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VIDEO-BASED DIGITAL EDUCATION FOR ADOLESCENT REPRODUCTIVE HEALTH LITERACY: A SCOPING REVIEW

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ABSTRACT

Adolescents need access to accurate and easy-to-understand reproductive health information. However, conventional health education approaches are not always appropriate for adolescents' needs and characteristics. Digital education, particularly through video media, provides opportunities to convey reproductive health information in an engaging and accessible way. This study aims to map evidence on the use of video-based digital education in supporting adolescent reproductive health literacy, including the reproductive health topics discussed, the types of video media used, the characteristics of the study, and the reported results. This study used Scoping Review, with the framework of Population, Concept, and Context (PCC). The review was conducted using Arksey and O'Malley's methodological framework and reported the PRISMA ScR guidelines. Literature searches were conducted through PubMed and ScienceDirect using keywords related to adolescents, reproductive health, digital education, video-based education, and audiovisual media. Studies published in 2020-2026, involving adolescents, and using video or audiovisual media related to reproductive health were considered for inclusion. Studies that met the criteria were then mapped based on the characteristics of the study, reproductive health topics, type of video media, and reported outcomes. This study shows that video-based digital education is used to discuss a wide range of adolescent reproductive health topics, including HIV prevention and sexually transmitted infections, contraception, menstruation, sexual health, and reproductive health knowledge. The types of media used include animated videos, educational videos, interactive videos, and audiovisual materials. In general, most studies show an improvement in knowledge, awareness, attitudes, *self-efficacy*, and understanding of reproductive health in adolescents after being given video-based interventions. In conclusion, video-based digital education has the potential to support adolescent reproductive health literacy by providing information in an engaging, easily accessible, and appropriate format for adolescent characteristics. The development of evidence-based and age-appropriate video content is needed to strengthen the role of video media in adolescent reproductive health education.

Keywords: Adolescents, Reproductive Health, Digital Education, Video-Based Education, Health Literacy, *Scoping Review*.

INTRODUCTION

Adolescence is a developmental stage between childhood and adulthood that lasts from the ages of 10-19 years. The World Health Organization (WHO) states that this period is an important period in human development characterized by rapid physical, cognitive, and psychosocial growth. During this period, adolescents begin to form behavioral patterns that can affect their current health as well as at the next stage of life, including behaviors related to sexual and reproductive health. WHO also emphasizes that adolescents need access to age-appropriate information, including comprehensive sexuality education, as well as health services that can meet their needs. (World Health Organization 2018)

Reproductive health problems in adolescents are not only related to a lack of knowledge, but also to limited access to reliable information. Information about sexual and reproductive health is still often considered a sensitive topic to be discussed openly. This condition can make adolescents seek information independently through various sources, including digital media. On the other hand, the information available in the digital space is not all of the same quality and accuracy. Therefore, educational media that are able to convey reproductive health information precisely, easily understand, and in accordance with adolescent characteristics.

The development of digital technology has changed the way adolescents obtain and receive health information. Various forms of digital interventions, such as websites, apps, social media, short messages, and audiovisual media, have been used in an effort to improve adolescent sexual knowledge and health. Studies on technology-based interventions show that digital approaches have the potential especially in improving cognitive outputs, such as knowledge about sexual and reproductive health. However, the results of behavior change are not always consistent, so the effectiveness of digital interventions needs to be understood based on the characteristics of the media and the form of intervention.(Rahmani et al. 2026)

One form of digital media that is widely used in health education is video. Video has the ability to convey information through a combination of images, sounds, text, animation, and narrative so that fairly complex material can be presented in a simpler way. In reproductive health education, these characteristics are important because some materials, such as anatomy, reproductive organ hygiene, contraception, menstruation, sexually transmitted infections, and HIV prevention, require explanations that are not always easy to understand through text-based media alone.

