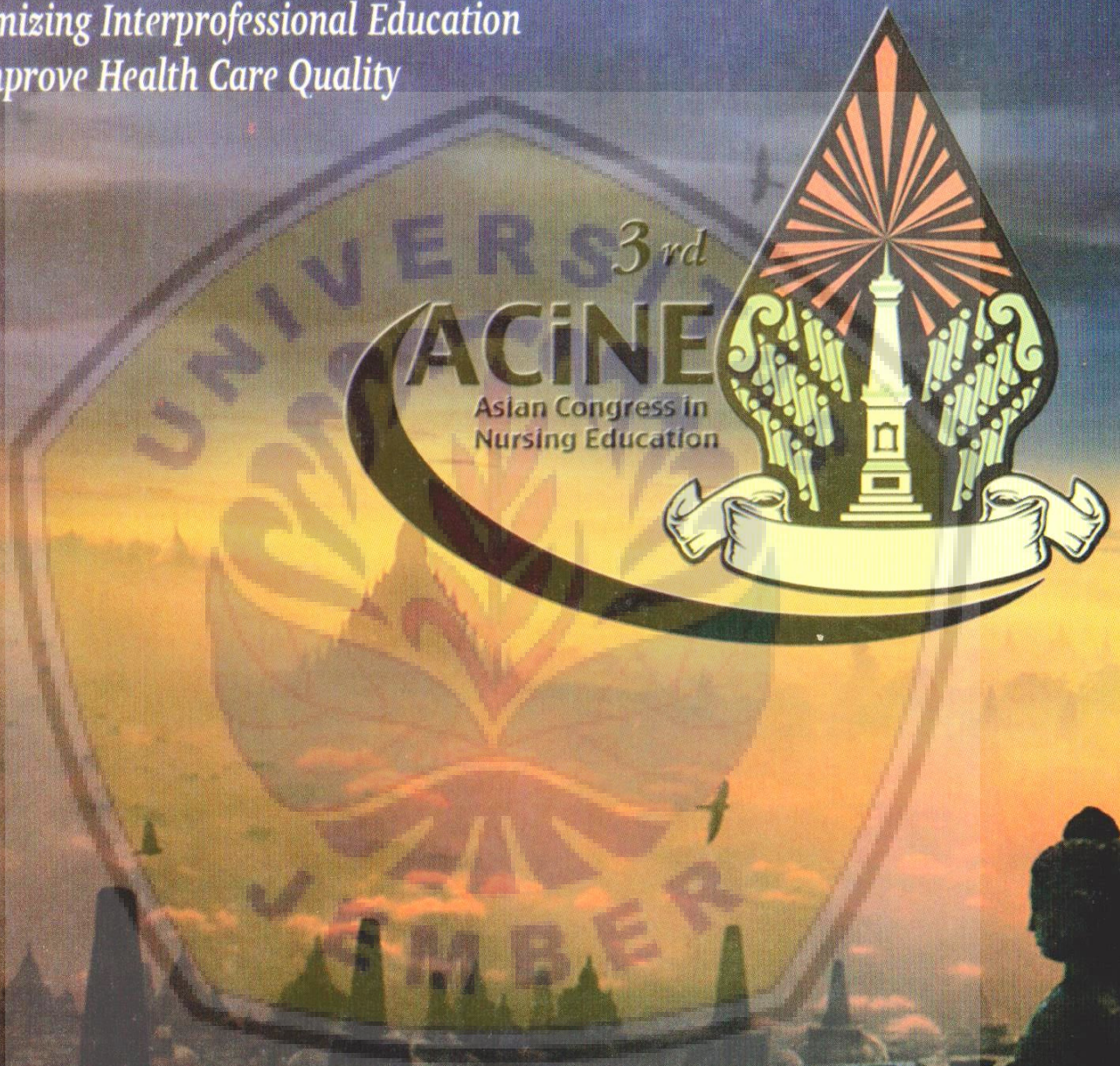


# BOOK OF ABSTRACTS

## The 3<sup>rd</sup> Asian Congress in Nursing Education

*Optimizing Interprofessional Education  
to Improve Health Care Quality*



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**ACiNE 2018**

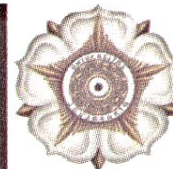
**The 3<sup>rd</sup> Asian Congress in Nursing Education**

*"Optimizing Inter-Professional Education (IPE) to Improve Health Care Quality"*

Yogyakarta, 18-20 April 2018

**Hosted by:**

School of Nursing, Universitas Gadjah Mada, Indonesia  
Association of Indonesian Nurse Education Centre



