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Reproductive Health Education Management Based on Self-Care Module in the Pancasila Student Profile Strengthening Project

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Abstract

The background of this research is driven by the fact that many students have a limited understanding of the importance of maintaining reproductive health and making responsible decisions regarding reproductive behavior. This study aims to describe and analyze the management of reproductive health education based on the self-care module in implementing the Pancasila student profile strengthening project at Sehati Bina Insani IT Junior High School and Al Hasanat IT Junior High School. The approach used is qualitative with a case study method. Data collection techniques include observation, interviews, documentation studies, and data triangulation. The study results show that implementing reproductive health education management based on the self-care module in implementing the Pancasila student profile strengthening project in the two schools is effective. In conclusion, the implementation of the project to improve the profile of Pancasila students through reproductive health education based on self-care modules at Sehati Bina Insani IT Junior High School and Al Hasanat IT Junior High School showed significant success in the planning, organization, and implementation stages. The evaluation showed the effectiveness of this approach despite challenges related to limited resources, integration of Pancasila values, parental involvement, and teacher readiness. To overcome these challenges, the proposed solutions include improving the quality of resources, teacher training, collaboration with parents and the community, and using technology. It is hoped that this project can run optimally and positively impact students.
Keywords: *Reproductive Health, Self-Care Module, Pancasila Student Profile Strengthening Project,*

Introduction

Improving reproductive health is a systematic effort to adopt lifestyles and habits that support reproductive health, both physically and psychologically. This includes various aspects, such as a healthy diet, regular exercise, personal hygiene, as well as avoiding risky behaviors that can negatively impact reproductive health (WHO, 2018). Recent studies have shown that the adoption of interactive, self-care-based modules can significantly improve adolescents' understanding and behavior related to reproductive health (AbdiShahshahani et al., 2023; Burhan et al., 2023; Chandra-Mouli et al., 2015; Purwanto et al., 2025). These efforts align with the growing emphasis on empowering adolescents to take responsibility for their reproductive well-being through healthy daily routines.

Previous research emphasizes that a healthy lifestyle has an important role in preventing the risk of sexually transmitted diseases (STDs) as well as maintaining long-term reproductive health (Patton et al., 2016). In addition, a healthy diet and physical activity also contribute to preventing reproductive disorders such as polycystic ovary syndrome (PCOS) in young women, which is increasing in various countries (Bozdag et al., 2016). Therefore, effective learning

strategies are needed to increase adolescents' awareness and understanding of reproductive health.

The Self-Care module-based approach has proven effective in providing adaptive and relevant learning to student needs. According to Rizky et al. (2023), interactive modules can increase student participation and strengthen their understanding of reproductive health materials. Self-care-based modules help students understand the theory and encourage them to apply the principles of reproductive health in daily life (Oringanje et al., 2016). In addition, this approach can also support project-based learning that allows students to explore real problems and find solutions based on hands-on experience.

In line with the modern learning approach, the Independent Curriculum in Indonesia introduced the Pancasila Student Profile Strengthening Project (P5) to shape students' character and creativity. The main obstacles include limited resources, a lack of relevant learning modules, and low teacher skills in managing project-based learning. Recent studies have also shown that a lack of support from the school and family environment can affect the effectiveness of reproductive health programs. (Denno et al., 2015).

The management of reproductive health education based on the Self-Care module is very important in supporting the implementation of the Pancasila Student Profile Strengthening Project (P5), especially in school learning. The Self-Care approach emphasizes students' independence in self-care with proper reproductive health knowledge. This model not only includes medical information about reproductive health but also provides skills in decision-making that can encourage students to take care of their health proactively (WHO, 2018). In the context of implementing P5, Self-Care-based education supports students' behavior independently and responsibly and increases their awareness of the importance of maintaining physical health from an early age.

Reproductive health education is integral to project-based learning that aims to build awareness and healthy living skills in adolescents. Previous studies have shown that a project-based approach can improve student engagement and the effectiveness of reproductive health learning. (Oringanje et al., 2016). However, implementing reproductive health education in schools still faces various challenges, including limited relevant educational resources and a lack of training for educators. (Chandra-Mouli et al., 2015).

