



## EFFECTIVENESS OF WORKSHOP ON NURSE STIGMA FOR ODHA

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### ABSTRACT

Stigma against HIV/AIDS patients remains a significant challenge in healthcare services, including among nurses. This study aims to examine the effectiveness of workshop interventions in reducing nurses' stigma towards People Living with HIV/AIDS (ODHA) at Kesesi Regional Hospital, Pekalongan Regency. The method used is a systematic literature review with article searches in Google Scholar, PubMed, Proquest, and ScienceDirect databases within the 2019-2024 publication range. Inclusion criteria included journal articles on educational interventions in reducing HIV/AIDS stigma, both in Indonesian and English. From 122 identified articles a total of 10 articles were selected that met the inclusion criteria. After getting several journals that match the theme, then do the elimination according to the similarity of the author's title, journals that have similar titles and inclusion criteria are then analyzed. The results showed that various intervention approaches proved effective in reducing HIV/AIDS stigma, including technology-based interventions, interactive workshops, and conventional health education. Interventions that combined participatory approaches, skills training, direct contact with affected groups, and structural changes showed optimal results in reducing stigma in healthcare facilities.

Keywords: HIV/AIDS; nurses' stigma; ODHA; workshop

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## INTRODUCTION

Stigma against HIV/AIDS is a major challenge in efforts to treat and prevent this disease. Stigma often arises due to a lack of proper understanding of HIV/AIDS, as well as unfounded fear of the risk of transmission. PLWHA (People with HIV/AIDS) often experience discrimination in various aspects of life, including in health services, work, and social life. Among health workers, this stigma can manifest itself in various forms, such as excessive use of personal protective equipment, limiting physical contact with patients, or even refusal of medical services (Mangundjaya, 2019). Several factors that contribute to stigma against PLWHA include the perception that HIV/AIDS is a disease caused by deviant behavior, minimal knowledge about how HIV is transmitted, and fear of being infected while caring for patients. Studies show that although many nurses have basic knowledge about HIV/AIDS, the gap between knowledge and health service practices still occurs, which impacts the quality of care provided to PLWHA (Sitorus et al., 2021).

HIV/AIDS (Human Immunodeficiency Virus/Acquired Immunodeficiency Syndrome) is a serious global health problem (Juliansyah & Subroto, 2023). HIV is a virus that attacks the body's immune system, especially T-helper lymphocytes through the CD4 receptor, which causes decreased immunity and various opportunistic infections (Mardalena & Apriani, 2020). Once infected, HIV will replicate itself by changing the RNA genetic material into DNA, which then combines with the host cell DNA. This causes lifelong infection because the body cannot completely eliminate the virus (Aurelina, 2020). The CD4 count is the main indicator in measuring the level of immunodeficiency and disease progression (Sari et al., 2020).

HIV/AIDS is transmitted in various ways, including unprotected sexual intercourse (vaginal and anal), contaminated blood transfusions, sharing needles, and from mother to child during pregnancy, childbirth, or through breast milk. HIV infection has three main stages, namely the acute phase, the latent phase, and the AIDS phase. The acute phase is characterized by symptoms such as fever, swollen lymph nodes, skin rashes, muscle pain, and other symptoms due to high viral load (Sari et al., 2020). The latent phase lasts without symptoms for years before finally developing into the AIDS phase, which is characterized by a CD4 count below 200 cells/mm<sup>3</sup> and the emergence of opportunistic infections and other complications, such as tuberculosis, fungal infections, and cancer (Aurelina, 2020).

The impact of HIV/AIDS is not only medical, but also includes psychological, social, and spiritual aspects. In addition to being a life-threatening disease, HIV/AIDS also causes stigma that hinders patient access to health services (Erwansyah et al., 2023). Stigma against PLWHA (People with HIV/AIDS) among nurses often arises due to a lack of proper understanding of HIV/AIDS (Huzaimah & Pratiwi, 2020). Unfounded fear of the risk of transmission can trigger discriminatory treatment, such as limiting physical contact with patients, excessive use of personal protective equipment, and refusing to provide medical services (Sitorus et al., 2021). A study by Martin et al (2023) showed that although many nurses have sufficient basic knowledge about HIV/AIDS, there is still a gap between knowledge and attitudes in health service practices (Martin et al., 2023). Research by Dhea Hana et al (2022) reported that around 30% of nurses still show negative attitudes towards PLWHA, even though they understand the mechanism of HIV transmission. Likewise, studies in several developing countries show that 25% of nurses still have discriminatory attitudes, especially those related to stereotypes about PLWHA. This negative attitude can reduce patient access to quality health services and reduce their adherence to antiretroviral (ARV) treatment.