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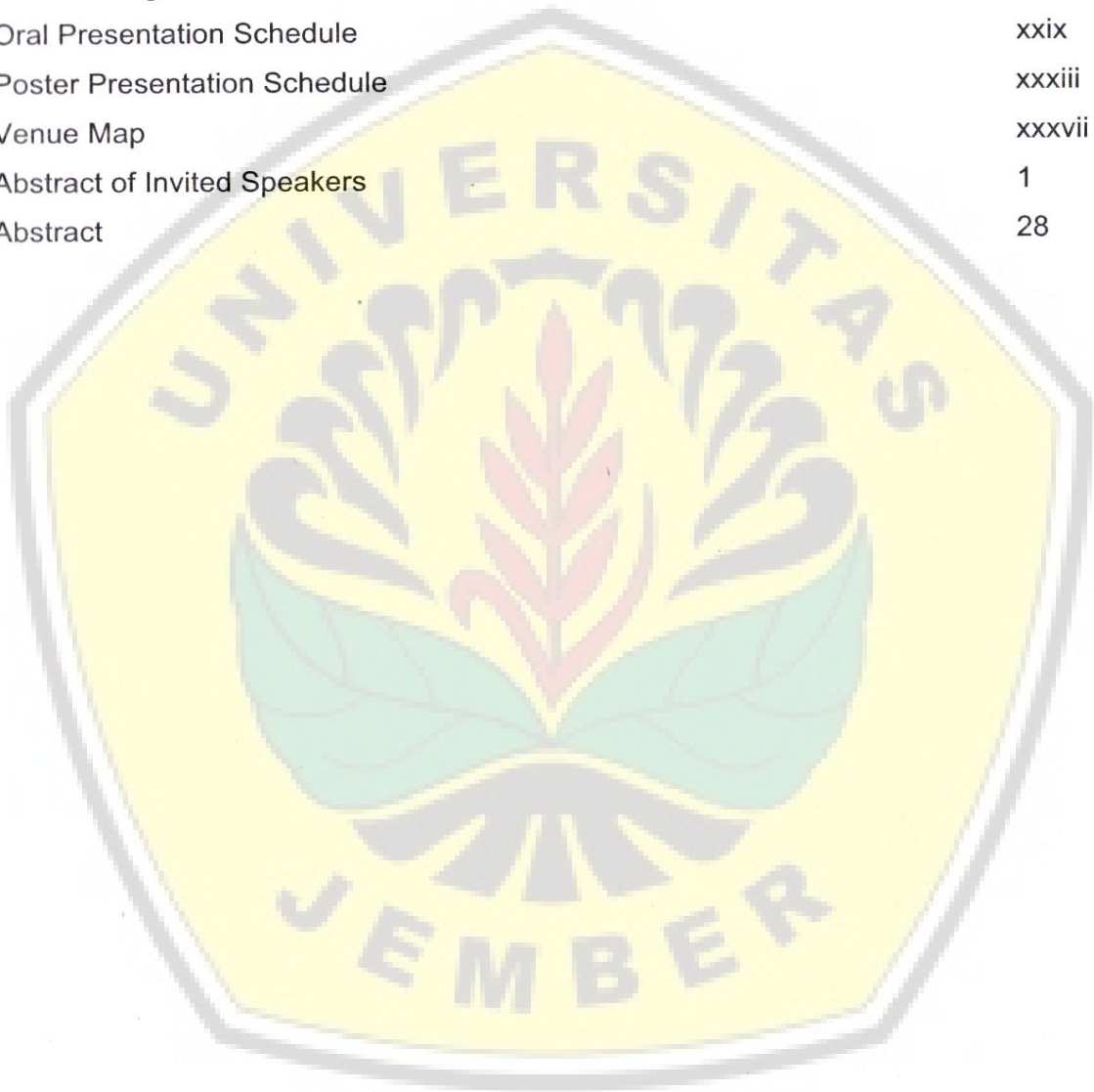
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## Oral Presentation Schedule