Problems in managing reproductive health education based on the Self-Care module at SMP IT Sehati Bina Insani and SMP IT Al Hasanat include various aspects related to the effectiveness of the implementation of reproductive health education and integration in the P5 program. One of the main obstacles is the lack of relevant educational resources. Although both schools have attempted to integrate reproductive health materials into the curriculum, the existing modules are still limited and not fully adaptive to the developmental needs of adolescent students. This has an impact on a lack of understanding and limitations in the application of the concept of Self-Care in daily life (Denno et al., 2015).

In addition, the limitations of teachers' skills in implementing the Self-Care approach in reproductive health education are also a significant challenge. Teachers often do not receive specialized training in using project-based interactive modules. Handayani and Sari (2021) found that although teachers have a basic understanding of reproductive health, many have not mastered teaching techniques that can encourage students to be active and independent in the learning process. The lack of innovative teaching methods causes the implementation of the Self-Care module to be less effective in shaping the character of students who can maintain reproductive health independently.

In addition to limited resources and teacher training, support from the school and family environment also plays a role in the success of Self-Care-based reproductive health education.

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Previous studies have shown that a supportive environment, including the active participation of parents and schools, contributes to increasing awareness and application of the concept of reproductive health in adolescents (Aventin et al., 2020; Denno et al., 2015; Patton et al., 2016).Therefore, a more comprehensive strategy is needed to manage reproductive health education so that the Self-Care module can be applied more effectively and sustainably in schools.

In addition to limited educational resources and lack of skills of teachers in implementing the Self-Care approach, the lack of parental and community involvement is also a major challenge in the implementation of reproductive health education programs in both schools. Effective reproductive health education requires support from the family environment and the surrounding community so that students can apply the concept of Self-Care in school and daily life. However, research by Santosa (2020) shows that in Sehati Bina Insani IT Junior High School and Al Hasanat IT Junior High School, parents are often less involved in supporting their children's health education. The lack of communication between schools and parents leads to limitations in strengthening the concept of Self-Care outside the classroom. This results in learning about reproductive health becoming unsustainable and receiving less serious attention in the home environment.

Another study by Rahmawati et al. (2022) revealed that active parental participation in reproductive health education can improve adolescents' understanding and application of healthy behaviors. In their study, family involvement in open discussions about reproductive health increased adolescents' awareness of the importance of maintaining their health. Therefore, building better communication mechanisms between schools and parents is important, such as through family-based reproductive health seminars or joint education programs.

Based on the above background, this study explores how the management of reproductive health education based on the Self-Care module can be optimally applied in supporting the Pancasila Student Profile Strengthening Project (P5). This research will specifically identify the challenges, implementation strategies, and effectiveness of using the Self-Care module in reproductive health learning in schools.

Method

This study uses a qualitative approach with a case study method to explore in depth how the management of reproductive health education based on *the Self-Care* module is applied in *the Pancasila Student Profile Strengthening* Project (P5) at SMP IT Sehati Bina Insani and SMP IT Al Hasanat. The qualitative approach was chosen because it allows researchers to understand the experiences, challenges, and implementation strategies of reproductive health education in the context of schools in a more holistic way (Creswell & Poth, 2016). The case study method was chosen because this study focuses on specific phenomena in two particular schools, which allows for an in-depth exploration of the policy, implementation, and effectiveness of the use of *the Self-Care* module in reproductive health education (Yin, 2017).

The data sources in this study include primary data, namely in-depth interviews with school principals, teachers, and students related to implementing *the Self-Care* module in reproductive health learning. Direct observation in the learning process to understand the interaction dynamics between teachers and students using modules. Secondary data of the research is in the form of school documents such as curriculum, learning implementation plan (RPP), and teaching materials used in reproductive health education programs. A literature study from

international journals related to Self-Care-based reproductive health education and a project-based learning approach (P5).

