

## RESEARCH ARTICLE

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# The Impact of Animated Video Education on Iron Tablet Consumption for Anemia Prevention Among Adolescents

Nadifa Salsa Andriyani, Siti Nur Kholifah, Sari Luthfiah, and Dwi Adji Norontoko

Department of Nursing, Ministry of Health Polytechnic, Surabaya, Indonesia

Correspondence of the author: Nadifa Salsa Andriyani (e-mail: [nadifasalsaandriyani@gmail.com](mailto:nadifasalsaandriyani@gmail.com)).

**ABSTRACT** Anemia is a major health problem in adolescent girls that can have an impact on learning achievement, productivity, and overall health. One of the interventions carried out to reduce the prevalence of anemia is the administration of blood supplement tablets (TTD). However, the compliance rate of TTD consumption among adolescent girls is still low. This study seeks to examine the impact of educational interventions utilizing animated video media on the awareness and adherence to Fe tablet consumption for the prevention of anemia among adolescent girls at SMP Negeri 3 Bojonegoro. The research employs a pre-experimental methodology characterized by a *one-group pre-test post-test design*. The sampling technique implemented was cluster sampling, with a total of 55 adolescents serving as participants. The results showed that education with animated video media significantly increased knowledge and compliance with TTD consumption with a *p-value* of 0.000 and 0.004. Before being educated, most of the respondents had a low level of knowledge and compliance with TTD consumption. After being educated, there was an increase in the knowledge aspect by 69% and an increase in the compliance aspect by 62%. Thus, education using animated video media has proven to be effective in increasing the knowledge and adherence of young women to TTD consumption and can be used as a good learning medium for young women at junior high school age. While the findings are promising, the single-group design and limited setting highlight the need for future studies using more rigorous experimental methods and broader population coverage.

**KEYWORDS** Anemia, adolescent girls, education, animated videos, compliance, blood supplement tablets.

## I. INTRODUCTION

Young women represent a demographic that is particularly susceptible to anemia. A deficiency in red blood cell count or inadequate hemoglobin levels relative to the physiological requirements of the body characterizes anemia [1]. The prevalence of anemia in adolescent girls is associated with various detrimental outcomes, including fatigue and reduced concentration when studying, which in turn adversely affects academic performance and overall work productivity. Furthermore, anemia can compromise immune function, increasing susceptibility to infections and diseases. Failure to adequately address the high prevalence of anemia during adolescence may lead to its persistence into adulthood, which is associated with significant adverse health outcomes. Specifically, this condition is known to contribute to increased maternal mortality rates, a higher incidence of premature births, and lower birth weights in infants. Therefore, it is crucial to implement effective preventive measures and interventions targeting adolescent populations to mitigate these risks and promote better health outcomes for women and their children in the future [2].

According to the *World Health Organization (WHO)*, the World Health Statistics reported that in 2021, the global prevalence of anemia among women of reproductive age (15-49) was approximately 29.9% in 2019 [3]. According to the results of the 2018 Basic Health Research report conducted by IAARD in Indonesia, the prevalence of anemia among adolescent girls is reported to be 27.2% within the age group of 15-24 years. In contrast, the rate of anemia among adolescent boys is notably lower at 20.3%. This disparity underscores the fact that anemia constitutes a primary health concern among adolescents, particularly among young females girls [2].

Indonesia comprises 20 provinces that exhibit an anemia prevalence surpassing the national average. Among these, East Java ranks 11th, notably demonstrating a high prevalence of anemia among adolescents. According to data from the East Java Provincial Health Office (2020), the prevalence of anemia in adolescent females in East Java is reported to be 42% [4]. Based on the results of anemia surveys in 7 districts (Kediri, Lumajang, Bondowoso, Mojokerto, Nganjuk, Madiun, Bojonegoro), it is known that the average prevalence of anemia is 20.9% (East Java Health

Profile, 2018). Based on data from the Bojonegoro Health Office in 2023, it shows that the prevalence of anemia in adolescent girls in Bojonegoro Regency with a total incidence of anemia is 1,800 from 35 health centers in Bojonegoro [5]. Based on the results of interviews at SMP Negeri 3 Bojonegoro, 8 out of 10 students still have low knowledge and compliance with anemia and consumption of Fe tablets.