Oral Presentation: Session I  
Day 1st, 18 April 2018  
15.45 - 17.30

Room 1: Kasultanan 1 (2nd floor)	Room 2: Kasultanan 2 (2nd floor)
<b>O1.01</b> <b>Nursing Education</b> Moderator: Joko Gunawan, S.Kep.,Ns., PhD (c) O1.01.01 Hsiu-Fang Hsieh O1.01.02 Pham Thi Phuong Thao O1.01.03 Chen-yu Lin O1.01.04 In Sook Park O1.01.05 Narumi IDE O1.01.06 Hwey-Fang Liang	<b>O1.2</b> <b>Nursing Education</b> Moderator: Prof. Margret Lepp, RN, RNT, Ph.D O1.02.01 Henik Tri Rahayu O1.02.02 Maria Pujiastuti O1.02.03 Alfid Tri Afandi O1.02.04 Shinobu Okada O1.02.05 Wen-Xiang Chen O1.02.06 Iqbal Pramukti
Room 3: Trajumas 1 (2nd floor)	Room 4: Trajumas 2 (2nd floor)
<b>O1.03</b> <b>Medical Surgical</b> Moderator: Assist. Prof. Ruttanaporn Kongkar O1.03.01 Hsiao-Yu Chen O1.03.02 Suthida Nakhornriab O1.03.03 Supattra Seesanea O1.03.04 Dian Hudiyawati O1.03.05 Muhammad Zulfatul A'la O1.03.06 Masroni	<b>O1.04</b> <b>Medical Surgical</b> Moderator: Ns. Bayhakki, M.Kep., Sp.KMB., Ph.D O1.04.01 Ni Made Manik Elisa Putri O1.04.02 Beti Kristinawati O1.04.03 Anche Siallagan O1.04.04 Ni Made Merlin O1.04.05 PattarakanWithatanang O1.04.06 Pi-Chen Chang
Room 5: Pasewakan 1 (2nd floor)	Room 6: Pasewakan 2 (2nd floor)
<b>O1.05</b> <b>Emergency and critical care</b> Moderator: Fitri Arofiati, S.Kep., Ns., MAN., Ph.D. O1.05.01 Kurnia Putri Yulindari O1.05.02 Azam David Saifullah O1.05.03 Mei-Lin Hsieh O1.05.04 Pei-Fei Fu	<b>O1.06</b> <b>Pediatric</b> Moderator: Dr. Allenidekania, S.Kp., MSc. O1.06.01 Pao-Yu Lin O1.06.02 Hikmi Muharromah Pratiwi O1.06.03 Chia-Jung Chen O1.06.04 Chun Chi Huang O1.06.05 Gst Kade Adi Widyas Pranata O1.06.06 Lely Lusmilasari
Room 7: Pemandangan 1 (8th floor)	Room 8: Pemandangan 2 (8th floor)
<b>O1.07</b> <b>Community Nursing</b> Moderator: Asst. Prof. Dr. Sunida Preechawong O1.07.01 Satoko Suzuki O1.07.02 Anak Agung Istri Wulan Krisnandari O1.07.03 Apriadno Jose Al Freadman Koa O1.07.04 Asnidar O1.07.05 Ya-Hsuan Lo O1.07.06 Arif Rahman Hakim	<b>O1.08</b> <b>Family Nursing</b> Moderator: Agus Setiawan, S.Kp., M.N., D.N. O1.08.01 Tantut Susanto O1.08.02 Sugiharto O1.08.03 Shih-Chun Lin O1.08.04 Farhah Kamillah O1.08.05 Siti Rahmalia O1.08.06 Nurul Huda
Room 9: Pemandangan 3 (8th floor)	Room 10: Pemandangan 4 (8th floor)
<b>O1.09</b> <b>Nursing Management</b> Moderator: Dewi Elizadiani Suza, S.Kp, MNS, Ph.D O1.09.01 Dian Anggriyanti O1.09.02 Anita Sri Gandaria O1.09.03 Dyna Elvina Saragih O1.09.04 Stephanie Dwi Guna O1.09.05 Seher Basaran	<b>O1.10</b> <b>Disaster Nursing</b> Moderator: Syahirul Alim, S.Kp., M.Sc., Ph.D O1.10.1 Misako Miyazaki O1.10.2 Okki Dhona Laksmitta O1.10.3 Cut Husna O1.10.4 Rachmalia O1.10.5 Sri Warsini