Data was collected through three main techniques: interviews and observations. Semi-structured interviews were conducted with principals, teachers, and students to understand their experiences implementing *the Self-Care* module in reproductive health learning. Semi-structured interviews allow flexibility in gathering in-depth information according to the participant's perspective (Kvale, 2009). Participatory Observation is carried out in the classroom during reproductive health learning, focusing on teacher-student interaction and the effectiveness of using *the Self-Care* module. This technique is used to obtain authentic data that cannot be obtained only from interviews (Angrosino, 2007). Analysis School documents such as curriculum, lesson plans, and learning modules were analyzed to see how *Self-Care* is integrated into reproductive health education and P5.

Data analysis was carried out with a thematic analysis approach. (Braun & Clarke, 2006), which consisted of several stages, namely Transcription and data organization. The results of interviews were transcribed, and data from observations and documents were categorized based on the main theme. Data coding is data analyzed by identifying patterns and themes that arise in implementing Self-Care-based reproductive health education. Interpreting findings is the results of the analysis compared with previous research findings to understand the factors that support and hinder the program's effectiveness.

Results

Planning for Reproductive Health Education Based on Self Care Modules in the Implementation of the Project to Strengthen the Profile of Pancasila Students

Planning reproductive health education based on self-care modules is one of the main strategies in the implementation of the Pancasila Student Profile Strengthening Project (P5) at SMP IT Sehati Bina Insani and SMP IT Al Hasanat. This program is designed to increase students' understanding of reproductive health while integrating Pancasila values, such as responsibility, mutual cooperation, and independence. The success of this program requires careful planning, including identifying learning objectives, developing modules, and involving various parties.

One of the teachers from SMP IT Sehati Bina Insani, stated:

> *"I want to ensure that students not only understand reproductive health in theory but can also apply self-care principles in everyday life. Therefore, careful planning is needed, from module creation to implementation strategies in the classroom."*

The first step in planning is to identify learning objectives relevant to students' needs. The main goal is to increase students' awareness of the importance of maintaining reproductive health, applying self-care principles, and understanding the values of Pancasila in daily life. These goals also include the development of social skills, critical thinking, and informed decision-making regarding reproductive health issues.

A student from Al Hasanat IT Junior High School said:

> *"With this module, I understand the importance of maintaining my cleanliness and health. Previously, I felt that I didn't know how to take care of myself properly, especially during puberty.*

The self-care module is designed as the main teaching material that is interactive, engaging, and contextual. This module includes information about reproductive anatomy, puberty, maintaining cleanliness, and Pancasila values that can be implemented daily. At SMP IT Sehati Bina Insani and SMP IT Al Hasanat, these modules are designed to suit the local needs of students, including relevant cultural and religious-based approaches. Lesson plans are

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designed to ensure that learning takes place systematically and focused. This lesson plan includes learning objectives, activity steps, methods used, and relevant evaluations. Teachers from both schools are invited to work together to create a lesson plan that combines discussion methods, group projects, and reflection so that students are active in the learning process.

One teacher mentioned:

"We try to associate reproductive health materials with religious and cultural values so that they are easier to understand and accept by students. This approach also helps them understand the importance of maintaining health in daily life."

The time allocation is carried out by considering the dense curriculum at Sehati Bina Insani IT Junior High School and Al Hasanat IT Junior High School. This program is included in the P5 schedule, with a weekly or monthly duration adjusted to the academic calendar. The flexibility of the schedule makes it possible to integrate the material into other subjects, such as Science or Islamic Religious Education. Planning also includes resource management in teaching materials, facilities, or funding. Both schools utilize various resources, such as libraries, teaching aids, and digital materials such as educational videos. Collaboration with external parties, such as local health centers or health institutions, is also carried out to support the procurement of materials and resource persons.

The teacher as an informant from SMP IT Sehati Bina Insani, explained:

"We have developed a flexible schedule to integrate this self-care module with various subjects. This way, students do not feel overwhelmed, but still benefit from the program."

