

# ANALYSIS OF MENSTRUAL KNOWLEDGE AND MOTHER-CHILD COMMUNICATION ON ANXIETY 4TH-6TH GRADES FEMALE STUDENTS AT ASH-SHODIQ ISLAMIC ELEMENTARY SCHOOL BULULAWANG IN 2024

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## ABSTRACT

Menarche, the onset of menstruation, is a significant event in a woman's life, yet it often becomes a source of anxiety for adolescent girls, especially those lacking adequate knowledge and support. This study aimed to analyze the influence of menstrual knowledge and mother-child communication on anxiety levels in fourth to sixth grades female students at Ash-Shodiq Islamic Elementary School Bululawang. This study employing a cross-sectional design with a descriptive analytical quantitative approach, with involved 55 selected through purposive sampling. The results revealed that majority of students experienced severe anxiety related to menstruation. Ordinal logistic regression analysis revealed poor menstrual knowledge and poor effective mother-child communication significantly contributed to elevated anxiety levels in partially. However, through simultaneously analysis, it was found that only menstrual knowledge had a significant effect on anxiety after controlling for the mother-child communication variable. These findings underscore the importance of sound menstrual knowledge in mitigating anxiety in students facing menarche, while effective mother-child communication also plays a crucial role, albeit one that needs to be complemented by adequate knowledge.

**Keywords:** menarche; anxiety; menstrual knowledge; mother-child communication; ordinal logistic regression

## INTRODUCTION

The Indonesian Health Survey (IHS) in 2023 by the Ministry of Health, shows that the majority of girls begin to experience their first menstruation or menarche while in elementary school, namely in the age range less than 12 years or in the adolescent category with a national coverage of 38.7% (Ministry of Health, 2023). Menarche is an important event in women's lives that often causes anxiety, especially for girls who are less prepared or have limited knowledge (Sabur et al., 2024). This anxiety is often caused by limited knowledge of menstruation and the role of mothers in providing education and support that can be done through mother-child communication (Fitriani et al., 2018; Rahayu, 2023).

United Nations Children's Fund (UNICEF) in 2022 stated that 1 in 4 girls in Indonesia is known to have inadequate knowledge about menstruation before menarche (UNICEF, 2022). In addition, the results of the 2017 Indonesian Demographic and Health Survey (IDHS) by the National Population and Family Planning Agency (BKKBN), stated that 58% of adolescent girls chose peers to discuss menstruation (BKKBN, 2018). Less reliable sources such as peers, are often inaccurate and can reinforce myths and misconceptions about reproductive health, one of which is menstruation (Chandra-Mouli & Patel, 2017). This has an impact on their readiness to face menstruation and can trigger high anxiety, especially among children who have not received sufficient education about menstruation (Fitriani et al., 2018).

The Central Bureau of Statistics in 2024, stated that Malang Regency is the second largest area in East Java Province. In addition, the area in Malang Regency that is included in the top 6

highest percentage of population growth rates in 2022-2023 and the highest number of people aged 0-18 years in 2023 is located in Bululawang District (Central Bureau of Statistics, 2024). The results of a literature study through Google Scholar in the range of 2020-2024 show that Bululawang District is one of the areas in Malang Regency that is still limited in research related to menstrual knowledge of elementary school students. Recent research at Ash-Shodiq Islamic Elementary School Bululawang shows that 87% of female students have enough or poor knowledge, so this is one of the problems that needs to be analyzed further, especially at Ash-Shodiq Islamic Elementary School Bululawang (Sholicha, 2021). In addition, these results are higher when compared to other schools in Malang Raya, such as in research from Wachid Hasyim Islamic Elementary School Gondanglegi showed coverage of students with enough or poor knowledge of 85.7% had poor vulva hygiene behavior still found in 57.14% of students and the majority (48.57%) of their information sources came from mothers (Lukita et al., 2024).

It can be seen that the readiness of female students in facing menstruation is still not optimal with the achievement of this knowledge and the role of parents is still not optimal and strengthens the risk factors for the same behavior at Ash-Shodiq Islamic Elementary School Bululawang which has a more southerly coverage. The importance of knowledge about menstruation depends not only on schools, but also on the role of families, especially mothers in providing accurate information. Data from IDHS shows that the coverage of female adolescents who have discussions about reproductive health with their mothers is 45% (BKKBN, 2018). This shows that mothers play a big role in educating adolescent girls about menstruation. Mother-Child communication has a significant role in helping girls understand the changes they will experience. According to previous research, open communication with mothers about menstruation has been proven effective in reducing adolescent girls' anxiety during menstruation (Rahayu, 2023).