## Oral Presentation Schedule

Oral Presentation: Session II  
Day 2nd, 19 April 2018  
13.00 - 14.30

Room 1: Kasultanan 1 (2nd floor)	Room 2: Kasultanan 2 (2nd floor)
<b>O2.01</b> <b>Nursing Education</b> Moderator: Dr. Koy Virya, RN, MNsc., MHPEd. O2.01.01 Lin Yong-Zih O2.01.02 Rr. Sri Endang Pujiastuti O2.01.03 Sri Mulyani O2.01.04 Budi Satria O2.01.05 Seher Basaran Acil O2.01.06 Elisabeth Isti	<b>O2.02</b> <b>Nursing Education</b> Moderator: Catarina Wallengren Gustafsson, Ph.D., R O2.02.01 Izumi USUI O2.02.02 Fang-yu Cha O2.02.03 Ahmad Rifai O2.02.04 Susanna H Arveklef O2.02.05 Su-Fen Cheng O2.02.06 Li-Chun Hsiao
Room 3: Trajumas 1 (2nd floor)	Room 4: Trajumas 2 (2nd floor)
<b>O2.03</b> <b>Medical Surgical</b> Moderator: Haryani S.Kp., M.Kes., Ph.D O2.03.01 Denny Ruku O2.03.02 I Made Kariasa O2.03.03 Arina Maliya O2.03.04 Shu-Chen Su O2.03.05 Jutaporn Srijun O2.03.06 Lee-Chin Ting	<b>O2.04</b> <b>Medical Surgical</b> Moderator: Abdu Rahim Kamil, S.Kep., Ns., MSc O2.04.01 Nana Supriyatna O2.04.02 Yu-Chen Jheng O2.04.03 Su-Hui Hu O2.04.04 Chun-Hou Huang O2.04.05 Yani Sofiani O2.04.06 Teuku Samsul Bahri
Room 5: Pasewakan 1 (2nd floor)	Room 6: Pasewakan 2 (2nd floor)
<b>O2.05</b> <b>Maternity</b> Moderator: Assist. Prof. Pornnapa Tangsuksan O2.05.01 Ya-Lin Fu O2.05.02 Piyaporn Lahfahroengron  O2.05.03 Sumarmi Arief O2.05.04 Ida Ayu Ningrat Pangruating Diyu O2.05.05 Widyawati O2.05.06 Wenny Artanty Nisman	<b>O2.06</b> <b>Pediatric</b> Moderator: Henny Suzana Mediani, S.Kp., M.Ng., Ph O2.06.01 Imam Martono (Corresponding author: Rusan O2.06.02 Sri Hartini Chollada Jongsomjitt (Corresponding author: Waraporn Chaiyawat) O2.06.03 Imelda; Presenting author: Nova Fajri O2.06.04 Nyimas Heny Purwati O2.06.05 Desiyani Nani
Room 7: Pemandangan 1 (8th floor)	Room 8: Pemandangan 2 (8th floor)
<b>O2.07</b> <b>Community Nursing</b> Moderator: Ns. Elly Wardani S.Kep., Ns., M.S., Ph.D O2.07.01 Parpatsorn Pimpasan O2.07.02 Baithesda O2.07.03 Sulastri O2.07.04 Dita Hanna Febriani O2.07.05 Lestari Lorna Lolo	<b>O2.08</b> <b>Psychiatric Nursing</b> Moderator: Ns. Nurullya Rachma, S.Kep., M.Kep., Sp.Kom O2.08.01 Gebi Nurhayati O2.08.02 Hsiao-Tan Chiu O2.08.03 Ian Ruddy Mambu O2.08.04 Lin-May Hong O2.08.05 Farrahdilla Hamzah O2.08.06 Scott Brunero
Room 9: Pemandangan 3 (8th floor)	Room 10: Pemandangan 4 (8th floor)
<b>O2.09</b> <b>Nursing Management</b> Moderator: Ariani Arista Putri Pertiwi, S.Kep., Ns., MAN., DNP. O2.09.01 Arpina Fajarnita O2.09.02 Delly Tunggal Febri Suryanto O2.09.03 Cut Maria Veriana O2.09.04 Chairul Munir O2.09.05 Siwi Sri Widhowati O2.09.06 Happy Indah Kusumawati	<b>O2.10</b> <b>Transcultural Nursing</b> Moderator: Dr. Titih Huriyah, S.Kep.,Ns., M.Kep., Sp.Kom O2.10.01 Enie Novieastari O2.10.02 Dessie Wanda O2.10.03 Christine Sommers O2.10.04 Fransiskus Xaverius Widianoro O2.10.05 Arum Pratiwi