Parents are involved from the beginning to provide input and support learning at home. The parent meeting was held to socialize the program's goals and the importance of reproductive health education. With active involvement, parents can help reinforce learning through discussion and supervision of children at home. The community is also involved in creating an environment that supports learning. For example, community and religious leaders are invited to provide moral and cultural perspectives on reproductive health. This collaboration helps build a common awareness of the importance of this education for the younger generation. SMP IT Sehati Bina Insani and SMP IT Al Hasanat collaborated in designing this program. This collaboration allows for exchanging ideas and best practices, such as joint module development or cross-school teacher training. With this synergy, both schools can utilize resources more efficiently.

However, one main challenge in implementing this program is the lack of parental involvement. A teacher said:

"Some parents still consider the topic of reproductive health as a taboo thing. Therefore, we have to approach it slowly so that they can accept the importance of this education."

The community is also involved in creating an environment that supports learning. For example, community and religious leaders are invited to provide moral and cultural perspectives relevant to reproductive health.

A community leader from the neighborhood around the school revealed:

"We support this program because it is important for children to understand reproductive health in the right context. We also help provide moral guidance so they can live their adolescence with awareness and responsibility."

Planning for reproductive health education based on *self-care* modules at SMP IT Sehati Bina Insani and SMP IT Al Hasanat includes goal identification, module development, preparation of lesson plans, time allocation, and involvement of related parties. These measures are designed to ensure that the program runs effectively, is relevant to the needs of students, and is in line with the values of Pancasila.

Collaboration between schools, families, and communities is key to achieving the program's success. A teacher closed the interview with the statement:

> *"We hope that with this program, students will not only understand the theory of reproductive health but also have the awareness to apply it in their daily lives."*

Reproductive Health Education Based on Self-Care Module in the Implementation of the Project to Strengthen the Profile of Pancasila Students

Resource management in implementing this program includes procuring teaching materials, interactive modules, teaching aids, and other supporting learning media. The self-care module developed is contextually designed to suit the needs of students in both schools. In addition, the use of digital resources such as educational videos and online learning platforms is also integrated.

A teacher from SMP IT Sehati Bina Insani revealed:

"We have prepared various digital-based materials to help students understand reproductive health more engagingly. In addition, we are also working with medical personnel to provide additional materials."

Collaboration with health institutions, such as health centers, is also important in providing resources. Expert speakers were presented to give deeper insights related to reproductive health. Learning time is arranged flexibly by integrating reproductive health materials into the scheduled P5 hours in the curriculum. The duration of learning is adjusted to needs, both through weekly and monthly sessions.

One of the teachers from Al Hasanat IT Junior High School stated:

"We integrate reproductive health materials in various subjects, such as science and Islamic Religious Education. This helps students understand the material from various perspectives."

This approach aims to ensure that even though the learning time is limited, all learning targets can still be achieved. In addition, the academic calendar is used as the main reference in compiling a schedule of activities, such as group projects, interactive discussions, and student reflections.

Collaboration between teachers, students, and the community is the main factor in this program's success. Teachers act as facilitators, while students are encouraged to participate in discussions, group projects, and reflections. In addition, cross-subject cooperation is carried out so students can understand reproductive health holistically.

A student from SMP IT Sehati Bina Insani opined:

"I am more comfortable learning about reproductive health through group discussions and educational videos. It helps me understand the material better."

In addition to teachers and students, parents also have an important role in supporting this learning. Discussion forums and seminars were held to increase parents' understanding of the importance of reproductive health education.

A parent from Al Hasanat IT Junior High School revealed:

"We feel calmer because children get the right education about reproductive health at school. It also helps us in giving direction at home."

At the community level, schools work closely with religious leaders and health institutions to ensure wider acceptance of the material taught. Activities such as health seminars and family consultations are part of the strategy to increase community engagement.

Implementation of Self-Care Module-Based Reproductive Health Education in the Implementation of the Pancasila Student Profile Strengthening Project

Reproductive health education at SMP IT Sehati Bina Insani and SMP IT Al Hasanat, based on the self-care module, aims to equip students with the understanding and skills to maintain

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reproductive health responsibly. This program also supports the Pancasila Student Profile Strengthening Project (P5) by instilling the values of cooperation, responsibility, and social concern.