The development of digital technology has changed the way adolescents obtain health information. Digital media allows health information to be delivered through various forms, such as websites, social media, applications, animations, and videos. Studies on digital interventions for adolescent sexual and reproductive health have shown that digital technology has the potential to support information delivery and improve adolescent reproductive health knowledge. (Esan et al. 2026)

One form of digital media that is widely used in health education is video. Videos can combine images, sounds, text, animations, and narratives so that information can be conveyed in a more concrete way. In the context of reproductive health, these characteristics can help convey complex or sensitive material in a more understandable way. Several studies have shown the use of video in adolescent reproductive health education. The effect of educational videos on reproductive health knowledge and attitudes in adolescents. The study shows an increase in knowledge and attitudes after providing education using video.(Nopyanti et al. 2023a)

Using animated videos on vulvar hygiene in 50 grade XI students. The results showed that the knowledge of the group that received the video intervention increased significantly compared to the control group. The findings showed that animated videos can be used as a medium to convey information about reproductive health to adolescents. (Ayu et al. 2025)

These studies show that videos have been used to deliver reproductive health materials on a variety of topics. However, the available evidence is still dispersed by age group, country, reproductive health topic, video form, research design, and measured outputs. Some studies focus on knowledge, while others assess attitudes, preferences, or psychological aspects related to reproductive health. In addition, regarding digital interventions for reproductive health generally include different types of technology simultaneously. Video is a form of digital intervention, but the characteristics of its use, the type of material delivered, the form of video, and the reported outputs have not always been specifically mapped.

Although various studies have shown that videos can be used to support adolescent reproductive health education, the available evidence is still scattered across different topics, participant characteristics, video forms, and outputs. Previous studies have generally assessed the use of video on specific topics, such as reproductive health in general, vulvar hygiene, contraception, or genital anatomy, so it has not provided a comprehensive picture of the variation in the use of digital video in adolescent reproductive health education. In addition, it is not clear how the characteristics of videos are used, the most studied reproductive health topics, and the reproductive health literacy outcomes reported in various studies. These conditions indicate the need to map the available evidence more systematically through a scoping review approach.

METHOD

This study uses the scoping review method to identify, map, and synthesize research evidence regarding the use of video-based digital education in supporting adolescent reproductive health literacy. The *scoping review* method was chosen because the available evidence has variations in population characteristics, reproductive health topics, video media forms, research design, and measured outputs.

The scoping review process refers to the Arksey and O'Malley framework, which consists of five stages, namely: (1) identifying research questions; (2) identifying relevant

studies; (3) conducting study selection; (4) conducting *data charting*; and (5) collecting, summarizing, and reporting results. Reporting of results was carried out with reference to PRISMA-ScR (*Preferred Reporting Items for Systematic Reviews and Meta-Analyses Extension for Scoping Reviews*).

Step 1: Identifying the Research Question

The research questions in this *scoping review* are:

1. How is video-based digital education used in reproductive health education in adolescents?
2. What are some of the reproductive health topics presented through videos?
3. What are the types and characteristics of videos used?
4. What are the outcomes reported after providing video-based education to adolescents?

Step 2: Identifying Relevant Studies

Before the literature search stage in the database, key data and search frameworks were compiled using the PCC framework to fit the research questions, namely: "How is the use of video-based digital education in supporting reproductive health literacy in adolescents, and what are the characteristics and reported outcomes of its use?"

Population	**Concept**	**Context**
Teenagers	Video-based digital education in reproductive health	-

Table 1. PCC

The literature search was conducted through three sources of scientific information, namely PubMed, ScienceDirect, and Google Scholar**.** The search strategy uses the Boolean operators "AND" and "OR" to combine various terms relevant to the research objective. Keywords are compiled based on the PCC framework and include: ("Adolescent" OR "Teenager" OR "Youth") AND ("Reproductive Health" OR "Sexual and Reproductive Health") AND ("Digital Education" OR "Digital Health Education" OR "Online Education") AND ("Video" OR "Educational Video" OR "Animated Video" OR "Video-Based Education")**.** Literature searches are limited to articles published in the period 2020-2026**.** Articles that are relevant to the research objectives and available in *full text* form are then included in the literature selection process.

Step 3: Study Selection

The study selection was carried out based on the inclusion and exclusion criteria that have been set. The articles included are primary research with quantitative, qualitative,

and *mixed methods designs* that discuss the use of video-based digital education in the delivery of reproductive health information in adolescents.