HIV/AIDS remains a global health threat, with an estimated 39.9 million people living with HIV by the end of 2023, and an estimated 1.3 million new infections occurring in the same year (World Health Organization (WHO), 2024). In Indonesia, the provinces with the highest number of cases are DKI Jakarta, East Java, West Java, Central Java, and Papua. In Central Java, the highest prevalence was found in the cities of Semarang, Grobogan, Blora, and Demak. In Pekalongan Regency, there were 119 HIV cases in 2023 (Dinkeskab, 2023), with the majority of sufferers aged 25-49 years and the highest risk factor being heterosexual relations (Mangundjaya, 2019). At Kesesi Hospital, there were 23 HIV/AIDS patients, and stigma against HIV/AIDS patients is still an obstacle to providing optimal services. Initial survey results showed that some nurses still have limited understanding of HIV/AIDS, especially related to transmission, prevention, and treatment of PLHIV patients. Some nurses also expressed concerns about the risk of infection, which contributed to maintaining a distance in interactions with patients (Mangundjaya, 2019).

In addition, the survey also found that only a small number of nurses had attended a special workshop on HIV/AIDS, so their understanding was still based on work experience or information from colleagues. Discriminatory attitudes, both intentional and unintentional, were still seen in the form of less friendly services, limited physical contact, and more formal communication compared to other patients (Mangundjaya, 2019). Therefore, interventions are needed to improve nurses' understanding and attitudes towards PLWHA. One method that has proven effective is workshop-based workshops. Workshops can provide in-depth insights into HIV/AIDS, foster empathy, and change nurses' attitudes towards patients. Various approaches in workshops, such as simulations, role-playing, case studies, and group discussions, can help nurses understand the impact of stigma and discrimination on PLWHA (Anggina et al., 2019). Post-workshop evaluation is also important to measure the effectiveness of this intervention. By conducting pre-tests and post-tests, as well as observing changes in attitudes in daily

services, it can be seen to what extent this workshop has succeeded in reducing stigma and improving the quality of care for PLWHA at Kesesi Regional Hospital (Mangundjaya, 2019).

Research shows that empathy-based workshops can reduce nurses' negative attitudes towards PLWHA by up to 25%. By exploring personal prejudices, nurses can be more aware of their own attitudes and how they affect interactions with patients. A study by Feyissa et al. (2019) revealed that empathy and communication-based workshops can significantly improve nurses' skills in dealing with PLWHA and reduce discriminatory attitudes (Schweitzer et al., 2023). In addition, education-based interventions such as e-learning, webinars, and mentoring can also be effective strategies in increasing nurses' awareness and knowledge of HIV/AIDS. However, research shows that the workshop approach is superior to other methods. A study by Nyblade et al. (2018) found that interactive workshops combining simulation and role-playing had a greater impact on changing nurses' perceptions and behaviors compared to module-based education or webinars alone. Workshops allow nurses to experience firsthand the social and psychological dynamics faced by PLWHA, thereby fostering deeper empathy (Schweitzer et al., 2023).