Learning is interactive through group discussions, case studies, and simulations. Teachers use teaching aids and digital technology, such as educational videos and interactive apps, to improve student understanding. One teacher revealed, *"The technology-based approach helps students better understand the changes in their bodies comfortably and safely."*

In addition, the role-play method is applied to train students' communication skills in discussing sensitive topics with parents and peers. One student commented, *"With the simulation, I became more confident discussing reproductive health with parents."* Students participate in creative projects, such as creating educational posters and videos and awareness campaigns in the school environment. This activity strengthens the application of Pancasila values, such as care and cooperation. One student said, *"Through this project, we learned not only about reproductive health but also how to share knowledge with friends."*

Assessments are carried out project- and skills-based, not just through written tests. Self-reflection is an important part of the learning process, where students evaluate their understanding and attitudes towards reproductive health. One student stated, *"Reflection helped me realize the importance of maintaining personal hygiene and understanding the changes in my body."*

The school holds educational sessions for parents to support students' understanding of reproductive health. In addition, collaboration with health workers from the Health Center strengthens learning materials. One teacher said, *"With the involvement of parents and medical personnel, students get more comprehensive information.*"

Evaluation of Reproductive Health Education Based on Self-Care Module in the Implementation of the Pancasila Student Profile Strengthening Project

The evaluation of reproductive health education based on the self-care module at SMP IT Sehati Bina Insani and SMP IT Al Hasanat aims to measure students' understanding, skills, and changes in attitudes toward maintaining their reproductive health. This evaluation is done through various methods, such as project assessment, observation, self-reflection, and formative and summative tests. Students are tasked with designing and implementing projects related to reproductive health, such as making educational videos, peer counseling, and visual materials in the form of posters and brochures. The assessment is based on creativity, collaboration, and the effectiveness of student communication in conveying information.

An SMP IT Sehati Bina Insani informant said, *"We see that students are more active and creative when given project-based assignments. They can create educational videos that are interesting and easy for peers to understand."* One of the students added, *"Through this project, I understand more about the importance of keeping my body clean and how to convey information to my friends."*

Guru melakukan pengamatan terhadap partisipasi siswa dalam diskusi, tanya jawab, serta keterlibatan mereka in group activities. The observation results showed that most students actively discussed and asked questions about reproductive health. In the observation note, one of the teachers noted: *"Some students were initially shy about asking questions, but after being given a comfortable discussion space, they began to be more open to sharing experiences and asking about topics they did not understand yet*."

Furthermore, students are asked to write a reflection after completing each learning session or project. This reflection aims to measure their understanding and how they apply knowledge daily. One student wrote in his reflection, "*I became more aware of the importance*

of maintaining personal hygiene and understanding the changes that occur in my body during puberty."

Formative tests are conducted during learning to measure students' comprehension in stages, while summative tests evaluate their overall understanding after completing a module. The test results showed that most students could understand the basic concepts of reproductive health, such as physical changes during puberty and the importance of personal hygiene. A teacher at Al Hasanat IT Junior High School said:

> *"The test results show an increase in students' understanding after they take part in self-care module-based learning. This proves this method is quite effective in improving reproductive health literacy."*

Students are also allowed to assess the effectiveness of the modules used. Most students stated that this module was very helpful in understanding the concept of reproductive health independently. One student revealed*, "The module is very easy to understand because the language is simple and there are pictures that help me understand the material better."*

Discussion

Planning is the first function in management, according to George R. Terry, that greatly affects the success of a program. In the context of this research, the planning of reproductive health education based on self-care modules at SMP IT Sehati Bina Insani and SMP IT Al Hasanat focuses on setting clear learning goals, developing modules that suit the needs of students, and involving various parties, both internal (teachers, students) and external (parents, community).

According to Terry (Terry, 2018), good planning is the first step in determining the smoothness of the subsequent managerial process. In this study, planning that includes identifying learning objectives relevant to students' needs, such as raising awareness of the importance of maintaining reproductive health and applying self-care principles, demonstrates a deep understanding of what should be achieved in the program. This goal is very important because it not only increases students' knowledge about reproductive health but also applies Pancasila values in their lives. This careful planning also includes developing interactive, engaging, and contextual modules, appropriate to the student's culture and religion.