Articles in the form of literature reviews, *systematic reviews*, *scoping reviews*, editorials, letters to editors, conference proceedings, and abstracts without full text were excluded from the study. In addition, articles that did not focus on the adolescent population, did not discuss reproductive health, or did not use video as an educational medium were also excluded from the study.

The article selection process follows the PRISMA-ScR guidelines. The selection stages include article identification, *screening*, *eligibility*, and determination of articles that meet the inclusion criteria. All references obtained from PubMed, ScienceDirect, and Google Scholar are managed using Mendeley's software to help identify and remove duplicate articles. Articles that meet the criteria are then extracted and mapped based on study characteristics, participant characteristics, reproductive health topics, the type and form of videos used, and the main findings of the study.

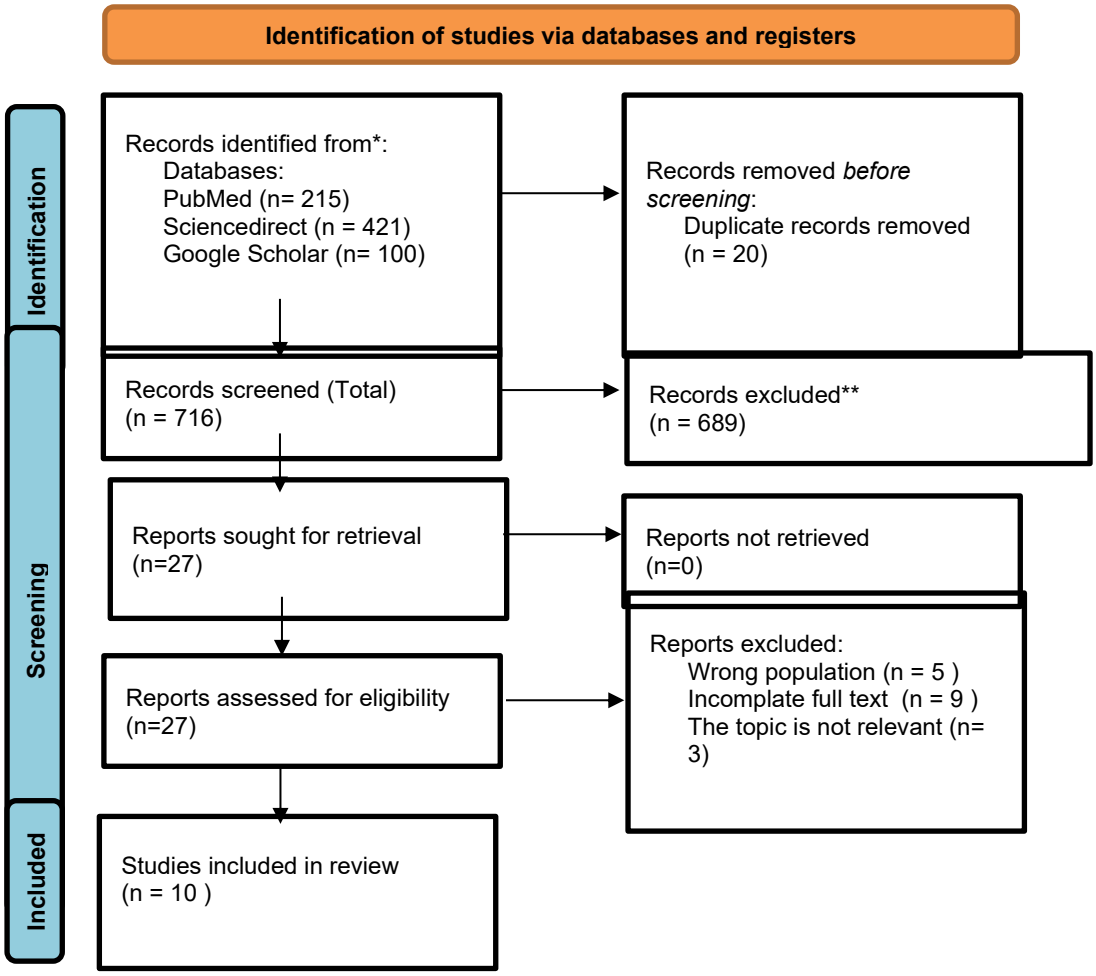


Figure 1. PRISMA 2020 Article Selection Flow

Step 4. Data charting

In this *scoping review*, the *data charting* process is carried out systematically to extract and document important information from each article that meets the inclusion criteria. This process aims to provide an overview of the characteristics of the study and findings relevant to the research question. The data is extracted using a *charting data table* that is arranged based on the objectives and focus *of the scoping review*. The extraction process can be adjusted during the article review if additional information relevant to the research question is found (Levac , Colquhoun, and O'brien 2010)

The data extracted included article title, author, year of publication, country of research, research objectives, research design, characteristics and number of participants, age of participants, reproductive health topics, type and form of video used, duration of video if reported, method or method of education, measurement instruments, research outputs, and main findings**.** The use of structured *data charting* tables helps organize information from each study so that the characteristics and patterns of findings between studies can be systematically mapped (Levac , Colquhoun, and O'brien 2010)

Step 5. Collating, sum1marizing, and reporting result

At this stage, all the data that has been extracted from the selected articles is collected and summarized to provide an overview of the available evidence. The results *of the charting data* can be analyzed descriptively and grouped based on the characteristics or similarities of information relevant to the research question. The results can then be presented in the form of tables and narrative descriptions so that the reader can get a clear picture of the patterns and characteristics of the evidence found. (Pollock et al. 2022)

