



MIDWIFERY CARE THROUGH COMPLEMENTARY POSTPARTUM FLIPBOOK LEARNING MEDIA INNOVATION WITH A CONTEXTUAL APPROACH

Mutmainnah*, Musni

Diploma III Midwifery Study Program, Insitut Batari Toja Bone, Jl. Majang No.17, Watampone, Tanete Riattang, Bone, Sulawesi Selatan 92711, Indonesia

*mutmainnah.tamsur94@gmail.com

ABSTRACT

Midwifery education is the beginning of the birth of professional midwives. Midwifery education is the starting point and main point that will influence the level of quality of midwives and midwifery services in Indonesia. So lecturers need to think and design teaching materials that suit the interests of the current generation. The development of Flipbook teaching materials is equipped with various multimedia features with contextual methods so that students remain guided and interested in learning even though they are at home. Objective: The sample in this study was 31 level II midwifery students. Method: The study used type of R & D (Research and Development) research with the Borg & Gell development stages, development research with the initial stage of conducting a Focus Group Discussion (FGD) collecting information or data from sources appropriate to their field. To produce website-based products (Flipbooks). Continuing with black-box testing and testing the feasibility of the product using small samples using Quasi Experimental research (Pre-post-test design). Results: The Flipbook feasibility data analysis technique uses the Likert scale that is rated by the validator and Wilcoxon scales for field testing of the products produced. The research results show that the value ($p=0.000<0.05$) used Wilcoxon test. Conclusions: Conclusion which means that ASKEB Complementary Postpartum learning media innovation has a significant influence on increasing student knowledge.

Keywords: complementary; contextual approach; flipbook; midwifery care; postpartum

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INTRODUCTION

Education midwifery is point beginning And main influencing factors level quality midwife And service midwifery in Indonesia (Nikmah and Wicaksono 2021) . Services midwifery experience shift And dynamics . between shift said back to nature, namely apply therapy non-pharmacological (complementary) in implementation service midwifery (Zainal and Suryani 2021). Therapy complementary is field knowledge handle disease with technique traditional And can done in a way independent, collaboration For reduce intervention medical moment pregnant until postpartum (Hayati 2022). Implementation therapy complementary has been arranged in Indonesian Minister of Health Regulation Number 1109 of 2007 concerning organization alternative medicine at the facility health . Therapy complementary become opportunity for student midwife For develop professionalism in practice care in a way comprehensive , can add mark sell And So opportunity business independent. Time postpartum is critical period for Mother postpartum started one hour after give birth to placenta until six Sunday next (WHO 2015). Period postpartum is a process of adaptation change physique And psychic after give birth to (Marifah 2022). Pressure The psychology that occurs after giving birth is symptom emotional And feelings , mothers who experience matter This will experiencing mood swings, insomnia, easy tired until No capable accept role new as Mother (Silisdawati 2020).

Efforts that need to be made moment This is give education on student midwifery about care midwifery complementary that can be given on Mother postpartum such as , Acupressure , Massage, Aromatherapy , Bathtub, and other herbal medicines . Results studies introduction state that there is influence giving module stimulation massage baby to improvement skills student in to do stimulation massage baby (Trisnawati et al. 2020) . Results studies introduction show There is influence significant textbook on group treatment (Putranti Visi Prima T 2011)The development technology information own influence big to change in this world education . Evolving technology moment This can be utilized in the learning process teach , with apply technology And make technology as a teaching medium . With existence technology and combined with internet network of course give Lots impact positive for world education , because can make it easier access student For add knowledge (UYUN 2022) . One of the learning media that can create atmosphere interesting learning And conducive is a flipbook . Development technology push the occurrence fusion between technology print with digital technology in activity learning . Development of learning media digital based need notice The VISUALS principle according to (Nurseto , 2011) is : Visible: Easy seen , Interesting : Interesting , Simple: Simple , Useful: Contents useful , Accurate: Can accountable answer , Legitimate: Login reason , Structured : Structured with good (Sugianto et al. 2017) .

There are various types of multimedia learning media, including flipbooks. Flip books are applications that can change the appearance of PDF files, images, into attractive displays. In addition, flip books can combine a combination of text, images, videos, audio, hyperlinks, flash animations, and hotspots (Yisan Tsabitha Dheandra 2022). The use of flipbook learning media increases interest in learning, and increases learning motivation so that it can support the achievement of optimal learning outcomes for students (Bunari et al. 2024). Over time, the mindset and behavior of students in the past and today are very different, one of which is the difference in learning patterns of students today or commonly called the millennial generation needs to be technology-based. So that lecturers are required to be creative, innovative and practical in delivering learning materials to achieve learning outcomes that can be implemented later. The aim of this research is to develop ASKEB Complementary Postpartum Flipbook Learning media.