Previous research shows that the lack of understanding and adequate facilities for menstruation is one of the main causes of female students' absenteeism during menstrual periods which can interfere with their academic performance (Edet et al., 2022). The results of interviews with teachers at Ash-Shodiq Islamic Elementary School Bululawang showed that menstrual problems that became complaints from female students were related to anxiety in daily menstrual management and dysmenorrhea (menstrual pain). Concerns about menstrual management are related to the time of use and the number of pads that must be prepared. The results of interviews with teachers and alumni revealed that these concerns were the cause of students' confusion in dealing with menstruation at school. In addition, previous studies have shown that students with enough or poor knowledge about menstruation even though the mother is the initial source of information (Sholicha, 2021).

The novelty of this research lies in four key aspects. First, this study specifically examines the relationship between menstrual knowledge and mother-child communication on anxiety in elementary school female students (grades 4-6) at Ash-Shodiq Islamic Elementary School Bululawang, a context that has been minimally studied in existing literature. Second, this research employs ordinal logistic regression analysis to simultaneously test the influence of both independent variables while controlling for confounding effects, providing more robust statistical conclusions than previous studies using only bivariate analysis.

Third, the study uses validated and reliable instruments: the menstrual knowledge questionnaire (24 valid items, reliability  $r=0.856$ ), mother-child communication questionnaire (10 valid items, reliability  $r=0.872$ ), and the Hamilton Anxiety Rating Scale (HARS) with

reliability of 0.93-0.97, ensuring measurement accuracy. Fourth, this research addresses the geographical gap in menstrual health research in Bululawang District, Malang Regency, an area with high population growth rates and limited prior research. This novelty addresses the research gap identified from the works of Fitriani et al. (2018), Rahayu (2023), and Hanifah et al. (2020).

A related study in Malang City showed that good mother-child communication was associated with readiness to face menarche by 76% as in Landungsari Public Elementary School, inadequate parental support resulted in low readiness (Wolla, 2022). In addition, family support is also related to anxiety in facing menstruation, and based on the results of interviews there are still students who feel anxious when experiencing menstruation, with symptoms such as fear, embarrassment, and anxiety as found at Sumbersekar 1 Public Elementary School (Khairudin, 2022).

Research at Model Public Elementary School Malang City found that 76% of schoolgirls were ready to face menarche, and 89.3% of them had functional communication with their parents (Hanifah et al., 2020). In addition, based on a study Sukun 1 Public Elementary School Malang City found a significant relationship between the role of the family and children's readiness to face menstruation, where 90% of the family did not provide good support (Putri et al., 2024). This study aims to analyze the relationship between menstrual knowledge and mother-child communication on anxiety of 4th-6th grades female students at Ash-Shodiq Islamic Elementary School Bululawang in 2024. The results of this study are expected to support the development of a more comprehensive evidence-based education program to improve schoolgirls' readiness for menstruation and their psychological well-being.

## **METHOD**

This study used a cross sectional design with an analytic descriptive quantitative approach to analyze the relationship between menstrual knowledge and mother-child communication on menstrual anxiety in 4th-6th grades female students at MI Ash-Shodiq Bululawang. This research has obtained an ethical clearance letter from the Ethics Commission of State University of Malang with No.19.12.06/UN32.14.2.8/LT/2024. Data collection was carried out on January 7, 2025 through filling out a questionnaire that had been tested for validity and reliability. The population in this study were all students in 4th-6th grades at MI Ash-Shodiq Bululawang, totaling 59 students based on school data for the 2024 school year.

This study used purposive sampling method resulting in a sample of 55 students. Inclusion criteria in this study include students in 4th-6th grades who are present and willing to become respondents. While the exclusion criteria include students who have health conditions that hinder participation in the study, or do not fill out the questionnaire completely. There were 4 respondents who fell into the exclusion criteria with varied and evenly distributed characteristics that did not affect the results of the study.