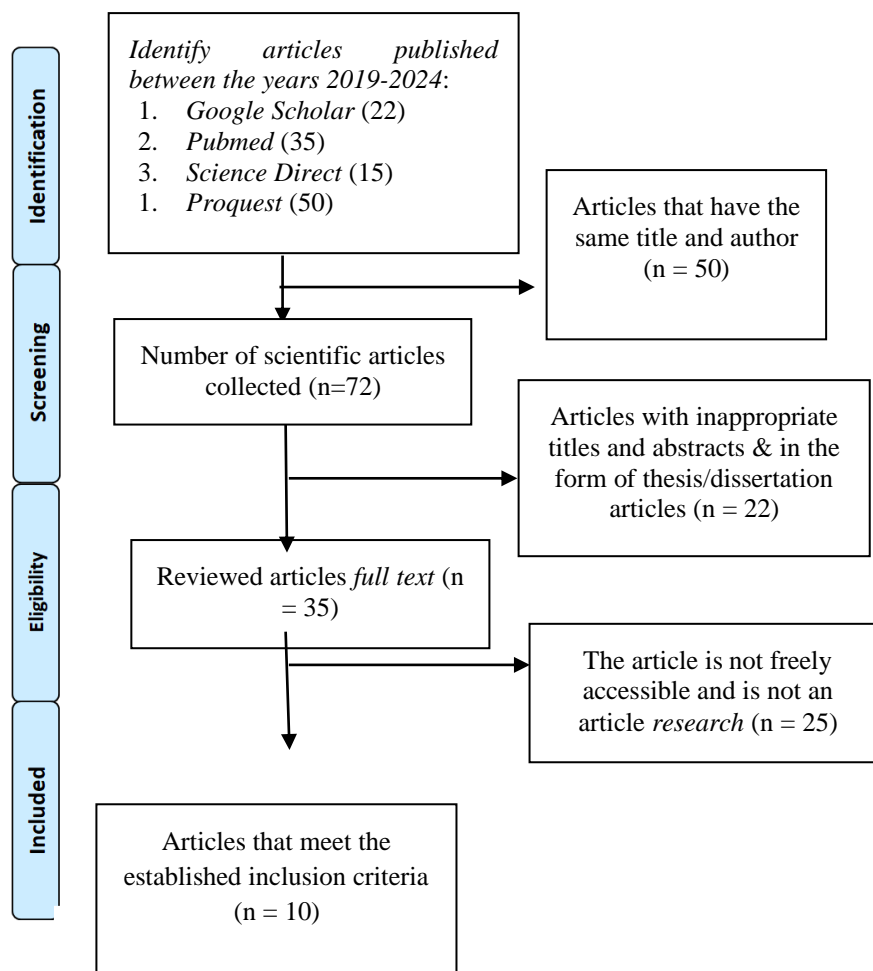
Furthermore, research from Li et al. (2017) showed that workshop-based interventions involving case studies and group discussions can increase nurses' understanding of HIV/AIDS by up to 40%, compared to e-learning which only increased understanding by 20%. This suggests that interactive and experiential workshop methods are more effective in creating long-term changes in nurses' attitudes and behaviors towards PLWHA (Schweitzer et al., 2023). To address the stigma associated with HIV/AIDS in health facilities, workshop-based interventions are a promising solution. Workshops are designed to increase nurses' knowledge, change their attitudes, and increase self-awareness in caring for PLWHA. Therefore, this study aims to examine the effectiveness of educational interventions, especially HIV/AIDS knowledge workshops, in reducing nurses' stigma towards PLWHA based on the results of previous studies.

## **METHOD**

This study uses a literature review method with the aim of examining the effectiveness of workshop interventions in reducing nurse stigma towards PLWHA. This study was conducted systematically on the results of previous studies that are relevant to the topic of stigma towards PLWHA in the health service environment. The research articles found will be identified, evaluated and interpreted existing research data with the aim of answering the benefits obtained from the use of electronic medical records. Literature was collected through searching for scientific articles in databases such as Google Scholar, PubMed, Proquest, and ScienceDirect with a publication period between 2019 and 2024. The keywords used in the search process include: "workshop", "PLWHA stigma", "HIV/AIDS stigma", "nurses", "workshop", "educational intervention", and "HIV/AIDS nurses" by combining keywords using the Boolean operators "AND" and "OR".

The inclusion criteria set in this study were journal articles discussing educational interventions or workshops in the context of reducing stigma against PLWHA among health workers, both in quantitative and qualitative designs, in Indonesian and English, and published between 2019–2024. Meanwhile, the exclusion criteria in this study were articles in the form of unpublished theses or dissertations, articles that were not available in full text, and articles that were not directly relevant to the theme of stigma or educational interventions. The selection stage was carried out by examining the title, abstract, and contents of the article as a whole. Articles that met the inclusion criteria were then analyzed narratively to identify patterns, effectiveness, and limitations of workshop interventions in reducing stigma against PLWHA. The content analysis approach was used to synthesize findings from various sources. To maintain the credibility of the study results, only articles from accredited journals

(SINTA, Scopus, or other indexed journals) were used as primary sources. The systematic review was conducted by referring to the PRISMA guidelines (Liberati et al., 2009). 10 articles were selected that met the inclusion criteria. After getting several journals that match the theme, then do the elimination according to the similarity of the author's title, journals that have similar titles and inclusion criteria are then analyzed.