George R. Terry emphasized that effective planning should include clear goals, strategies to achieve those goals, and planning for the necessary resources. In this case, SMP IT Sehati Bina Insani and SMP IT Al Hasanat carried out excellent planning, including collaboration with external parties such as Puskesmas and community leaders. This shows the implementation of systematic and planned management in education, where schools, parents, and the community play an active role in supporting the achievement of program goals.

The implementation of interactive and contextual self-care modules has succeeded in improving students' understanding of reproductive health. This is in line with findings that show that the use of application-based learning media is effective in increasing students' knowledge about reproductive health (Risma Oktaria & Evi Martha, 2023). Incorporating Pancasila values such as responsibility, cooperation, and independence in the self-care module helps students understand the importance of applying these principles in daily life. This approach aligns with efforts to integrate character education into the curriculum, which has been recognized as an effective method of shaping positive behavior in students.

Although the program is designed to involve parents and the community, it was found that their participation was still less than optimal. This is consistent with research that shows that lack of communication between schools and parents can hinder the effectiveness of reproductive health education (Marlina et al., 2018). Therefore, more proactive strategies, such

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as more intensive socialization and education programs, are needed to increase their involvement.

Developing modules in the local context and student needs is a challenge. Previous research emphasized the importance of problem-based reproductive health modules to train and improve students' life skills and healthy reproductive attitudes (Citrawathi, 2015) Therefore, adapting the module to consider cultural and religious aspects is crucial to ensure its acceptance and effectiveness.

Teachers play a key role in delivering reproductive health materials. However, lacking specialized training in interactive teaching methods can hinder the program's effectiveness. Studies show that adequate training for teachers can improve their competence in delivering reproductive health materials effectively (Fitriani et al., 2016)

The collaboration between SMP IT Sehati Bina Insani and SMP IT Al Hasanat in module development and teacher training showed positive results. This collaborative approach allows for exchanging ideas and best practices and the more efficient use of resources. This is in line with findings that emphasize the importance of cooperation between educational institutions in improving the quality of reproductive health education (Manalu et al., 2022) Overall, implementing reproductive health education based on self-care modules in the two schools increased students' knowledge and attitudes. However, challenges such as parent engagement, teacher training, and module adaptation need further attention to ensure the program's sustainability and effectiveness.

Implementing self-care module-based reproductive health education at SMP IT Sehati Bina Insani and SMP IT Al Hasanat is a strategic step in improving students' knowledge and skills regarding reproductive health. This approach is in line with findings that show that reproductive health education in schools can increase students' learning and positive attitudes toward reproductive health (Citrawathi, 2015) Flexibility in learning timing allows for integrating reproductive health materials into various subjects, such as science and Islamic Religious Education. This approach maximizes study time and provides students with a multidisciplinary perspective. This is in line with the recommendation that adolescent reproductive health content can be integrated with science and PJOK learning in a collaborative-integrative (Kemenkes et al., 2022)

Regularly monitoring and evaluating the program by the teachers and school management team ensures that learning objectives are achieved. Evaluation through project assessments, observation of student activities, and cognitive comprehension tests provide the data necessary for program improvement. This approach is in line with findings that suggest that the evaluation of reproductive health education programs is important to identify areas that need to be improved (Erghiezha, 2016)

Applying project-based learning methods in reproductive health education allows students to participate in the learning process actively. Through assignments such as making educational videos, peer counseling, and creating visual materials, students can develop creativity, collaboration skills, and communication skills. This is in line with findings that show that module-based education can increase adolescents' self-efficacy in dealing with reproductive health problems, such as premenstrual syndrome (Burhan et al., 2023)

In learning management, project-based evaluations, observations, self-reflections, and tests show students' active involvement in learning. Based on the learning management theory developed by Gagne (Gagné, 1985)educational success can be achieved through management that involves three main components: planning, implementation, and evaluation. At SMP IT Sehati Bina Insani and SMP IT Al Hasanat, the evaluations carried out not only measure

theoretical understanding but also practical applications in students' lives, such as making educational videos and visual materials (posters, brochures).