Poster Presentation Schedule

**POSTER PRESENTATION**  
**Day 1st, 18 April 2018**  
**15.15 - 15.45**

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**Nursing Education**

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- P1.001 Hui-Lin Sun  
P1.002 Chia-Ling Hou  
P1.003 I-Teng Wang, presenting author: Hsing-Yuan Liu  
P1.004 Pao Yu Wang  
P1.005 Dicky Endrian Kurniawan  
P1.006 Candra Kusuma  
P1.007 Pay-Fan Lin  
P1.008 Siti Na'imah  
P1.009 Mei-Lin Hsieh  
P1.010 Dzakiyatul Fahmi Mumtaz  
P1.011 Aulia Hanif  
P1.012 Yueh-Ying Yang  
P1.013 Hui-Ling Lai  
P1.014 Mei-Yin Liu  
P1.015 Yen-HUI Wang  
P1.016 Hsiu-Chen Yeh  
P1.017 Wan-Ju Chien  
P1.018 Mei Li Tsai  
P1.019 Tsui-Ping Lu  
P1.020 Elis Hartati (Corresponding author: Nurullya Rachma)  
P1.021 L. Latifah (Corresponding author: D. Yulistika)  
P1.022 Chia-Ling Yang  
P1.023 Dimas S.E.W. Sumunar  
P1.024 Chingju Tung  
P1.025 Hsing-Yuan Liu (Corresponding author: Chin-Fang Liu)

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**All posters are displayed from 9:00 April 18 to 17:00 April 19, 2018**



**POSTER PRESENTATION**  
**Day 2nd, 19 April 2018**  
**14.30 - 15.00**

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**Paliative care**

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- P3.001 PimonpanNiamhom  
P3.002 Ayyu Sandhi  
P3.003 Zhu-Hui Su
- 

**Critical & Emregency Care**

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- P4.001 Pi-Kuang Tsai  
P4.002 Jen-Jiuan Liaw  
P4.003 Fen-Ping Hsu  
P4.004 Hui-Ju Chang  
P4.005 Wu Shan-Ying  
P4.006 Yan-Ti Chen (Corresponding Author: Chang Hsiu Chen)  
P4.007 Shang-Tzu Liu  
P4.008 Yi-Shan Hung  
P4.009 Tiu-Miao Kuo  
P4.010 Huang Yu-Fen  
P4.011 Fitrio Deviantony
- 

**Maternity**

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- P5.001 Pen-Hsin Hou  
P5.002 Fan-Hao Chou (Corresponding Author: Shih-Hsien Kuo)  
P5.003 NikenSukesi  
P5.004 Tzu Ting Liao  
P5.005 Haryatiningsih Purwandari
- 

**Pediatric**

---

- P6.001 Li-Chen Hung  
P6.002 Yulanticha Diaz Ahwalia Aziza  
P6.003 Anita Apriliawati  
P6.004 Faṭmawati  
P6.005 PatmawatiBagenda
- 

**All posters are displayed from 9:00 April 18 to 17:00 April 19, 2018**



Abstract

01.02.03

**EDUCATIONAL ENVIRONMENT OF A NURSING SCHOOL USING DREEM: A CORRELATIONAL STUDY WITH ACADEMIC ACHIEVEMENT**

Muhamad Zulfatul A'la, Alfid Tri Afandi\*, Wantiyah

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Teaching and learning activities the faculty of nursing require a special approach in the process. A positive attitude in Educational Environment and good of academic achievement can make an effective impact on teaching and learning process. The purpose of this study to determine an overview of the Educational Environment and its correlation to academic achievement in students of Faculty of Nursing, Universitas Jember (FKep UNEJ). This method used a *cross-sectional study*. Measurements of Educational Environment was using a questionnaire Dundee Ready Education Environment Measure (DREEM) in Indonesian version. Academic achievement was measured using a grade point average (GPA) students. The population was a student in Faculty of Nursing UNEJ with the inclusion criteria was students who passed all courses and graduated from the academic level and exclusion criteria were students who did not take profession Level. Sampling technique was purposive sampling with the number of respondents 65 students. The results showed that the total of Educational Environment was  $(143.81 \pm 14.04)$  it was in more positive than negative. The average of academic achievement was  $3.09 \pm 0.23$ . Educational Environment positively correlated with academic achievement ( $p = 0.013$ ). A Components that positively correlated with Academic achievement was student's perception of Course organizer ( $p = 0.002$ ). There was a relationship between Educational Environment and academic achievement in nursing students FKep UNEJ. The further research needs to evaluate the curriculum of nursing school using Educational Environment and academic achievement.