The government has implemented an intervention to reduce anemia prevalence among adolescent girls, which includes providing iron and folic acid supplements via the distribution of blood supplement tablets (TTD). According to data from the RISKESDAS 2018 survey, the most significant uptake of TTD was observed among female students, specifically those in junior high school level. As many as 87.6% of adolescent girls in junior high school received TTD at school. Of these achievements, only 1.4% of adolescent girls who complied with the recommended one week 1x (52 items for one year), while the other 98.6% still consumed TTD less than 52 items for one year. This achievement figure is far from the target set by the government in 2024 of 58% of adolescent girls obediently consume TTD. The low achievement of TTD consumption has an impact on the increase in anemia in adolescent girls every year.

One of the strategies to combat anemia in young women involves the provision of educational resources through video media. The integration of video represents a significant innovation in the development of educational materials, particularly through the utilization of advanced technologies such as animated videos. These animated videos incorporate captivating visuals that enhance the retention of information imparted, while also delivering satisfaction and enjoyment to young women. It is noteworthy that the contemporary generation demonstrates a preference for advanced technology, particularly animated videos that showcase appealing and distinctive characters [6]. In a study conducted by [7] Research indicates that animated educational videos serve as an effective pedagogical tool in enhancing awareness regarding the prevention of anemia through adherence to the recommended intake of iron supplement tablets and the maintenance of appropriate hemoglobin levels among adolescent girls. To date, there has been no comprehensive study focused on evaluating knowledge and compliance concerning the consumption of iron tablets for anemia prevention at SMP Negeri 3 Bojonegoro. Consequently, this study aims to contribute significantly to the enhancement of health quality within the community. Compared to written materials or verbal instructions, animated videos provide a more engaging and memorable learning experience, making them a preferred medium for capturing adolescents' attention and delivering information both visually and emotionally.

## II. METHOD

The research design employed in this study is a one-group pre-test and post-test approach. The subject group was observed (*pretest*) before the intervention was carried out, then observed

(*posttest*) again after the intervention. In this case, adolescents were given a *pretest* as a measure of the level of knowledge about anemia and compliance with Fe tablet consumption. In the next stage, education on anemia prevention and Fe tablet consumption was provided with animated video media and observation of Fe tablet consumption every week for 1 month. Then the *posttest* was carried out again and it is hoped that the knowledge and compliance of the consumption of Fe tablets for adolescent girls as an effort to prevent anemia can increase. The 4 minute animated video featured adolescent characters in relatable scenarios, using vibrant visuals, dynamic motion, and engaging narration to enhance students' understanding and emotional connection to iron tablet consumption.

In this study, the researcher used a population of 124 female adolescent girls in grade VII at SMP Negeri 3 Bojonegoro. This study uses a *cluster sampling technique*, where the population is divided into small groups called *clusters* and randomly selected to be used as a sample. The sample size was determined using the *slovin* formula with a total sample of 55 students consisting of 7 students who were taken from a total of 8 classes VII. The sample was taken from the study population that met the inclusion criteria aged 12-14 years, adolescent girls who were willing to become respondents, and adolescent girls who received Fe tablets from health center officers. Meanwhile, the exclusion criteria were >15 years old, were not present during the study, and were not cooperative.

This study will initially employ the One-Sample Kolmogorov-Smirnov test to determine whether the distribution of the existing data adheres to a normal distribution. In cases where the data is confirmed to be normally distributed, a parametric hypothesis test will be conducted using the Paired t-test. Conversely, if the data fails to meet the assumptions of normality, a non-parametric approach will be utilized, specifically the Wilcoxon test. For both the Paired t-test and the Wilcoxon test, a p-value of less than 0.05 will indicate a statistically significant difference in knowledge and compliance before and after the educational intervention utilizing animated video.

This research has undergone an ethical feasibility assessment and has obtained approval from the Health Research Ethics Committee of the Health Polytechnic of the Ministry of Health Surabaya, referenced as No. EA/3187/KEPK-Poltekkes\_Sby/V/2025, dated April 10.

