Table 5. Cross Table of Student Skill Improvement Before and After Being Given Learning Using the Video Based Learning Method and Demonstration Method

Learning Method	Skill				Total	p-value
	Very poor	poor	enough	good		
Vidio Based Learning	10 (33%)	3 (10%)	3 (10%)	4 (13%)	10 (33%)	0.32
Demonstrasi	8 (27%)	4 (13%)	3 (10%)	4 (13%)	11 (37%)	
					30 (100%)	

Source: Data Primer, 2023

Based on Table 5, it is found that almost half of the respondents already have very good skills after being given learning using video-based learning and demonstration methods. It will then be tested using the Chi-Square test with the SPSS program. The p-value is 0.32, which is greater than α 0.05, but there are four cells, or expected count values, that are less than five, and the x-column table

in Chi Square must be 2x2, so it is said not to meet the requirements.

Then, a simplification is carried out into a 2x2 table, where skills are divided into two classifications: very poor and very good. The table is then retested using the alternative Chi Square Fisher Exact test, and the Expected count value is more than five and meets the requirements in Table 6.

Table 6 Cross Table of Student Skill Improvement Before and After being given learning using the Video Based Learning and Demonstration methods

Learning Skill	Vidio Based Learning	Demonstrasi	P. value
Very poor	13(43%)	12(40%)	0,03
Sangat Baik	17(57%)	18(60%)	
Total	30(100%)	30(100%)	

Source: Data Primer, 2023

Based on table 6 above shows that the respondents who have the most excellent skills are respondents who are given learning using the Demonstration method, which is 60%. The respondents with excellent skills in the video-based learning group make up 57%. From the results of the Chi-Square test, a p.value of $0.03 < \alpha$ 0.05 was obtained, so there

is a difference between student skills after being given learning using the Video Based Learning method and the Demonstration method.

The two tables above show the results of the difference in student skills in conducting self-examination with the video-based learning method and the demonstration

method. The results show that the demonstration method is more effective because almost half of the respondents have excellent skills in conducting self-examination after being given the material. This contrasts the video-based learning method, where no respondents have excellent skills after being given the material; only a small part has sufficient and good skills.

Based on the statistical test using the Chi-Square test, the p-value was obtained at 0.03 or less than 0.05, which means that there is a difference in the increase in students' skills in performing BSE after being given learning with the Video Based Learning method and the Demonstration method.

In the cone of experience theory by Edgar Dale, it is believed that a person's learning method can affect their learning process and results. The cone image states that there is a relationship between learning activities carried out and the results of the material remembered. The higher it is, the smaller the percentage of material remembered. This is also related to the learning method used. From the cone, it can be explained that if someone learns from what is seen, such as pictures, videos, and sound, it will increase to 50%. Meanwhile, if someone learns with sound and video, sees the process directly, and demonstrates it, their ability will increase to 90%.

According to Sanjaya in 2019, demonstration is a method that presents teaching by demonstrating and showing students a process, situation, or certain object, either real or just an imitation. This is in line with research conducted by Hendarti et al. in 2016, stating that the demonstration method has a higher average value because the learning target and learning process are related to the mechanism of changes in students' abilities in the learning process.

The discussion above shows a match between the theory and the facts obtained. Video learning only focuses on the sound and images in it, which can only increase a person's ability by 50%, unlike direct demonstrations where someone will get a real picture and a focused explanation so that the concentration of learning will focus on critical stages that can increase abilities by up to 90%. The advantages of learning using the demonstration method are that student's attention can be more focused, students' learning and teaching process is more directed at the material being studied, and experiences and impressions resulting from learning are more inherent in students.

The advantages of the demonstration method are that it can provide a certain skill to the target group or respondents. Respondents will easily grasp the intent and purpose of providing information because it uses minimal language and emphasizes practice to help

respondents understand a procedural process that will be carried out as clearly as possible. In addition, the disadvantage of using the video method is the one-way nature of communication or not focusing on the core of learning and critical steps. Health education using the demonstration method can improve the skills of respondents because this method involves all five senses to receive information and is given directly by educators or researchers on how to do BSE. The more five senses are used, the more understanding students will obtain to be skilled in doing BSE. This demonstration method also uses props that aim to mobilize the respondent's five senses as much as possible to focus on an object so that it is easier to understand. This aligns with Aeni's research (2018), namely that the more the five senses are involved in learning, the more knowledge or understanding will be obtained.

So, it can be concluded that of the two methods, the more effective one to improve someone's skills is learning using the Demonstration Method. In addition to the theoretical aspects that have been explained, this difference can be seen from the results of the statistical test in Table 5. The table shows that the average value of the increase in students' skills is greater in the demonstration method group compared to the video group.

CONCLUSION AND SUGGESTION

This study concludes that there is a clear difference in skill improvement between the video-based learning and demonstration methods. Although both methods can improve female students' skills in performing BSE, the study's results showed that the demonstration method was more effective than the video-based learning method. With the demonstration method, young women found it easier to understand the steps of BSE and were able to practice them better. This is due to the direct involvement and guidance received during the demonstration, which is impossible in video-based learning. Overall, this study provides an important picture of the effectiveness of the counseling method in improving BSE skills. The results of this study indicate that the demonstration method can be the main choice in providing health education related to BSE in schools, especially for young women who need understanding and skills in early detection of breast cancer. While the video-based learning method can still be used as an alternative or complement for optimal results, an approach involving direct interaction, such as demonstration, is more recommended.

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