Keywords: Academic Achievement, Educational Environment, Nursing Student



Abstract

02.02.03

**SENIOR NURSING STUDENTS' EXPERIENCE OF INTERPROFESSIONAL EDUCATION AND COLLABORATION**

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**Background:** Interprofessional education (IPE) needs to be introduced for health students as preliminary response for the successfulness of interprofessional collaboration (IPC) to develop an integrated and cohesive patient care of the client, family and community. Senior nursing students in bachelor level built interaction with physicians, pharmacists, dieticians, radiologists, and other health workers in clinical and community settings during their final stage before graduation. The study aimed to describe the variation of senior nursing students' experience of interprofessional education and collaboration. **Methods:** The study was a qualitative descriptive and used phenomenographic approach. Seven senior students who had finished all stages of their profession program participated as informant. Semi structured interview guide was used as tool to interview each student, and follow up questions were applied to stimulate informants improve and deepen their answers. Recorded statements were analyzed using latent qualitative content analysis. **Results:** There were four descriptive categories resulted in the study: 1) IPE is essential to be delivered during academic phase in nursing education; 2) IPE helps students interact and collaborate; 3) IPE requires structured schedule from school; 4) IPC enables student deliver holistic care. **Discussion and Conclusion:** During the profession program, senior nursing students need to have chance to interact with physician, pharmacists, dieticians and other health workers with the aim of improving their sense of collaboration and communication as their additional proficiencies in the real working area. The study found that senior nursing students expressed that IPE and IPC enabled them to deliver more comprehensive nursing treatment through collaboration and learning together with other health workers. However, some students sensed inadequacy interaction time with other partners from other disciplines. It is important to schedule arranged meeting for senior nursing students either with other students or senior health workers from different discipline.

Key words: Interprofessional, education, collaboration, nursing, student

JEMBER

Abstract

P1.005

**IMPROVING ECG LETHAL ARRHYTHMIA INTERPRETATION SKILL AMONG NURSING STUDENTS BY USING JIGSAW COOPERATIVE MODEL**

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Defibrillation is connected with lethal arrhythmia on cardiac arrest patients. Interpretation skill of ECG lethal arrhythmia is needed for nurses. But, nurses didn't have good skill in it. So, innovation in learning method is needed for a nursing student to increase his skill. The aim of this study is (a) to analyze the effect of Jigsaw cooperative model to the ECG lethal arrhythmia interpretation skill among nursing students and (b) to analyze the different effect of Jigsaw cooperative model and lecture method to the ECG lethal arrhythmia interpretation skill among nursing students. A quasi-experimental with pretest-posttest with control group design are used. Forty students by purposive sampling were randomized into two groups. The first group was given ECG lethal arrhythmia learning by using Jigsaw cooperative model and the second group by using lecture method. There was showed that ECG lethal arrhythmia learning by using Jigsaw cooperative model can significantly improve interpretation skill among nursing students (Wilcoxon test  $p=0,001$ ) and there is no significant differences were observed between two groups (independent t-test  $p=0,075$ ). This study demonstrated that the Jigsaw cooperative model is as effective as lecture method on improving interpretation skill of nursing students. As the educator, nurses or lecturer may use Jigsaw cooperative model to improve ECG lethal arrhythmia interpretation skill of the nursing students.

Keywords-ECG lethal arrhythmia, Jigsaw, interpretation skill, nursing students

## Abstract

01.03.05

### **VALIDITY AND RELIABILITY OF DIABETES EMPOWERMENT SCALE-SHORT FORM (DES-SF) INDONESIAN VERSION**

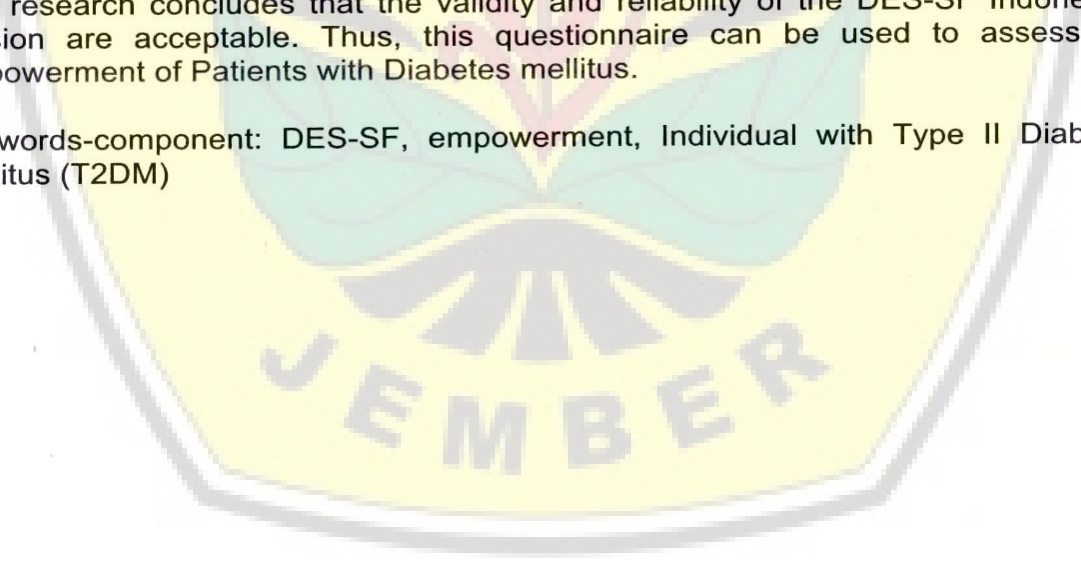
Muhamad Zulfatul A'la<sup>1</sup>, Nindita Kumalawati Santoso<sup>2</sup>