Gambar 1. Alur *Literatur review* dengan metode PRISMA (2020)

## RESULT

### Article Identification

The systematic review process begins with the identification of relevant articles from leading scientific databases. The search was conducted with a publication date limit between 2019-2024, resulting in a total of 122 articles from several primary sources. Google Scholar contributed 22 articles, Pubmed contributed 35 articles, Science Direct produced 15 articles, and Proquest provided 50 articles. This identification stage is a crucial initial step in building a comprehensive body of literature that has the potential to answer the research question.

### Screening Process

After collecting 122 articles, a screening stage was carried out to filter out articles that had similarities or duplications. The screening results showed that there were 50 articles that had similar titles and authors, so they had to be removed from the list. This process resulted in 72 unique scientific articles collected for further evaluation. Furthermore, screening was carried out based on the suitability of the title and abstract to the research topic, as well as the type of publication. A total of 22 articles were removed because the title and abstract did not match or were undergraduate/graduate thesis articles, leaving 50 articles for further analysis.

### **Eligibility Assessment**

Of the 50 articles that passed the screening stage, an eligibility assessment was carried out through a full-text review. Only 35 articles could be reviewed in full, indicating challenges in accessing scientific literature comprehensively. After an in-depth review, it was found that 25 articles were not freely accessible or were not research articles, so they had to be excluded from the analysis.

### **Final Article Inclusion**

The final stage of the selection process results in 10 articles that meet all of the established inclusion criteria. These articles were highly relevant to the research objectives and had passed all stages of rigorous selection. These ten articles became the basis for further analysis in the systematic review, including a critical assessment of the research methodology, extraction of important data, and synthesis of findings to produce comprehensive conclusions.

### **Critical Appraisal**

After the inclusion stage, the ten selected articles then entered the critical appraisal phase, which is a stage of in-depth assessment of the methodological quality of each article. This stage is not explicitly visible in the PRISMA diagram shown in the figure, but it is an essential step that occurs after the final inclusion process. In critical appraisal, each article is evaluated based on a systematic assessment framework to assess the strength of the research design, data collection methods, analysis techniques, and interpretation of results. This assessment helps researchers identify potential biases or methodological weaknesses that could affect the validity of the findings. The results of this critical appraisal form the basis for deciding the weight or value of each piece of evidence in the synthesis and conclusion-drawing process in the next stage.

### **Combining Data, Summarizing and Presenting Results**

The final stage in the systematic review involves integrating data from the ten articles that have passed the critical appraisal, conducting a synthesis analysis, and summarizing key findings. This process involves applying statistical methods to quantitative data or thematic analysis techniques to qualitative data, depending on the characteristics of the research being reviewed. The results of this synthesis are then presented in a narrative format complemented by visual elements such as summary tables or diagrams to facilitate reader understanding and interpretation (Creswell & Creswell, 2018). In this section, researchers can develop further analysis, including meta-analysis if appropriate, to combine the results of studies with similar characteristics and estimate the combined effects of the interventions or variables studied. The conclusions generated from this systematic review then become the basis for formulating practical recommendations or policies that are based on credible scientific evidence and have a significant impact in the field of study.

Table 1.  
Data Charting

No	Title	Author, Year	Country	Method	Sampling Technique	Result
1	Feel It, Share Your Feeling," An Application For Indonesians Free From Stigma	(Puspitasari et al., 2024)	Indonesia	Kuantitatif, Quasi Eksperimental	Random Sampling	Aplikasi "Feel It, Share Your Feeling" secara signifikan menurunkan stigma internal pada ODHA, penyintas COVID-19, dan tenaga kesehatan setelah satu bulan penggunaan
2	Perbandingan Efektivitas Workshop Dengan Kuliah Terstandar	(Kustanti et al., 2023)	Indonesia	Kuantitatif, Pendekatan Survei	Purposive Sampling	Terdapat pengaruh positif dan signifikan antara partisipasi pemuda dalam karang taruna terhadap