The independent variables in this study were menstrual knowledge and mother-child communication, while the dependent variable was anxiety. Menstrual knowledge was measured using a questionnaire filled out independently referring to previous research by Astuti (2010), categorized into good, enough, and poor knowledge, and the validity test obtained 24 valid questions and the reliability test obtained a value of  $r = 0.856$  so that it meets the assumptions that are good to use as a research instrument (Astuti, 2010). Mother-child communication was assessed with a self-completed questionnaire adapted from research by Khori'ah (2019), categorized into effective, poor effective, and not effective mother-child communication, and had

gone through a validity test of 10 valid questions and a reliability test with  $r = 0.872$  so that the tool met good assumptions used as an instrument tool (Khorri'ah et al., 2019).

Meanwhile, the level of menstrual anxiety was measured using the Hamilton Anxiety Rating Scale (HARS) which is a standardized questionnaire that has been tested for validity and reliability of 0.93 and 0.97 in measuring anxiety and categorized into not anxiety, mild, moderate, severe, and very severe and the researcher guides students through direct conversation by describing the conditions needed in answering questionnaire questions (Badrya, 2014). Data analysis techniques consist of descriptive analysis using cross tabulation data to describe the characteristics of respondents, as well as ordinal logistic regression tests to see the relationship between independent and dependent variables on anxiety partially and simultaneously.

## RESULTS AND DISCUSSION

Table 1 shows the distribution of characteristics of 55 respondents in this study. It was found that the majority had severe anxiety related to menstruation (36.4%). Respondents came from 4<sup>th</sup> (36.4%), 5<sup>th</sup> (27.3%), and 6<sup>th</sup> (36.4%) grades. Most respondents had not experienced menstruation (65.5%), and the majority of students who had menstruated experienced menarche at the age of 10-11 years (30.9%). All respondents have received information about menstruation (100%), with the main sources of information being teachers (50.9%) and parents (mother and father) (49.1%). Most respondents had poor knowledge about menstruation (47.3%), and mother-child communication had not been effective (65.4%). These data provide an initial picture of the factors that influence adolescents' anxiety about menstruation.

**Table 1. Frequency Distribution of Respondent Characteristics**

| Variable                                       | n=55 | Percentage (%) |
|--|------|----------------|
| <b>Anxiety</b>                                 |      |                |
| Not Anxiety                                    | 16   | 29.1           |
| Mild   | 6    | 10.9           |
| Moderate                                       | 13   | 23.6           |
| Severe   | 20   | 36.4           |
| <b>Class</b>                                   |      |                |
| 4 <sup>th</sup>                                | 20   | 36.4           |
| 5 <sup>th</sup>                                | 15   | 27.3           |
| 6 <sup>th</sup>                                | 20   | 36.4           |
| <b>Already Menstruating</b>                    |      |                |
| Yes  | 19   | 34.5           |
| No   | 36   | 65.5           |
| <b>Menarche age (y.o)</b>                      |      |                |
| 9  | 1    | 1.8            |
| 10   | 10   | 18.2           |
| 11   | 5    | 12.7           |
| 12   | 1    | 1.8            |
| Not yet  | 38   | 65.5           |
| <b>History access of menstrual information</b> |      |                |
| Already  | 55   | 100            |
| Not Yet  | 0    | 0              |
| <b>Source of Information</b>                   |      |                |
| Teachers                                       | 28   | 50.9           |
| Parents  | 27   | 49.1           |
| <b>Menstrual Knowledge</b>                     |      |                |
| Good   | 5    | 9.1            |
| Enough   | 24   | 43.6           |

|                                   |    |      |
|-----------------------------------|----|------|
| Poor                              | 26 | 47.3 |
| <b>Mother-Child Communication</b> |    |      |
| Effective                         | 19 | 34.5 |
| Poor Effective                    | 17 | 30.9 |
| Not Effective                     |    |      |

Table 2 shows that the level of menstrual knowledge had a significant relationship with anxiety of female students in 4th-6th grades at Ash-Shodiq Islamic Elementary School Bululawang in 2024 ( $p = 0.001$ ). The majority of female students with poor knowledge experienced severe anxiety (61.5%), while the group with enough knowledge had a more varied level of anxiety, with 16.7% experiencing severe anxiety and 50% not anxiety. In contrast, none of the students with good knowledge experienced severe anxiety, and most were in the not anxiety category (80%).

