

PENGARUH PIKARA-A (PENDIDIKAN KESEHATAN TERKAIT
AKTIVITAS FISIK MENGGUNAKAN AUDIOVISUAL) TERHADAP *SELF-
EFFICACY* PADA REMAJA

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INTISARI

Latar Belakang: Aktivitas fisik yang tidak memadai pada remaja masih menjadi masalah kesehatan masyarakat yang signifikan, meskipun kesadaran akan manfaatnya semakin meningkat. *Self-efficacy* merupakan determinan penting perilaku aktivitas fisik, namun efektivitas intervensi edukasi dalam meningkatkan *self-efficacy* masih belum jelas.

Tujuan: Penelitian ini bertujuan untuk mengevaluasi pengaruh edukasi kesehatan berbasis audiovisual terhadap *self-efficacy* aktivitas fisik pada remaja.

Metode: Studi kuasi-eksperimental dengan desain *non-equivalent control group* pretest–posttest dilakukan pada 91 remaja (intervensi = 51; kontrol = 40). Kelompok intervensi menerima edukasi berbasis audiovisual, sedangkan kelompok kontrol menerima edukasi berbasis booklet. *Self-efficacy* aktivitas fisik diukur pada baseline, setelah intervensi, dan dua minggu kemudian. Analisis data menggunakan *linear mixed model*.

Hasil: Skor *exercise self-efficacy* berubah seiring waktu pada kedua kelompok, dengan tren penurunan pada kelompok intervensi dan pola fluktuatif pada kelompok kontrol. Namun, tidak ditemukan pengaruh signifikan dari kelompok ($p = 0,176$) dan waktu ($p = 0,229$). Pengalaman aktivitas fisik sebelumnya serta persepsi manfaat dan hambatan merupakan prediktor signifikan *self-efficacy* ($p < 0,05$).

Kesimpulan: Edukasi audiovisual saja tidak cukup untuk meningkatkan *self-efficacy* aktivitas fisik. Diperlukan intervensi yang lebih interaktif dan berbasis pengalaman untuk meningkatkan aktivitas fisik pada remaja secara efektif.

Kata kunci: *Self-efficacy* aktivitas fisik; Remaja; Edukasi kesehatan; Intervensi audiovisual

THE EFFECT OF PIKARA-A (AUDIOVISUAL-BASED HEALTH EDUCATION ON PHYSICAL ACTIVITY) ON SELF-EFFICACY AMONG ADOLESCENTS

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ABSTRACT

Background: Insufficient physical activity among adolescents remains a major public health concern, despite increasing awareness of its benefits. Self-efficacy is a key determinant of physical activity behavior, yet the effectiveness of educational interventions in improving self-efficacy is still unclear.

Aim: This study aimed to evaluate the effect of audiovisual-based health education on exercise self-efficacy among adolescents.

Methods: A quasi-experimental study with a non-equivalent control group pretest–posttest design was conducted among 91 adolescents (intervention = 51; control = 40). The intervention group received audiovisual-based education, while the control group received booklet-based education. Exercise self-efficacy was measured at baseline, post-intervention, and two weeks later. Data were analyzed using a linear mixed model.

Results: Exercise self-efficacy scores changed over time in both groups, with a decreasing trend in the intervention group and a fluctuating pattern in the control group. However, no significant effects were found for group ($p = 0.176$), time ($p = 0.229$), or group $\times$ time interaction ($p = 0.240$). Prior physical activity experience and perceived benefits and barriers were significant predictors of self-efficacy ($p < 0.05$).

Conclusion: Audiovisual education alone was not sufficient to improve exercise self-efficacy. More interactive and experience-based interventions are needed to promote physical activity among adolescents effectively.

Keywords: Exercise self-efficacy; Adolescents; Health education; Audiovisual intervention