RESULT AND DISCUSSION

The PRISMA diagram in Figure 1 shows the article selection process in *this scoping review*. A total of 716 articles were identified through several databases, namely PubMed (PubMed 215), ScienceDirect (421 articles), and Google Scholar (100 articles). After going through the process of identification, removal of duplicate articles, screening of titles and abstracts, and feasibility assessment based on inclusion and exclusion criteria, a total of 10 articles were included in the final synthesis.

The evidence sources analyzed consisted of ten research articles with various designs, including quantitative, qualitative, and content analysis studies. The study selection was conducted based on the focus of the study, namely the use of video-based digital education in supporting adolescent reproductive health literacy**.** Articles that did not discuss the adolescent population, were not related to reproductive health, or did not use video as an educational medium were excluded. Articles that used video only as a data collection tool were also excluded.

Various forms of digital video are used in research, such as educational videos, animated videos, interactive animated videos, online videos, and videos accessed through

digital devices. Videos are used to convey various adolescent reproductive health materials, including knowledge about sexual and reproductive health, vulvar hygiene, menstruation, contraception, risky sexual behaviors, sexually transmitted infections, and understanding of body image and genital health.

Therefore, the overall results of the study show that video-based education has the potential to increase reproductive health literacy in adolescents, especially in the aspect of knowledge. Some studies also show changes in attitudes, beliefs, confidence, and decision-making tendencies related to reproductive health. Video allows information to be conveyed through a combination of visual and audio so that sensitive or difficult to explain material directly can be delivered in a more understandable way. However, the results between studies show variation. The effectiveness of video is influenced by the material presented, the characteristics of the target, the form and duration of the video, the method of delivery, and whether the video is used as a single intervention or in combination with other educational media. Therefore, the use of digital video in adolescent reproductive health education needs to consider the suitability of the content to the needs of adolescents, the quality of information, the involvement of participants, and the context of providing education.

