

ABSTRAK

Diare merupakan salah satu masalah kesehatan yang masih sering terjadi di masyarakat dan kerap ditangani melalui swamedikasi. Kurangnya pengetahuan yang tepat mengenai penggunaan obat dapat meningkatkan risiko kesalahan dalam swamedikasi, sehingga diperlukan edukasi kesehatan yang efektif. Salah satu metode edukasi yang dapat digunakan adalah metode ceramah karena praktis dan mampu menjangkau banyak peserta dalam waktu singkat. Penelitian ini bertujuan untuk mengetahui pengaruh edukasi metode ceramah terhadap pengetahuan swamedikasi diare pada mahasiswa non-farmasi di Kampus III Universitas Sanata Dharma. Penelitian menggunakan desain *pre-eksperimental* dengan rancangan *one group pre-test-post-test*. Jumlah responden sebanyak 94 mahasiswa non-farmasi yang memenuhi kriteria inklusi. Instrumen penelitian berupa kuesioner yang telah diuji validitas dan reliabilitasnya (*Cronbach's alpha* = 0,769). Analisis data dilakukan menggunakan uji Wilcoxon dan uji N-Gain. Hasil penelitian menunjukkan adanya peningkatan tingkat pengetahuan responden setelah diberikan edukasi. Pada *pre-test*, responden memiliki pengetahuan kategori baik (0%), kemudian meningkat pada *post-test 1* menjadi kategori baik (19,15%) dan *post-test 2* menjadi kategori baik (46,81%). Hasil uji Wilcoxon menunjukkan adanya perbedaan yang signifikan antara pengetahuan sebelum dan sesudah intervensi ($p < 0,001$). Berdasarkan nilai N-Gain, peningkatan pengetahuan berada pada kategori sedang dari *pre-test* ke *post-test 1* (0,3807) dan dari *pre-test* ke *post-test 2* (0,5124). Adapun peningkatan dari *post-test 1* ke *post-test 2* termasuk dalam kategori rendah (0,2126). Kesimpulan penelitian ini adalah edukasi dengan metode ceramah berpengaruh signifikan dalam meningkatkan pengetahuan swamedikasi diare pada mahasiswa non-farmasi yang ditunjukkan dengan nilai *p-value* $< 0,001$, meskipun retensi pengetahuan cenderung menurun seiring waktu sehingga diperlukan penguatan edukasi secara berkelanjutan.

Kata kunci : Swamedikasi, diare, metode ceramah, mahasiswa non-farmasi.

ABSTRACT

Diarrhea is one of the most common health problems in the community and is often treated through self-medication. However, inadequate knowledge regarding the proper use of medicines may increase the risk of inappropriate self-medication practices. Therefore, effective health education is needed to improve public knowledge. Among various educational approaches, the lecture method is considered practical because it enables information to be delivered to a large number of participants within a relatively short time. This study aimed to determine the effect of lecture-based education on the knowledge of diarrhea self-medication among non-pharmacy students at Campus III of Sanata Dharma University. This study employed a pre-experimental design with a one-group pre-test-post-test approach. A total of 94 non-pharmacy students who met the inclusion criteria participated in the study. Data were collected using a questionnaire that had been tested for validity and reliability (Cronbach's $\alpha = 0.769$). The data were analyzed using the Wilcoxon signed-rank test and the normalized gain (N-Gain) analysis. The findings showed that respondents' knowledge improved after the educational intervention. Before the intervention, none of the respondents were categorized as having good knowledge (0%). After the first post-test, the proportion increased to 19.15%, and further increased to 46.81% in the second post-test. The Wilcoxon signed-rank test revealed a statistically significant difference between knowledge scores before and after the intervention ($p < 0.001$). The N-Gain analysis indicated a moderate increase in knowledge from the pre-test to post-test 1 (0.3807) and from the pre-test to post-test 2 (0.5124), while the increase between post-test 1 and post-test 2 was categorized as low (0.2126). These findings suggest that lecture-based education was effective in improving knowledge of diarrhea self-medication among non-pharmacy students. Nevertheless, knowledge retention tended to decrease over time, indicating the importance of providing continuous educational reinforcement.

Keywords: *diarrhea, self-medication, lecture method, non-pharmacy students.*