Direct observation by teachers of student participation in group discussions and activities provides deep insight into student understanding and engagement. This approach allows teachers to provide more personalized feedback and encourages students who were initially passive to become more active. Other studies also emphasize the importance of observation in assessing the effectiveness of reproductive health education, especially in understanding classroom dynamics and students' responses to the material presented (Citrawathi, 2015)

The change management theory put forward by Kurt Lewin (Lewin, 1964) can be used to explain changes in students' attitudes and behaviors in reproductive health learning. Self-care module-based learning is expected to change students' attitudes towards self-care and reproductive health, a change that begins with the stages of unfreezing (opening new understanding), changing (changing attitudes and behaviors), and refreezing (affirming change).

As one student explained in her reflection: "I became more aware of the importance of maintaining personal hygiene and understood the changes that occurred in my body during puberty," this indicates that students experience a positive change in attitude towards reproductive health. The *self-care* module implemented has provided relevant information and motivated students to maintain personal hygiene and understand their bodies more independently and responsibly. This result aligns with Lewin's Change Model, which emphasizes the importance of attitude change in learning.

Using formative and summative tests effectively measures students' cognitive understanding of reproductive health. Formative tests allow for periodic monitoring of student progress, while summative tests assess overall comprehension after module completion. This approach ensures that students understand the material theoretically and apply it in practical contexts. The self-care module used in this study has proven effective in increasing students' knowledge and positive attitudes towards reproductive health. Students report that the module is easy to understand and helps them implement self-care practices. Similar research shows that reproductive health education booklets can improve self-care skills in female students (AbdiShahshahani et al., 2023)

In the theory of educational evaluation, the methods used in this study (project assessment, formative and summative tests, and self-reflection) reflect the application of comprehensive evaluation. Stufflebeam (Stufflebeam & Coryn, 2014) the CIPP model (Context, Input, Process, Product) states that educational evaluation should include an assessment of context, inputs, processes, and outcomes to obtain a holistic picture of the effectiveness of a program.

Formative assessments conducted during learning provide students with direct feedback to improve their understanding before summative exams. This is in line with Black and William (Black & Wiliam, 1998) who emphasized the importance of formative assessment to improve learning and student outcomes. In addition, students' self-reflection after each learning session provides space for them to evaluate their understanding and how they can apply the knowledge they have gained daily.

Students at Al Hasanat IT Junior High School, through self-reflection, revealed: *"The modules are very easy to understand because the language is simple, and there are pictures that help me understand the material better." Feedback like this shows that using modules that suit students' needs can improve their* understanding and application of the material taught.

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Conclusion

The implementation of reproductive health education based on self-care modules at SMP IT Sehati Bina Insani and SMP IT Al Hasanat includes resource management, time management, collaboration, community involvement, supervision, and evaluation. The program can run well and benefit students with a structured approach and active participation from all parties. Synergy between schools, families, and communities is key to successfully implementing the Pancasila Student Profile Strengthening Project in the two schools. Self-care-based reproductive health education in both schools has successfully improved student understanding with an interactive, project-based, and technology-based approach. This program also strengthens the character of the Pancasila Student Profile by instilling the values of responsibility, care, and cooperation in daily life.

The evaluation of reproductive health education based on the self-care module at SMP IT Sehati Bina Insani and SMP IT Al Hasanat showed positive results. A comprehensive approach, including project-based learning, observation, self-reflection, and evaluation through tests, effectively improves students' knowledge, skills, and attitudes toward reproductive health. These findings align with various studies emphasizing the importance of interactive and participatory reproductive health education in shaping healthy behaviors in adolescents.

The analysis of this study's results based on management theory shows that the application of the self-care module in reproductive health education has a positive impact on students' understanding, attitudes, and behaviors. Using learning management, change management, strategy management, and education quality management approaches, the program has proven effective in improving the quality of learning and generating positive change in students.

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