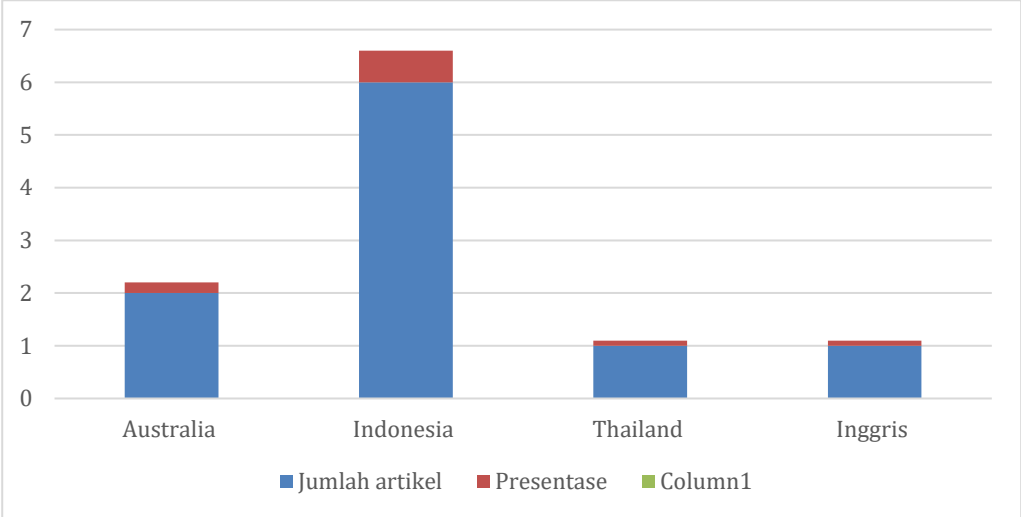
No.	Short Title/Author	Country	Purpose	Design	Method	They respond	Analysis	Results
1	Genital Self-Image in Adolescent Girls: The Effectiveness of a Brief Educational Video(Fernando & Sharp, 2020)	Australia	Assessing the effectiveness of short educational videos on knowledge of genital anatomy and genital body image of adolescent girls.	RCT	Educational videos and body image knowledge questionnaires	343 young women aged 16–18	Comparative statistical analysis	Educational videos increase knowledge of genital anatomy and satisfaction with genital appearance and lower consideration of labiaplasty.
2	An Educational Video on Long-Acting Reversible Contraception as a Counseling Tool for Postpartum Adolescents(Santibenchakul et al., 2022)	Thailand	Assessing the use of educational videos as a counseling tool on long-term contraception in postpartum	Intervention	Local-language animated videos and contraceptive knowledge/options questionnaire	124 young women	Descriptive and inferential analysis	The proportion of LARC choice increased from 25% to 38.7% after education. Knowledge was also related

			adolescents.					to LARC usage preferences.
3	Genital Body Image Education in Young Adolescent Girls: A Proof of Concept Pilot Study(Sharp & Fernando, 2023)	Australia	Exploring adolescent girls' acceptance and experiences of educational videos regarding genital body image.	Mixed methods/pilot study	Educational videos and interviews/questionnaires	6 young women aged 13–15 years old	Descriptive analysis and qualitative analysis	Participants showed an increased understanding and appreciation of genital diversity and assessed videos as potentially used in education in schools.
4	Influence of Educational Videos on Knowledge and Attitude on Reproductive Health in Adolescent(Nopyanti et al., 2023)	Indonesia	Analyzing the influence of educational videos on adolescent reproductive health knowledge and attitudes.	Quasi-experimental	Educational videos and questionnaires on knowledge and attitudes	100 junior high school students	Uji statistik pretest-posttest	There was an increase in knowledge and attitudes after the provision of educational videos, with a value of p=0.0001.
5	Improving Adolescents' Reproductive Health Knowledge Through Animated Video Education on Vulva Hygiene(Linsqy et al., 2025)	Indonesia	Assess the influence of animated videos on adolescents' knowledge of vulvar hygiene.	Quasi-experimental pretest-posttest control group	Interactive animated videos and knowledge questionnaires	50 students in grade XI; 25 interventions and 25 controls	Pretest-posttest statistical test and comparison between groups	The intervention group's knowledge increased from 5.20 to 6.92 (p<0.001), while the control group showed no meaning