	Untuk Menurunkan Stigma HIV/AIDS Pada Mahasiswa Keperawatan					karakter building pemuda di Kota Makassar.
3	Implementasi Edukasi Kesehatan HIV Dalam Perubahan Stigma HIV/AIDS Pada Mahasiswa Keperawatan	(Wilandika, 2021)	Indonesia	Kuantitatif, Pre-eksperimen (one group pre-test and post-test design)	Purposive Sampling	Edukasi kesehatan HIV secara daring meningkatkan pengetahuan mahasiswa keperawatan dan menurunkan tingkat stigma terhadap ODHA dari 77,5% menjadi 52,5%
4	Pengaruh Pendidikan Kesehatan Tentang HIV di Sekolah dalam Eliminasi Stigma Pada Orang Dengan HIV/AIDS	(Ismail et al., 2023)	Indonesia	Kuantitatif, Quasi Eksperimental	Purposive Sampling	Pendidikan kesehatan tentang HIV melalui video dan booklet secara signifikan meningkatkan pengetahuan dan menurunkan stigma siswa SMP terhadap ODHA
5	Pengaruh Media Promosi Kesehatan Masyarakat Terhadap Stigma Masyarakat Pada Penderita HIV/AIDS	(Izzat et al., 2021)	Indonesia	Kuantitatif, Pre-eksperimen (one group pre-test and post-test design)	Purposive Sampling	Promosi kesehatan menggunakan ceramah dan leaflet secara signifikan menurunkan stigma masyarakat terhadap penderita HIV/AIDS di Desa Banjarsari Wetan
6	Evaluation of nurses' experiences with digital storytelling workshop: New way to engage, connect, and empower	(Jun et al., 2022)	United Kingdom	Kualitatif, Pendekatan evaluasi program	Purposive Sampling	Lokakarya digital storytelling dinilai positif oleh perawat karena memberikan efek penyembuhan, memperkuat koneksi antarmanusia, dan memperkaya praktik keperawatan.
7	Impact of 'HIV-related stigma-reduction workshops' on knowledge and attitude of healthcare providers and students in Central India: a pre-test and post-test intervention study	(Machowska et al., 2020)	United Kingdom	Kuantitatif, Studi intervensi dengan desain pre-test dan post-test	Voluntary Sampling	Workshop pengurangan stigma terkait HIV secara signifikan meningkatkan pengetahuan dan sikap non-stigmatis tenaga kesehatan dan mahasiswa kesehatan di India Tengah.
8	Stigma in health facilities: why it matters and how we can change it	(Nyblade et al., 2019)	United Kingdom	Systematic literature review	Purposive Sampling	Intervensi pengurangan stigma di fasilitas kesehatan yang menggabungkan pendekatan partisipatif, pelatihan keterampilan, kontak langsung dengan kelompok terdampak, dan perubahan struktural terbukti efektif dalam menurunkan stigma terhadap HIV, gangguan mental, dan penyalahgunaan zat.

9	Use of Workshops to Develop Nurses' and Nursing Students' Writing Skills	(Derouin et al., 2019)	United States	Systematic literature review	Purposive Sampling	Workshop yang pendampingan umpan-balik terbukti meningkatkan keterampilan serta mendorong dan keperawatan karya ilmiah.	penulisan disertai dan individual efektif menulis perawat mahasiswa menerbitkan
10	Interactive workshops as a learning and teaching method for primary healthcare nurses	(Mukurunge et al., 2021)	South Africa	Kuantitatif, Eksperimental Eksploratif	Random Sampling dan Convenience sampling	Workshop secara meningkatkan pengetahuan perawat primer tentang manajemen diabetes dan memberikan kepuasan dalam pembelajaran	interaktif signifikan