## III. RESULT

This study aims to assess the impact of educational interventions utilizing animated video media on the prevention of anemia and the consumption of iron (Fe) tablets, focusing on the domains of knowledge and adherence to Fe tablet consumption among adolescents.

### A. RESPONDENT CHARACTERISTICS

TABLE 1  
Characteristics of Young Women by Age

Characteristic	Frequency (f)	Percentage (%)
Age		
12 years	15	27,3%
13 years	39	70,9%
14 years	1	1,8%

Based on the distribution of age characteristics of adolescent girls in TABLE 1, it was found that most of the adolescent girls were 13 years old as many as 39 female students (70.9%) while adolescents with the age of 14 years had the lowest number, which was 1 female student (1.8%).

## B. STATISTICAL TEST RESULTS

TABLE 2

**Distribution of Knowledge Frequency of Young Women Before and After Being Given Animated Video Media Education**

Knowledge	Pre-test		Post-test	
	Frequency (f)	Percentage (%)	Frequency (f)	Percentage (%)
Good	4	7.3%	55	100%
Enough	11	20%	0	0%
Less	40	72.7%	0	0%
Sum	55	100%	55	100%

According to the distribution of the frequency of knowledge of adolescent girls in TABLE 2 Before and after the implementation of educational media in the form of animated videos concerning anemia prevention, it was observed that prior to the introduction of this educational medium, the majority of the young women, specifically 72.7% of the 40 female students surveyed, possessed a level of knowledge categorized as inadequate, while only 7.3% demonstrated satisfactory understanding knowledge. However, after providing educational video animation media, it showed that all young women experienced an increase in knowledge in the good category (100%).

TABLE 3

**Results of the Normality Test of Adolescent Women's Knowledge Level Before and After Being Given Animation Video Media Education**

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Stat	Df	Sig.	Stat	Df	Sig.
Knowledge Pretest	.238	55	.000	.879	55	.000
Posttest Knowledge	.268	55	.000	.865	55	.000

TABLE 4

**Results of the Wilcoxon Sign Rank Statistical Test on the Knowledge Level of Young Women Before and After Being Given Animated Video Media Education**

Variable	Red $\pm$ SD		$\Delta$ Mean	$\Delta$ %	Pvalue
	Pretest	Posttest			
Knowledge	54 $\pm$ 0.13	91 $\pm$ 0.06	72.5	69%	0.000

Based on the normality test, the data obtained in TABLE 3 shows that the value of asymptotic significance (*Asymp. Sig.*) indicates that the significance level before and after the participants were educated on animated video media is 0.000, which is less than 0.05. Therefore, it can be concluded that the pre-test and post-test data are not normally

distributed normally. From the results of the *Wilcoxon Sign Rank Test* in TABLE 4, the average value (*mean*) of the level of knowledge of young women before being educated with animated video media was 54  $\pm$  0.13 and after being given education there was a significant increase of 91  $\pm$  0.06. The mean increase difference is 72.5, with an increase percentage of 69%. The statistical test results indicated a p-value of 0.000, which is below the threshold of  $p < 0.05$ . This signifies a statistically significant difference in knowledge levels before and after the educational intervention.

TABLE 5

**Frequency Distribution of Adolescent Girls' Fe Tablet Consumption Compliance Before and After Being Educated with Animated Video Media**

Compliance	Pre-test		Post-test	
	Frequency (f)	Percentage (%)	Frequency (f)	Percentage (%)
Low	40	72.7%	2	3.6%
Keep	11	20%	20	36.3%
Tall	4	7.27%	33	60%
Sum	55	100%	55	100%

Based on the distribution of the frequency of compliance with Fe tablet consumption among adolescent girls in TABLE 5 before and after being educated with animated video media related to compliance with fe tablet consumption, it was found that before being given education for adolescent girls with compliance in the low category, as many as 40 female students (72.7%) and 4 female students (7.27%) with high compliance. However, after providing educational video animation media, it showed that there was an increase in compliance in the high category of 33 students (60%) and 2 students (3.6%) with low compliance.