								ful change.
6	Does Health Education Through Videos and E-Leaflet Have a Good Influence on Improving Students' Reproductive Health Knowledge, Attitudes, and Practices? (Yuliasih et al., 2025)	Indonesia	Analyze the influence of education through videos and e-leaflets on reproductive health knowledge, attitudes, and practices.	Intervention study	Educational videos, e-leaflets, and questionnaires	166 first-year students	Comparative analysis	Knowledge, attitudes, and practices improved after the intervention. Differences between groups were mainly seen in attitudes and practices.
7	Effect of Video-Based Health Education on Adolescents Knowledge of Risky Sexual Behavior and STDs(Hermawati et al., 2026)	Indonesia	Assess the effectiveness of video-based health education on knowledge of risky sexual behaviors and STIs.	Pre-experimental one-group pretest-posttest	Educational videos and knowledge questionnaires	90 students of class X	Wilcoxon test	There was an increase in knowledge after being given video-based education with Wilcoxon test results $p<0.05$.
8	The Effect of an Educational Animation on Knowledge of Testicular Health and Fertility of Adolescents(2023)	English	Assessing the influence of educational animation on adolescents' knowledge of testicular health and fertility.	Pretest-posttest interventions	Four educational and knowledge measurement animations	Teenage high school students	Pretest-posttest analysis	Animation-based education increases participants' knowledge about testicular health and fertility.
9	The Effectiveness of Digital Media in Improving Menstrual Hygiene Knowledge Among	Indonesia	Assessing the effectiveness of digital media on menstrual hygiene	Quasi-experimental	6-minute animated video, interactive booklet, and knowledge questionnaire	180 female students in grade VIII; 90 interventions and 90 controls	Difference-in-differences	The intervention resulted in a significant increase

	Adolescent Girls (Fuadah et al., 2026)		knowledge in adolescent girls.					in knowledge compared to controls (DiD 12.5 points; p<0.001).
10	Influence of Reproductive Health Education Via Animation Videos on Adolescent Girls Knowledge and Attitudes(Maliki et al., 2024)	Indonesia	Evaluating the influence of reproductive health education through animated videos	Quasi-experimental	Animated videos and knowledge and attitude questionnaires	32 young women ages 13–15; simple random sampling	Normality test, Wilcoxon Signed Rank Test and Mann-Whitney U Test	significantly improve knowledge and attitudes and are more effective than leaflets (p=0.019; p=0.023).

Table 2. Scoping Review



Based on Table 2, the studies included in the scoping review were conducted in several countries, especially Indonesia, Australia, Thailand, and the United Kingdom. Most of the studies used experimental or quasi-experimental designs with measurements before and after the intervention. The media used were educational videos, animated videos, and interactive animated videos with diverse materials, ranging from genital health, contraception, vulvar and menstrual hygiene, to risky sexual behaviors and sexually transmitted infections.

Most studies show an increase in reproductive health knowledge after providing video-based education**.** In addition to knowledge, some studies also report changes in

attitudes, body image, self-confidence, and decision-making related to reproductive health. The findings show that digital video not only serves as a medium for delivering information, but can also be an educational tool that supports adolescents' understanding and response to reproductive health issues.

However, the characteristics of the interventions in each study differ, both in terms of material, duration, video form, method of administration, and combination with other media. These differences need to be considered in interpreting the effectiveness of video as a media for adolescent reproductive health education.

Theme	Subtheme	Supporting Articles	Summary of Findings
Theme 1. Digital video as a medium to improve adolescent reproductive health literacy	Increased reproductive health knowledge	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	Video-based education shows the potential to increase adolescents' knowledge of various aspects of reproductive health, including genital anatomy, contraception, healthy sexual behavior, menstrual hygiene, and reproductive health in general.
	Increased understanding of reproductive health information	1, 2, 3, 5, 7, 8	Videos help convey reproductive health information through a combination of visual and audio elements so that sensitive or complex material can be more easily understood by adolescents.
Theme 2. Digital video in shaping adolescents' attitudes, awareness, and responses to reproductive health	Changes in attitude and awareness	1, 3, 4, 5, 8	Education through videos not only increases knowledge, but also shows changes in adolescents' attitudes, awareness, and acceptance of reproductive health issues.
	Support for reproductive health decision-making	1, 3, 8	Educational videos can improve understanding related to reproductive health choices, including considerations of contraception and responses to reproductive health information.
Theme 3. Characteristics and use of digital videos in adolescent reproductive health education	Animated and audiovisual videos as a form of educational media	1, 2, 3, 4, 5, 7	The form of video used includes short educational videos, animated videos, audiovisual videos, and online videos that are tailored to the characteristics of the material and the goals of adolescents.
	Flexibility of use and integration with other media	2, 6, 8, 9	Video can be used directly or through digital platforms and can be combined with other media, such as interactive booklets or e-leaflets, to strengthen information delivery.