**Table 2. Distribution of the relationship between menstrual knowledge and anxiety**

| Anxiety Knowledge Level | Anxiety     |    |      |      |          |      |        |      | Total | P – Value |           |
|-------------------------|-------------|----|------|------|----------|------|--------|------|-------|-----------|-----------|
|                         | Not Anxiety |    | Mild |      | Moderate |      | Severe |      |       |           |           |
|                         | n           | %  | n    | %    | n        | %    | n      | %    | N     | %         |           |
| Good                    | 4           | 80 | 1    | 20   | 0        | 0    | 0      | 0    | 5     | 100       | 0.001     |
| Enough                  | 12          | 50 | 4    | 16.7 | 4        | 16.7 | 4      | 16.7 | 24    | 100       | 0.001     |
| Poor                    | 0           | 0  | 1    | 34.6 | 9        | 61.5 | 16     | 61.5 | 26    | 100       | Reference |
|                         |             |    |      |      |          |      |        |      | 55    | 100       |           |

Table 3 shows that mother-child communication has a significant relationship with anxiety of 4<sup>th</sup>-6<sup>th</sup> grades female students at Ash-Ashodiq Islamic Elementary School Bululawang ( $p = 0.001$ ). Students with not effective mother-child communication experienced more severe anxiety (64.7%) compared to those with poor effective communication (31.6%) and effective communication (15.8%). In contrast, the lowest level of anxiety was found in the group with effective communication, where 47.4% of schoolgirls did not experience anxiety.

**Table 3. Distribution of the relationship between mother-child communication and anxiety**

| Level of Mother-Child Communication Anxiety | Kecemasan   |      |      |     |          |      |        |      | Total | P-Value |         |
|---|-------------|------|------|-----|----------|------|--------|------|-------|---------|---------|
|   | Not anxiety |      | Mild |     | Moderate |      | Severe |      |       |         |         |
|   | n           | %    | n    | %   | n        | %    | n      | %    | n     | %       |         |
| Effective                                   | 9           | 47.4 | 3    | 15. | 4        | 21.1 | 3      | 15.8 | 19    | 100     | 0.001   |
| Poor Effective                              | 6           | 31.6 | 1    | 8   | 6        | 31.6 | 6      | 31.6 | 19    | 100     | 0.038   |
| Not Effective                               | 1           | 5.9  | 2    | 5.3 | 3        | 17.6 | 11     | 64.7 | 17    | 100     | Referen |
|   |             |      | 11.  |     |          |      |        |      | 55    | 100     | ce      |
|   |             |      | 8    |     |          |      |        |      |       |         |         |

The results of ordinal logistic regression analysis by including the independent variables simultaneously in table 4 show that menstrual knowledge has a significant relationship with anxiety of 4<sup>th</sup>-6<sup>th</sup> grades female students at Ash-Shodiq Islamic Elementary School Bululawang. Good ( $p = 0.002$ ) and Enough ( $p = 0.001$ ) knowledge variables significantly reduce the risk of

anxiety compared to poor knowledge. The negative coefficient estimate indicates that the better the knowledge of menstruation, the lower the potential for female students to experience anxiety. In contrast, mother-child communication did not show a significant relationship with anxiety, with p-values in the effective (0.331) and poor effective (0.372) communication categories  $> 0.05$ . Then based on the logit model calculation, an increase in students with good knowledge (X11) by 1% can increase the probability of mild anxiety by 0.0011, and an increase in students with enough knowledge (X12) by 1% can increase the probability of mild anxiety by 0.005.

**Table 4. Ordinal Logistic Regression Test Results**

| Variable                           | Estimate | P-Value | 95% CI      |             |
|------------------------------------|----------|---------|-------------|-------------|
|                                    |          |         | Lower Bound | Upper Bound |
| <b>Dependent Variable (Y)</b>      |          |         |             |             |
| Not anxiety (Y1)                   | -3.410   | 0.001*  | -4.831      | -1.989      |
| Mild anxiety (Y2)                  | -2.560   | 0.001*  | -3.864      | -1.256      |
| Moderate anxiety (Y3)              | -0.930   | 0.082   | -1.975      | 0.116       |
| <b>Independent Variable (XI)</b>   |          |         |             |             |
| Good knowledge (X11)               | -4.209   | 0.002*  | -6.823      | -1.595      |
| Enough knowledge (X12)             | -2.642   | 0.001*  | -4.013      | -1.272      |
| Poor knowledge (X13)               |          |         | Reference   |             |
| <b>Independent Variable (X2)</b>   |          |         |             |             |
| Effective communication (X21)      | -0.738   | 0.331   | -2.226      | 0.750       |
| Poor effective communication (X22) | -0.636   | 0.372   | -2.031      | 0.760       |
| Not effective communication (X23)  |          |         | Reference   |             |