TABLE 6

**Results of the Normality Test of the Level of Compliance of Fe Tablet Consumption of Adolescent Women Before and After Being Educated with Animated Video Media**

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Stat	Df	Sig.	Stat	Df	Sig.
Compliance Pretest	.440	55	.000	.597	55	.000
Compliance Posttest	.378	55	.000	.685	55	.000

TABLE 6

**Results of the Wilcoxon Sign Rank Statistical Test Compliance Level of Adolescent Girls' Fe Tablet Consumption Before and After Being Given Animated Video Media Education**

Variable	Red $\pm$ SD		$\Delta$ Mean	$\Delta$ %	Pvalue
	Pretest	Posttest			
Compliance	55 $\pm$ 0.26	89 $\pm$ 0.14	72	62%	0.004

Based on the normality test of the data obtained in TABLE 5, it shows the value of *Asymp. Sig.* before and after being given animation video media education is 0.000  $<$  0.05, so it can be concluded that the Pre-test and Post-test data are not distributed normally. From the results of the *Wilcoxon Sign Rank Test* in TABLE 6, the average value (*mean*) of the level of compliance of adolescent girls before being educated with animated video media was 55  $\pm$  0.26 and after being given education there was a significant increase of 89  $\pm$  0.14. The mean increase difference is 72, with an increase percentage of 62%. The results of the statistical test also showed a p-

value of 0.004 where  $p < 0.05$ , meaning that there was a statistically significant difference between the level of compliance before and after the educational intervention. Beyond statistical significance, the 69% increase in knowledge and 62% rise in adherence indicate a substantial practical impact of this intervention on adolescent health behavior.

#### IV. DISCUSSION

##### A. KNOWLEDGE OF YOUNG WOMEN BEFORE AND AFTER BEING GIVEN ANIMATION VIDEO MEDIA EDUCATION RELATED TO ANEMIA PREVENTION

Based on the initial data obtained through interviews at SMP Negeri 3 Bojonegoro, 8 out of 10 students had low knowledge about anemia and the consumption of Fe tablets. Result *Pre-test* Of the 55 young women, 72.7% had less knowledge and only 7.3% had good knowledge. The most common age group is 13 years old, with the majority having less knowledge. This research is in line with previous research by [8], [9] and [10], which shows that educational media such as explainer videos, TAR media, and digital comics are effective in increasing adolescents' knowledge about anemia. Age and cognitive maturity factors also play a role in increasing knowledge. After being educated through animated video media, the *post-test results* showed a significant increase in all 55 students (100%) reaching the category of good knowledge. The effectiveness of animated videos is supported by an interesting audio-visual combination that matches the characteristics of generation Z. The increase in knowledge is influenced by age, education, environment, and socio-cultural factors, as well as interesting and interactive methods of conveying information such as animated videos.

##### B. COMPLIANCE WITH FE TABLET CONSUMPTION BEFORE AND AFTER BEING GIVEN ANIMATION VIDEO MEDIA EDUCATION RELATED TO THE PREVENTION OF ANEMIA IN ADOLESCENT GIRLS

Based on the initial data obtained through interviews at SMP Negeri 3 Bojonegoro, 8 out of 10 students had low adherence to the consumption of Fe tablets. Result *Pre-test* indicated 72.7% of the 55 young women had low compliance, and only 7.27% had high compliance. The most age group is 13 years old, with the majority having low adherence. This research is in line with research by [11], which states that a low understanding of the importance of Fe tablets affects adherence. Age and education factors also affect the level of compliance, as explained by [12]. Low compliance is caused by a lack of knowledge, motivation, and environmental influence. Many adolescents refuse to take Fe tablets because they do not feel sick, so they are not aware of the importance of preventing anemia. After being educated through animated videos and monitoring of Fe tablet consumption for one month, there was an increase in compliance of 60% of students with high compliance, and 3.6% still low. The most increase occurred in young women under the age of 13 as 24 out of 39 female students showed high compliance. These results are in line with research [11], [13] and [14] which suggests that education can improve knowledge and

consumption behavior of Fe tablets. Animated videos prove to be effective because they blend interesting audio-visuals, according to the characteristics of the generation Z who are more interested in interactive digital media.