Tabel 3. Analysis and Mapping of Research Articles

RESULT & DISCUSSION

Theme 1. Digital video as a medium to improve adolescent reproductive health literacy

The first theme shows that digital video is used as one of the educational media to improve adolescent reproductive health literacy, especially in the aspect of knowledge and understanding of information. The articles analyzed include various reproductive health

materials, such as genital anatomy, contraception, healthy sexual behavior, menstrual hygiene, and reproductive health in general.

Fernando and Sharp showed that the short educational videos given to 343 adolescent girls aged 16–18 years significantly increased their knowledge of female genital anatomy. In addition, the videos also increased satisfaction with the appearance of the genitals and lowered the consideration of performing genital cosmetic procedures (Sharp and Fernando 2023)

Showed more specific results on vulvar hygiene. A quasi-experimental study of 50 female students showed that the knowledge score of the intervention group increased from 5.20 to 6.92 after being educated using interactive animated videos ($p < 0.001$), while the control group did not experience a significant improvement. The difference between the two groups was also significant ($p = 0.00$). (Ayu et al. 2025)

Similar results were found by Hermawati et al. Video-based education on risky sexual behaviors and sexually transmitted diseases resulted in a significant increase in adolescent knowledge based on the Wilcoxon test with $p < 0.05$. (Hermawati et al. 2026)

Findings regarding knowledge improvement were also seen in the study of Nopyanti et al. After being educated through video, the average knowledge score increased from 15.91 to 23.24, while the attitude score increased from 34.12 to 43.26 with $p = 0.0001$. The study showed that audiovisual video can be used as a medium for delivering reproductive health materials in adolescents. Influence_of_Educational_Videos (Nopyanti et al. 2023b)

In a more specific context, Santibenchakul et al. used local-language animated videos as a medium for contraceptive counseling in 124 postpartum adolescents. The results showed an increase in contraceptive knowledge and an increase in the number of participants who chose LARC after watching the video (Santibenchakul , Thanativakul , and Jaisamrarn 2022)

Research by Fuadah et al. also showed that digital media consisting of animated videos and *interactive booklets* were able to increase knowledge about menstrual hygiene. The intervention group experienced a greater increase in knowledge than the control group with *a Difference-in-Differences* effect of 12.5 points ($p < 0.001$). (Fuadah , Yogisutanti , and Saragih 2026)

Meanwhile, Nurain et al. showed that reproductive health education using animated videos significantly improved adolescent girls' knowledge and attitudes. The study used a quasi-experimental design with a control group and involved 32 adolescents aged 13–15 years (Nurain Vidyanti Maliki et al. 2024)

The findings show a relatively consistent pattern that digital videos can help improve reproductive health knowledge in adolescents, although the materials and forms of intervention differ between studies. Thus, video not only serves as a means of conveying information, but also as a medium that can support the reproductive health literacy process.

Theme 2. Digital video in shaping adolescents' attitudes, awareness, and responses to reproductive health

The second theme shows that the impact of video-based education is not only related to knowledge enhancement, but also includes adolescents' attitudes, awareness, and responses to reproductive health issues.

Fernando and Sharp found that providing educational videos increased satisfaction with genital appearance and reduced consideration for genital cosmetic procedures. These findings suggest that the delivery of proper information about normal body variations may be related to changes in adolescents' attitudes towards the body and their reproductive health. (Sharp and Fernando 2023)

Sharp and Fernando's study of six adolescent girls aged 13-15 also showed that after watching the video, participants showed an appreciation for the diversity of genital appearances and recommended the use of the video in school to open up discussions about genital body image.