\*p-value  $< 0,05$  = significantly related

### **Relationship between Menstrual Knowledge and Anxiety in 4<sup>th</sup>-6<sup>th</sup> Grades Female Students at Ash – Shodiq Islamic Elementary School Bululawang in 2024**

The results showed that the level of menstrual knowledge was significantly related to the anxiety level of female students in in 4<sup>th</sup>-6<sup>th</sup> grades at Ash-Shodiq Islamic Elementary School Bululawang. Students with poor knowledge tended to experience severe anxiety, while students with enough knowledge had a more varied level of anxiety, with some students experiencing severe anxiety and the largest scope not experiencing anxiety at all. In contrast, in the group with good knowledge, there were no students with severe anxiety, and most were in the not anxiety category. The results of the analysis after controlling for mother-child communication variables showed that knowledge in the good and enough categories significantly reduced the risk of anxiety compared to poor knowledge, with a negative coefficient estimate indicating that the better the menstrual knowledge, the lower the likelihood of students experiencing anxiety.

This finding indicates that good menstrual knowledge can help schoolgirls understand the biological changes that occur in their bodies, thus reducing anxiety related to uncertainties and myths circulating in the community (Chandra-Mouli & Patel, 2017). The results of this study also show that anxiety experienced by the majority of female students is related to fear, sleep disturbances, and gastrointestinal symptoms. Inaccurate information about menstruation can increase anxiety and fear in girls, especially those who are experiencing menstruation for the first time because ignorance about the menstrual process can have an impact on their mental readiness such as affecting sleep quality, causing anxiety due to feelings of fear and thoughts related to the negative stigma they get (Fitriani et al., 2018; Hikma et al., 2021). This indicates that the lower the level of menstrual knowledge, the higher the level of anxiety experienced by female students.

Thus, more effective educational interventions are needed to increase understanding of menstruation in order to reduce the anxiety of female students in facing menstruation.

Research by Rahayu (2023) showed that adolescents with low knowledge about menstruation have a higher risk of experiencing anxiety during menstruation (Rahayu, 2023). This is due to limited information and support in managing menstruation physically and emotionally (Jatimineng et al., 2024; Juwitasari et al., 2020). In addition, the age factor which is included in the early adolescent category so that it is in puberty, requires female students to be able to adapt to changes in characteristics that occur in themselves such as in physical, psychological, and sexual orientation aspects including in facing menarche, so that it can trigger an increase in the hormone cortisol which causes female students to experience anxiety marked by feelings of shame and worry that they experience (Amalia, 2016).

The age factor of female students who are in the early adolescent category where they do not have emotional stability and the majority are not yet menstruating so they do not have real experience can be a factor in causing female students to have limited knowledge, causing anxiety (Setiawan et al., 2024). Anxiety that can occur, especially when you have not experienced your first menstruation, can be in the form of feelings of anxiety, tension and nervousness, irritability, weight gain, edema in the extremities, a full abdomen, sore breasts, wanting to eat sweet foods, increased appetite, forgetfulness, confusion, and depression (Suarni, 2020). In the context of this study, the main sources of menstrual information came from teachers and parents (mother and father).

Therefore, providing appropriate education through schools and families is a strategic step to increase the level of knowledge of female students, especially on material that is still not understood by most female students, such as at Ash-Shodiq Islamic Elementary School Bululawang, namely regarding the process and how to adapt during menstruation and the changes that occur during menstruation, so that this is an effort to reduce their level of anxiety when facing menstruation.

### **Relationship between Mother-Child Communication and Anxiety in 4<sup>th</sup>-6<sup>th</sup> Grades Female Students at Ash – Shodiq Islamic Elementary School Bululawang in 2024**

The results showed that mother-child communication was significantly related to the anxiety level of female students in 4<sup>th</sup>-6<sup>th</sup> grades at Ash-Shodiq Islamic Elementary School Bululawang in 2024. Girls with poor mother-child communication had the highest level of severe anxiety compared to girls with effective communication. This finding indicates that the level of anxiety related to menstruation can be reduced with effective mother-child communication. Good communication plays an important role in providing understanding and emotional support to girls who are facing biological and psychological changes in facing menstruation.