To carry out the final step in the systematic review, data from critically reviewed articles on HIV/AIDS stigma reduction interventions were combined and the findings are summarized as follows. The results of the systematic review of ten articles showed that HIV/AIDS stigma reduction interventions were effective through various approaches. The "Feel It, Share Your Feeling" application (A1) reduced internal stigma in PLWHA, COVID-19 survivors, and health workers. Comparison of workshop methods with standardized lectures (A2) showed a positive and significant effect on youth character building in Makassar City. Online HIV health education (A3) reduced the level of stigma against PLWHA from 77.5% to 52.5%, while health education through videos and booklets (A4) reduced stigma in junior high school students. Health promotion through lectures and leaflets (A5) was effective in reducing community stigma in Banjarsari Wetan Village. Digital storytelling workshops (A6) strengthened human connections in nursing practice, while stigma reduction workshops (A7) improved non-stigmatizing attitudes of health workers in Central India. Literature review (A8) showed the effectiveness of participatory approaches and direct contact with affected groups in reducing stigma in health facilities. Writing workshops (A9) accompanied by individual mentoring were effective in improving the writing skills of nurses and nursing students, while interactive workshops (A10) improved primary care nurses' knowledge of diabetes management.

## DISCUSSION

Relevant in this context. Research conducted by Puspitasari et al. (2024) evaluated the "Feel It, Share Your Feeling" application which uses an application-based technology approach to reduce internal stigma in PLWHA, COVID-19 survivors, and health workers, showing a significant decrease after one month of use. The results of this study provide strong evidence that an application-based technology approach can be effective in reducing internal stigma in various groups of people who are often stigmatized. Another relevant study is that conducted by Wilandika (2021) regarding the implementation of online HIV health education to reduce HIV/AIDS stigma in nursing students. This method illustrates how an online-based approach can provide effective education and reduce the level of stigma against PLWHA from 77.5% to 52.5%. This study shows that information technology has the potential to reach the health student population and increase health literacy related to HIV/AIDS which leads to reduced stigma.

In the context of health education, Ismail et al. (2023) investigated the effectiveness of health education about HIV through videos and booklets in eliminating stigma in PLWHA. This study shows that an approach using audio-visual and print media can effectively increase knowledge and reduce stigma of junior high school students towards PLWHA, which directly

contributes to efforts to reduce stigma since adolescence. In the context of community-level interventions, a study conducted by 'Izzat et al. (2021) on health promotion using lectures and leaflets also noted success in reducing community stigma towards HIV/AIDS sufferers in Banjarsari Wetan Village. Through a conventional approach that reaches the community directly, this study shows that simple but targeted methods can also be effective in the context of rural communities. An international study by Machowska et al. (2020) on HIV-related stigma reduction workshops showed significant improvements in the knowledge and non-stigmatic attitudes of health workers and health students in Central India. These results strengthen the finding that workshop-based interventions with interactive training methods can be an effective strategy to reduce stigma among health professionals.

A systematic literature review by Nyblade et al. (2019) confirmed that stigma reduction interventions in health facilities that combine participatory approaches, skills training, direct contact with affected groups, and structural changes have been shown to be effective in reducing stigma against HIV and other frequently stigmatized conditions. This underscores the importance of a comprehensive approach that targets multiple aspects of stigma. Overall, these studies provide insight into how interventions can be effective in reducing stigma related to HIV/AIDS. Approaches that integrate technology, health education, and participatory workshops not only increase knowledge and positive attitudes, but also illustrate the great potential in reducing the social and psychological burden experienced by PLHIV due to stigmatization in various community contexts..

## **CONCLUSION**

Based on the results of a systematic review of ten research articles on HIV/AIDS stigma reduction interventions, it can be concluded that various intervention approaches have proven effective in reducing HIV/AIDS-related stigma in various community groups. Technology-based interventions such as mobile applications, online education, and audiovisual media have shown positive results in reducing stigma in various target groups ranging from health workers, nursing students, junior high school students, to the general public. Workshop and interactive workshop methods have also demonstrated effectiveness in increasing knowledge and changing stigmatizing attitudes to be more positive.

In particular, the use of digital technology has proven to be a promising strategy in stigma reduction efforts, as demonstrated by the success of the "Feel It, Share Your Feeling" application in reducing internal stigma in PLHIV, COVID-19 survivors, and health workers. Online and multimedia-based education methods have also shown a significant decrease in stigma levels, indicating the importance of innovation in delivering anti-stigma messages. On the other hand, conventional approaches such as lectures and the use of leaflets are still relevant and effective, especially in the context of rural communities. The literature review shows that strategies that combine participatory approaches, skills training, direct contact with affected groups, and structural changes produce optimal effects in reducing stigma in health facilities.

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