METHOD

The research used R & D (Research and Development) is a type of research method to produce certain products and test the effectiveness of the product. R & D research refers to the stages of Borg & Gall development, namely 1) product analysis, 2) product development, 3) validation by media experts and material experts, 4) field trials and using the Quasi Experiment research type with a design (One group pre-test and post-test design).The population in this study were all fourth semester students . midwifery Female deity Toja Bone. The sample in this study were students who met the research inclusion criteria, namely: Students who were willing to become Respondent research . Sample on study This totaling 31 students midwifery .Research instruments used is media expert validator questionnaire and expert material (Black Box Testing). The validation results from the media and material experts are 97.8%, which means this Flipbook is very suitable for use. Meanwhile, for data collection instruments, respondents used questionnaires. Data processing is carried out starting from the editing, coding, tabulation stages While For instrument respondent data collection use questionnaire

RESULT

Table 1.
Distribution frequency characteristics Respondent

Characteristics	f	%
Age (Years)		
18	1	3.2
19	15	48.4
20	11	35.5
21	3	9.7
22	1	3.2
Gender		
Female	31	100
Male	0	0

Based on table 1, show that Of the 31 respondents , there were Respondent with age 18 years 1 person (3.2%), respondents 19 years old as many as 15 people (85%), respondents 20 years old as many as 11 people (35.5), respondents 21 years old 3 people (9.7%) and Respondent with age 22 years 1 person (3.2%). The table above shows that 31 respondents were female (100%), this is because the respondents in this study were midwifery students.

Table 2.
Product Feasibility Test by Material and Media Experts

Validators	Result (%)	Category
Media	97,1	Very Eligible
Teory	98,5	Very Eligible

Table 2. From the results of filling out the validation questionnaire (Black Box Testing) by media experts after revision, the results obtained were 97.1%, while the validation results by material experts obtained results of 98.5 so that the total results of the assessment by media and material experts were 97.8, which means that it is included in the category of very suitable for use.

Table 3.
Distribution frequency level knowledge student

Knowledge	Pre-test		Post test	
	f	%	f	%
Good	11	35.5	31	100
Not enough	20	64.5	0	0

Based on table 3. Shows students with a good level of knowledge during the pre-test as many as 11 people (35.5%) while students with a low level of knowledge as many as 20 people (64.5%). And after field testing was conducted, it showed students with a good level of knowledge during the post-test as many as 31 (100%), while students with poor knowledge were 0 (0%).

Table 4.
The Influence of Innovation in Complementary Postpartum ASKEB Flipbook Learning Media with a Contextual Approach on the Level of Knowledge of Midwifery Students

	N	Mean Rank	Sum of Ranks	P= Value
Posttest – Pretest	Negative	0 ^a	0.00	0.000
	Ranks		165.00	
	Positive Ranks	27 ^b	331.00	
	Ties	4 ^c		

Based on table 4. Show results analysis Wilcoxon test of 31 respondents there were 27

respondents with results positive ranking Which It means results mark post test more big from on before test . responden with negative ranks value 0 respondents which means mark post test more small from mark pre test . With mark its significance is $p < 0.05$ namely $p = 0.000$ means complementary ASKEB learning media innovation postpartum give influence improvement knowledge student midwifery Female deity Toja .

DISCUSSION

The foundation of the services provided by midwives is of course the implementation of the teaching results obtained in midwifery lectures. Education is realized with a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble morals and skills needed by themselves and society (Rahman et al. 2022). A midwife is a woman who has completed a Midwifery education program either domestically or abroad that is legally recognized by the Central Government and has met the requirements to practice Midwifery (RI 2019). So that midwifery education is the starting point and main point for midwives to provide comprehensive and professional midwifery care based on the authority of midwives (Nikmah and Wicaksono 2021). Midwifery services are currently experiencing shifts and dynamics. Among these shifts is back to nature, namely implementing non-pharmacological (complementary) therapy in the implementation of midwifery services (Zainal and Suryani 2021). Increasing student knowledge is one of the measures of the success of educators in providing learning. In addition, learning media is one of the factors in the success of achieving learning objectives. Learning media has many types, but the use of learning media must also be adjusted to current developments. Learning media is a tool that functions as an intermediary or conveyor of messages in the form of visual or verbal knowledge information that can be used to stimulate students' thoughts, feelings, attention and abilities or skills so that they can encourage the learning and teaching process (Indrawan et al. 2020). This study developed flipbook-based multimedia learning media.

In this study, several stages were carried out starting from designing the text book of ASKEB Complementary Postpartum Nursing, by conducting FGD (Focus Group Discussion) with the team to design the contents of the learning media. After the FGD was conducted, then collect related references and start writing the book. After the textbook is completed, this textbook will then be validated by competent material experts in their fields. After that, it was developed into an electronic-based learning media, namely Flibook, which was carried out by a software developer, after the flipbook was finished, it was validated by a media expert to carry out (Black Box Testing). After being deemed feasible by a media expert, the software developer will create a website hosting to facilitate access to the ASKEB Complementary Flipbook learning media. In the final stage, a field testing test was carried out on the sample to see the effect of this ASKEB Complementary Postpartum Nursing flipbook media on increasing the knowledge of second-year Batari Toja students.