##### C. ANALYSIS BEFORE AND AFTER BEING GIVEN ANIMATION VIDEO MEDIA EDUCATION RELATED TO ANEMIA PREVENTION ON THE KNOWLEDGE OF YOUNG WOMEN

The study conducted on January 17–February 7, 2025 showed significant differences before and after animation video media education on adolescent girls' knowledge about anemia prevention at SMP Negeri 3 Bojonegoro. The results of the *Wilcoxon Sign Rank* test showed a *p-value* of 0.000 ( $< 0.05$ ), indicating that animated video education is effective in increasing knowledge.

These results are in line with research [14] and [15], which also found a significant improvement in the knowledge of young women after being educated through digital comics and leaflets, with a *P-value* of 0.000. Knowledge is obtained from a variety of sources and is an important process in forming positive understanding and attitudes [16]. Health education plays an important role in improving an individual's ability to maintain health [17]. Nutrition education, including the consumption of Fe tablets, is needed to build a healthy lifestyle among adolescent girls [18]

##### D. ANALYSIS OF COMPLIANCE WITH FE TABLET CONSUMPTION BEFORE AND AFTER BEING GIVEN ANIMATION VIDEO MEDIA EDUCATION RELATED TO THE PREVENTION OF ANEMIA IN ADOLESCENT GIRLS

The research conducted from January 17 to February 7, 2025, demonstrated significant differences in adherence to the consumption of iron-folic acid (Fe) tablets among adolescent girls prior to and following the implementation of animated video media education as a preventive strategy against anemia at SMP Negeri 3 Bojonegoro. The findings revealed a statistically significant difference, as evidenced by the Wilcoxon Signed-Rank test, which yielded a *p-value* of 0.004 ( $p < 0.05$ ). This result supports the conclusion that animated video media education is an effective intervention for enhancing adherence to Fe tablet consumption.

These results are in line with research [11] that show a significant improvement in adherence after anemia education (*p-value* 0.015). According to [19], the involvement of teachers in providing education is essential to improve students' knowledge and compliance. This is supported by the theory [20], which states that knowledge gained through the senses, especially sight and hearing, can be amplified through media such as animated videos. Animated videos are considered effective because they are practical, informative, interactive, and in accordance with technological developments [7].

Increasing the knowledge and adherence of young women to anemia prevention is supported by the use of animated videos as an educational medium. This video is designed with interesting characters, bright colors, dynamic animations, and a communicative narrative so that it can



attract attention and facilitate understanding. The material presented is dense, structured, refers to *references to WHO* and the Indonesian Ministry of Health, and is presented in a light and easy-to-understand manner. The concept of anemia is explained with a simple illustration so as to help students understand biological processes such as the role of iron in forming hemoglobin. These animated videos are created using *software* such as *Adobe After Effects* and *Canva Edu*, combining text, images, animations, and sound, making them more effective than conventional methods. This media is very suitable for junior high school teenagers who are more responsive to visual-based and interactive learning than lecture or textbook methods. A key limitation of this study lies in the reliance on self-reported adherence to iron tablet intake, which is susceptible to social desirability bias and may not accurately reflect actual behavior, potentially skewing the interpretation toward perceived rather than real compliance.

## VI. CONCLUSION

The findings derived from this study indicate that educational interventions employing animated video media have a notably positive impact on enhancing both the understanding and adherence of adolescent girls towards the consumption of iron (Fe) tablets. This approach serves as a crucial strategy in efforts aimed at preventing anemia among this demographic, particularly within the context of SMP Negeri 3. It is essential to underscore the importance of innovative educational tools in health promotion and disease prevention, fostering greater awareness and encouraging healthy practices among young individuals. Before being educated, the majority of young women had low knowledge and compliance, but after the intervention, all respondents showed a high increase in knowledge and compliance, showing the effectiveness of animated video media as an interactive and interesting educational tool for adolescents. To broaden the impact of these findings, future research is encouraged to assess the long-term effectiveness of animated video education and explore its scalability across diverse social and geographic settings.

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