According to Fajar & Khairani's research (2011), mothers are pleasant figures in discussions related to menarche because mothers are always ready to provide answers to questions that students ask in easy-to-understand language so that students can be more prepared to face menarche because they consider it a normal event without feeling anxious (Fajar & Khairani, 2011). Effective mother-child communication in dealing with menstruation can occur when the message conveyed can be clearly received by the recipient of the message with characteristics such as open, emotional communication so that children feel more comfortable discussing and mothers can direct their children in a positive direction so that they are more prepared to face menstruation (Hanifah et al., 2020).

According to research by Rahayu (2023), open and supportive communication from mothers can help adolescents understand their body changes, instill self-confidence, and reduce

anxiety when facing menstruation. It also works the other way around, where poor communication increases the risk of anxiety because children feel they don't have enough support or information to manage the situation (Rahayu, 2023). According to research by Novita (2023), the majority of female students experience severe anxiety when experiencing menarche, characterized by feelings of restlessness, worry, fear, tension, and difficulty concentrating due to the assumption that something bad can happen during menarche, so that efforts that can be made are to get enough rest and need parental support to reduce the emotional feelings that occur in the process of adapting to changes in female students (Novita, 2023).

Effective mother-child communication will lead to understanding so that it affects children's attitudes and strengthens the family relationship that is established so that children feel more prepared and reduce the level of anxiety in facing menstruation (Hanifah et al., 2020). Conversely, ineffective communication can occur due to the fact that the information provided is not comprehensive enough so that children do not have mature preparation in biological and psychological aspects that make children unprepared and increase children's anxiety in facing menstruation (Khorih'ah et al., 2019). In this study, the problem of less than optimal mother-child communication is related to information on menstrual hygiene management and the role of mothers in providing psychological motivation to children in dealing with menstruation. Therefore, it takes the readiness of parents, especially mothers, to provide quality information from an early age so that children can be better prepared to face menstruation (Putri et al., 2024).

In another study, it was found that children who lacked knowledge and support from their families experienced feelings of shame and anxiety that caused anxiety (Khairudin, 2022). However, when tested simultaneously, mother-child communication was not significantly associated with anxiety when controlled with menstrual knowledge in this study. This means that other factors may play a greater role in determining schoolgirls' anxiety related to menstruation than mother-child communication. This could be due to the mother's education, age, and occupation, which affect the mother's level of knowledge and the quality of information provided to her children (Lukita et al., 2024).

Other studies have also shown that effective mother-child communication requires maternal support in providing continuous assistance by providing comprehensive information and input and encouragement to children so that children do not understand menstruation as an event that makes children experience anxiety (Khorih'ah et al., 2019). Therefore, more comprehensive menstrual education interventions are needed, both through schools and parental involvement, to improve girls' readiness for menstruation and reduce their anxiety. In addition, in-depth research using quantitative methods using modified questionnaires according to the anxiety experienced based on menstrual status or qualitative methods related to the types of information sources obtained by female students and the communication patterns used are needed to be able to determine their effectiveness in influencing the anxiety experienced by female students so that the quality of the information obtained can describe the characteristics of female students specifically.

## **CONCLUSION**

The conclusion obtained in this study is that in 4th-6th grades female students at Ash-Shodiq Islamic Elementary School Bululawang in 2024 there is a relationship between knowledge and mother-child communication on anxiety partially. However, when tested simultaneously, the independent variables are not related to the dependent variable because there is only one independent variable, namely menstrual knowledge, which has a significant relationship to anxiety after being controlled by the mother-child communication variable. Insignificant variables can be caused by the quality of information that can be influenced by other factors not examined in this study.

Suggestions that can be implemented, especially in Ash-Shodiq Islamic Elementary



School Bululawang, are to strengthen menstrual education that can be integrated through demonstrations of purification practices during Fiqh lessons and puberty material in Natural and Social Sciences lessons using props or animated videos to help students understand biological aspects concretely, then can conduct reflective discussions and storytelling to build positive understanding, reduce stigma and increase students' confidence in dealing with menstruation through learning aqidah akhlak. In addition, learning evaluation is needed to determine the applicative understanding of female students through case study-based quizzes or interview assignments with parents regarding the first menstrual experience. Furthermore, collaboration with parents is needed by providing socialization of schoolgirls' preparation for menstruation during routine meetings and monitoring the development of children's menstrual knowledge through a liaison book filled out by the teacher, so that the information received by schoolgirls is not only sourced from school but supported by the family environment.

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