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Empowerment is one important concept that can improve the quality of nursing intervention for the patient with type II diabetes mellitus (T2DM). The scale used assessing the empowerment diabetes that developed in many countries is the Diabetes Empowerment Scale-Short Form (DES-SF). However, there is still no DES-SF in Indonesian version. So, it is Necessary to explore the validity and reliability of the scale about diabetes empowerment in Indonesian version. The purpose of this study is to Determine the validity and reliability DES-SF in Indonesian version. This research methodology phases were the translation, pilot study, the main study and expert verification on 8-items of the DES-SF. A convenience sampling of 82 Patients with T2DM was used in the main study. Cronbach's alpha value was 0.734. DES-SF Indonesian version is correlated with Diabetes Management Self-Efficacy Scale (DMSES) ( $p = 0.006$ ; Pearson's correlation = 0.51). Content Validity Index (CVI) that used to view the content validity of the DES-SF Indonesian version was in the range 0.82-0.89. The scale shows the good internal consistency and the CVI results show that the content validity, the scale is in a good category. Although it is lower than the DES-SF Iranian version and Spain version. The scale Also Showed that have a correlation with DMSES. It means that the scale is acceptable for concurrent validity. The research concludes that the validity and reliability of the DES-SF Indonesian version are acceptable. Thus, this questionnaire can be used to assess the empowerment of Patients with Diabetes mellitus.

Keywords-component: DES-SF, empowerment, Individual with Type II Diabetes Mellitus (T2DM)



**THE CORRELATION OF STANDARDISED EARLY WARNING SCORE (SEWS) VALUE WITH LENGTH OF STAY (LOS) ON HEAD INJURY PATIENTS IN REGIONAL PUBLIC HOSPITAL BANGIL**

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**Background:** Standardised early warning score (SEWS) is a physiological scoring systems that often used in emergency installation to assess severity, patient outcomes and predict Length Of Stay (LOS) for patients with emergency condition especially head trauma.

**Objective :** the purpose of this study was to analyze the correlation between SEWS value with LOS of head injury patients in Regional Public Hospital Bangil.

**Method :** the methods of this research was analytic observational research with cross sectional approach. The number of samples was 51 respondents. The sampling technique used nonprobability sampling and using Lameshow's sampling technique. The respondents were emergency department patients who were observed using a prospective cohort method in June - July 2017. Data on SEWS and LOS were obtained from the SEWS observation sheets and Medical record observation. Spearman test were applied to identify the correlation between SEWS value and length of stay (LOS) **Result :** Spearman test analysis showed that there was a significant correlation ( $p = 0,000$ ) and positive relationship between two variable ( $r = 0,771$ ).

**Discussion:** this study show that the minimum value of SEWS made the length of stay of patient with head injury will be shorter. This study also show that the closeness of this two variables are very strong, it mean we can shorten the length of stay with improving the criteria of SEWS including glasgow coma scale, improving systolic blood pressure, mantaning heart rate in normal score, kept the body temperature in normal limits also mantaning respiratory rate in normal limits.

**Conclusion:** SEWS values can affect the LOS patients with head injury. The higher the SEWS value the longer the patient's LOS and otherwise.

Keywords: standardized early warning score (SEWS), length of stay (LOS), Head Injury