In this study, the majority of respondents were 19 years old, as many as 15 respondents (48.8%). According to research (Chairiyah 2023) With increasing age, a person can make changes in physical, mental and psychological aspects that make their thinking level more mature and can absorb information well, so that the results of this study show the influence of age on the level of knowledge of adolescents. In this study, all respondents, 31 (100%) were female, because the respondents in this study were midwifery students, as is known, midwifery education in Indonesia until now has only been intended for women. Biologically, differences in several brain structures allow male and female students to differ in several ways such as the ability to process, respond to information, emotions, motivation, behavior and store long-term information. In the limbic system area, men and women have different

structures. Women generally have a larger hippocampus than men, thus potentially increasing better long-term storage memory. In addition, another part of the brain that has a different structure between men and women is the cerebral cortex which controls thinking, decision making, and intellectual function (Yanti, Wigati, and Habisukan 2019). This is one of the reasons for the increase in knowledge in this study. This study is in line with research (Anwar et al. 2019) which concluded that women have a higher level of intelligence than men, especially in the learning process in higher education.

In this study, a product feasibility test was conducted before the field testing test was conducted. The feasibility test of the Complementary ASKEB Flipbook was conducted 2 times, namely the Material test and then the Media Test. The material feasibility test in this study includes the suitability of the material to basic competencies, the accuracy of the material, the language used and evaluation. While the aspects of the media expert's feasibility assessment (Black Box Testing) include user interface, User experience and navigation chapter, Web speed, content verification, accessibility testing, performance testing, security, SEO, browser compatibility. The advantages of this flipbook are the chapter navigation that is systematic and easy to use, combined with images and audio visuals and SOPs plus links to practical videos that are very easy to access. And the results of the feasibility test from the two experts concluded that this Complementary Nifas Flipbook product is feasible to use. Product validation tests need to be tested on several feasibility assessment indicators from the material and media aspects before being used and implemented in class (Ernawati 2017).

Knowledge is obtained through a cognitive process, where a person must first understand or recognize a science in order to know the knowledge. Science is born from the development of a problem that can be used as academic anxiety. Based on the problem, scientists have an attitude to build methods and activities that aim to produce a case solution (conclusions) in the form of theories, which will have an influence (effects) on both ecology and society (Darsini, Fahrurrozi, and Cahyono 2019). In this study, there was an increase in the knowledge of students after field testing was carried out by 31 (100%) although there were 4 people who got the same pre and post test scores, but the results of the increase in knowledge were in the good category. One of the increases in knowledge in this study apart from the flipbook learning media, age and gender were one of the factors in the binding of respondents' knowledge in this study. Data collection using a questionnaire. And then analyzed using SPSS 22 with the Wilcoxon test. Not finished

The results of the study showed a significant influence of complementary postpartum learning media with a contextual approach based on flipbooks. This is because this website-based flipbook learning media, in addition to containing material, also contains educational videos of SOPs (Standard Operating Procedures) for the management of several types of complementary therapies so that students can study them again at home. The presence of these videos can improve students' skills because they make it easier for students to remember and understand the contents of the material and videos presented. The use of flipbooks as a learning tool can improve student learning outcomes, attract their attention, and present information in an interesting way that can increase student involvement in class (Saputra, Zumrotun, and Attalina 2024).

Interesting and creative educational media will attract the attention of targets or respondents so that the message will be conveyed well (Cahyani and Kurniasari 2024). In addition, the use of multimedia teaching materials, especially pageflips, to improve students' creative thinking skills because multimedia teaching materials are more innovative and interactive so that in the learning process it encourages students to be more active during lessons (Hayati 2022). This

study is in line with research (Aprilia 2021) The use of flipbook science media in improving students' critical thinking skills has a positive impact on both teachers and students. With the existence of flipbook science media that contains various interactive, fun and contextual content according to students' daily lives, such as learning videos, texts accompanied by examples of their application in the form of concrete images, quizzes, and various other activities, it is very effective for training students' learning independence and critical thinking skills of elementary school students. Thus, it can be concluded that contextual-based flipbook science media can effectively improve students' critical thinking skills. This study is in line with the study conducted by (Wiriyanti Muridah, et.al, 2020) stating that there is an influence of providing web-based learning media which has a greater contribution to improving second-stage labor care skills (Wiriyanti et al. 2020). This study is also in line with the study (Priyono D, andi FK, 2019) This study discusses interactive multimedia learning media influencing students' level of knowledge regarding case study (Priyono and Fahdi 2019).

CONCLUSION

Based on the research results, the Complementary ASKEB Flipbook is suitable for use based on the validation results of the Material and Media Experts. In addition, based on the results of the Wilcoxon test analysis $p = 0.000$ ($p < 0.05$), which means that there is a significant influence of the Complementary ASKEB Postpartum Flipbook learning media on increasing the knowledge of midwifery students.

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