In the study of Nopyanti et al., changes were also seen in adolescents' attitudes after video intervention. The increase in attitude scores from 34.12 to 43.26 showed a positive change after obtaining education through video. (Nopyanti et al. 2023(b)

The decision-making aspect was more evident in the study of Santibenchakul et al. After watching a contraceptive educational video, the proportion of adolescents who said they would choose LARC increased from 25% to 38.7%. The study also found that knowledge scores were related to preference for choosing LARC. (Santibenchakul , Thanativakul , and Jaisamrarn 2022)

However, a change in preferences does not necessarily mean an actual change in behavior. Mazza et al., for example, found that online video increased knowledge and preference for LARC, but the increase in LARC use at a six-month follow-up was not significant (Mazza et al. 2024)

Thus, the mapping results show that digital video has the potential to shape attitudes and support reproductive health decision-making, but changes in knowledge or preferences have not always been followed by actual behavioral changes.

Theme 3. Characteristics and use of digital videos in adolescent reproductive health education

The third theme describes the characteristics of the video used as well as how it is used in the reproductive health education process. Based on the mapped article, videos are not only in the form of conventional audiovisual recordings, but also include animated videos, short videos, and videos delivered through online platforms.

Sharp and Fernando used an educational video that was previously developed to improve adolescents' understanding of genital anatomy variation. The video uses a visual approach in the form of animation or illustration so that information about anatomy and

genital diversity can be conveyed more safely and in accordance with adolescent goals. (Fernando and Sharp 2020)

The same can be seen in the study of Fernando and Sharp (2020), which used a very short video with animated visualization of genital anatomy variations. The video is designed to be easy to see and disseminate to adolescents.

Santibenchakul et al. used local-language animated videos as a contraceptive counseling tool. The researchers also emphasized several advantages of video as a counseling medium, including that it can be used consistently and has a relatively uniform delivery compared to face-to-face counseling. (Santibenchakul , Thanativakul , and Jaisamrarn 2022)

Yuliasih et al. also used video in a reproductive health education intervention in 166 first-year female students, with the video group compared to the e-leaflet group. The study found improvements in knowledge, attitudes, and practices after the intervention, although differences in knowledge improvement between groups were not significant. (Shirley et al. 2025)

Meanwhile, Bolgrien and Levison show different forms of video utilization. The study used *video vignettes* in the data collection process to explore Tanzanian adolescents' perspectives on abortion and sexual relationship issues. Although the video in this study was not an educational intervention, the findings suggest that the audiovisual format can also be used to facilitate adolescent engagement in discussing sensitive reproductive health issues. Thus, the use of video technology in reproductive health is not limited to educational delivery, but can also support communication and exploration of adolescents' experiences related to sensitive issues. (Bolgrien and Levison 2024)

Based on these findings, the characteristics of videos, forms of visualization, language, duration, supporting media, and distribution methods are important aspects in the use of video as an educational medium for adolescent reproductive health. Therefore, the development of educational videos is not enough to only consider the use of technology, but also needs to consider the characteristics of the target and the suitability of the material provided.

CONCLUSION

The three themes show that video-based digital education has the potential as a strategy to improve adolescent reproductive health literacy through increasing knowledge, forming attitudes and awareness, and delivering information in an audiovisual format that is in accordance with adolescent characteristics.

The most consistent findings were found in the knowledge aspect, which was seen in studies with various reproductive health topics. Meanwhile, changes in attitudes and support for decision-making were also found, but the results were more varied. This can be seen from studies that showed an increase in preference to contraception, but not always

followed by an increase in actual use. In addition, the variety of video forms suggests that the effectiveness of education is not only determined by the existence of the video, but also by how it is designed and used. Animated videos, appropriate language, short duration, as well as integration with other educational media are characteristics found in some studies.

Thus, the results of this *scoping review* show that digital videos can be a promising educational medium in supporting adolescent reproductive health literacy, but the available evidence still shows variations in the study design, participant characteristics, reproductive health topics, video form, and outcomes measured. These variations are the reason that the results of the study are more accurately understood as mapping evidence and patterns of findings, not as a basis for stating that all digital videos have the same effectiveness.

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