## Abstract

01.08.01

### FAMILY STRUCTURE AND FAMILY FUNCTIONS ON ADOLESCENT REPRODUCTIVE HEALTH IN DEVELOPING COUNTRIES: A LITERATURE REVIEW

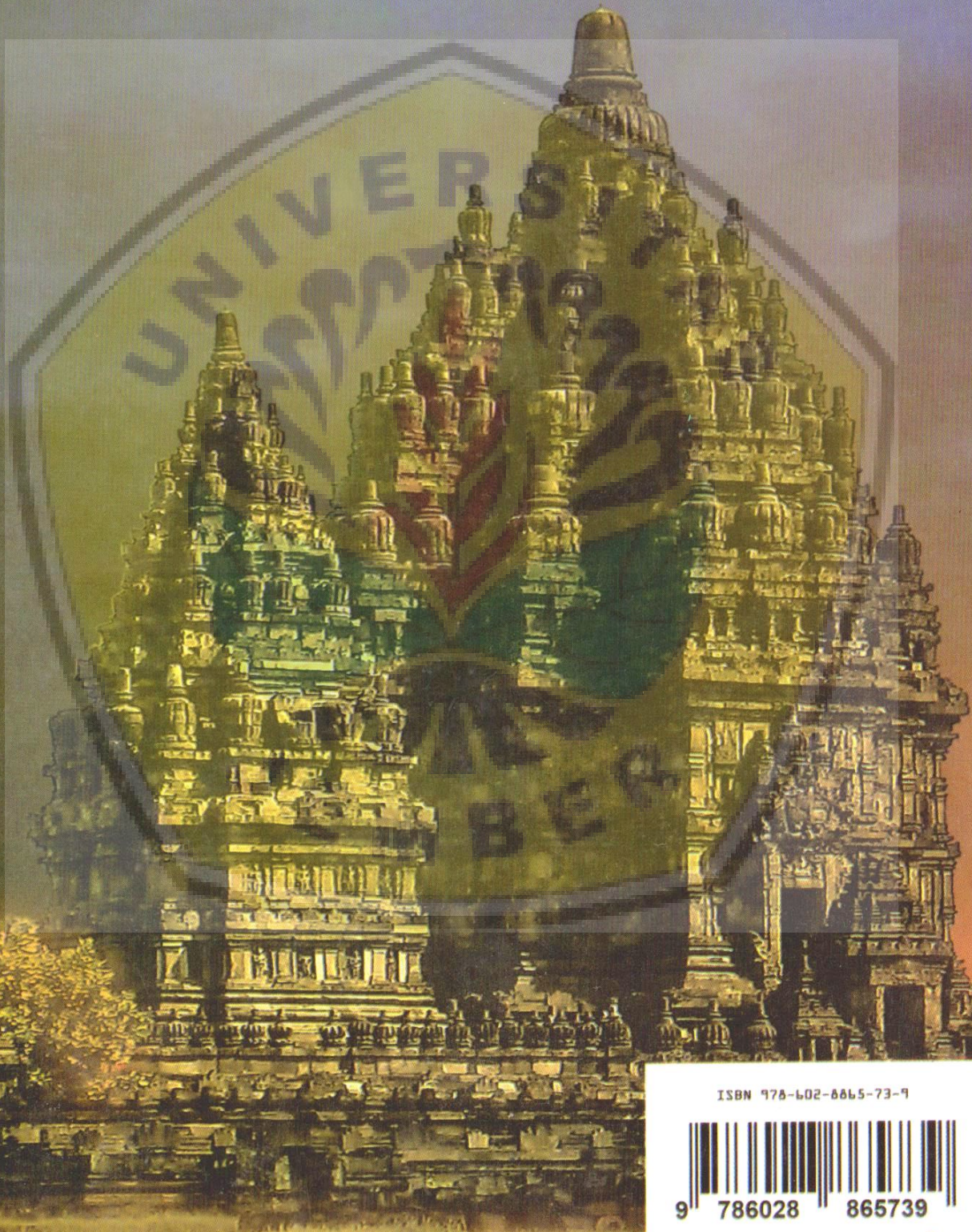
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**Background:** Adolescent reproductive health (ARH) is a very large concern issues for parents in developing countries. Family structure and family functions (FSF) are important elements for healthy of ARH in the family as system context. This literature review was used to identify FSF that influence ARH in the context of family systems in developing countries. **Method:** Relevant healthcare databases including PubMed, CINAHL, and Scopus were searched using the combination of search terms: FSF, ARH, and developing countries from 2008 to 2017. Terms of FSF which used in this study were family structure (communication, values, roles, power and decision-making) and family functions (affection, socialization, economic, reproduction, healthcare). Literature review was analyzed using PRISMA diagram. **Results:** Fifteen articles were included in the review. Family, community and school were contributed for ARH education. The system of FSF was influenced ARH in developing countries, including: parenting practice, discussion, control and monitoring, connectedness, communication, and family structure. Meanwhile, parent and child interactions on ARH issues were sexual and reproductive health behavior, sexual initiation, STIs, HIV/AIDs, contraceptive, and pregnancy. **Discussion:** The relationships between parent and children was influenced on ARH. There are barriers that currently impact on parent – child interactions on ARH education regarding the family as system context in developing countries. **Conclusion:** Strengthening of family structure and functionalization of family functions should be improved to maintain ARH. Therefore, interventions such as parenting skills building might enable parents to improve their relationships with children for ARH needs and education.

Keyword: family structure, family function, adolescent reproductive health, developing countries



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