

“IT’S BORING, IF I LISTEN TOO LONG I’LL GET SLEEPY” A PHENOMENOLOGICAL STUDY TO DESIGN EDUCATIONAL MEDIA FOR PREGNANCY WOMEN'S CLASS

Salma Salsabila, Dhiya Urrahman*, Fahmi Baiquni, Endang Tri Sulistyowati

Department of Health Promotion, Politeknik Kesehatan Karya Husada Jl. Tentara Rakyat Mataram No.11B, Bumijo,
Yogyakarta 55231, Indonesia

*dhiyar.du@gmail.com

ABSTRACT

Prenatal class are conducted to enhance the knowledge **Error! Hyperlink reference not valid.**of pregnant mothers regarding their pregnancy comprehensively and systematically, and can be carried out continuously. This activity will be effective when pregnant mothers are able to comprehend and implement the health information provided by healthcare personnel. This research aims to examine and design appropriate health promotion media for groups of pregnant women in the effort to participate in prenatal classes in Sukoharjo, Wonosobo. This research is qualitative with a phenomenological approach, involving 18 participants. Data were obtained through Focus Group Discussions and in-depth interviews. The research results indicate that the suitable health promotion media for groups of pregnant women is an animated video with the message of Exclusive Breastfeeding, using the Indonesian language. The desired appearance includes bright colors and comprehensive message content, with the delivery method distributed through group chats and regularly explained repeatedly.

Keywords: media; prenatal class activities; pregnant women

INTRODUCTION

Pregnancy is a very vulnerable period, not only for pregnant women but also for the safety of the fetus in the womb. Pregnancy begins at the time of conception until the birth of the fetus, and the duration of pregnancy starts from ovulation to delivery which is estimated to be around 40 weeks and does not exceed 43 weeks (Kuswanti, 2014). The health condition of the prospective mother in early pregnancy will affect the success rate of pregnancy and the health status of the prospective baby who is still in the womb or who has been born, so it is recommended that prospective mothers can maintain a healthy lifestyle and avoid factors that can affect the condition of the prospective mother during pregnancy (Johnson, 2016). Maternal and Child Health is a target in the Sustainable Development Goals (SDG's), specifically in goals 4 and 5, namely reducing child mortality and improving maternal health. Maternal and child health programs are very important because mothers and children are important elements of development, this implies that from a mother will give birth to the nation's successors who will provide benefits to the nation, so efforts must be made to ensure healthy conditions for mothers and children (Prasetyawati, 2012). The high maternal mortality rate related to pregnancy and childbirth is one of the major problems in Indonesia. According to WHO (2019) the Maternal Mortality Rate (MMR) in the world is 303,000 people. The Maternal Mortality Rate (MMR) in ASEAN is 235 per 100,000 live births (Sciortino, 2020). According to Indonesian Health Data, there is a downward trend in the MMR indicator (per 100,000 live births) from 390 in 1991 to 230 in 2020 or a decrease of -1.80 percent per year.

Despite the decline, MMR has still not reached the MDG's target in 2015, which is 102 and the SDG's in 2030, which is less than 70 per 100,000 live births. Attention to efforts to reduce infant mortality is important because infant mortality is an indicator of public health. Improving access

and quality of health services for infants is a top priority in contributing to the reduction of IMR and MMR in Wonosobo Regency. One of the health services needed by pregnant women is maternal and child health counseling which is generally still carried out through individual consultations or case by case given when the mother checks her pregnancy. Knowledge of pregnant women regarding the needs and danger signs during pregnancy is very necessary because it can help the Maternal Mortality Rate (MMR) and Infant Mortality Rate (IMR). The pregnancy class program in Indonesia has been started since 2010. Through the pregnancy class, it is hoped that there will be interaction and sharing of experiences between pregnancy class participants and midwives, health promotion and other health workers about pregnancy, body changes, complaints during pregnancy, pregnancy care, childbirth, postpartum care, and baby care. Regularity in attending pregnancy classes is influenced by several factors of maternal characteristics, namely age, education, occupation, predisposing factors including knowledge, attitudes, interests, socio-culture, supporting factors and driving factors including motivation, pregnant women with high motivation provide the enthusiasm to be able to attend pregnancy classes regularly (Astuti et al., 2017).

Positive behavior can be formed from good knowledge, so the right way to increase knowledge is to use media as health education (Ma'munah, 2015). Media has the meaning of something that can be used to convey messages from the sender to the recipient. The use of media aims to improve health by implementing and sharing health-related information. Choosing the right media is very important in carrying out health promotion which is intended to facilitate the target's acceptance of the health promotion material provided (Falahudin, 2014). Health promotion media is an effort to display messages or information that the communicator wants to convey, either through print, electronic, and outdoor media, so that the target can increase their knowledge and ultimately it is hoped that they can change their behavior towards positive health (Adventus et al., 2019). Therefore, in order to increase awareness of pregnant women, the right media is needed. The role of the media today is very important in disseminating various information and knowledge. Based on a field study, it was found that the use of media as a tool when providing education to pregnant women in Sukoharjo was still inappropriate. This really causes pregnant women not to remember the material that has been delivered by health workers during pregnancy classes. Where this will have an impact on the long-term knowledge of pregnant women about things needed during pregnancy. Therefore, this research was conducted to determine appropriate health promotion media to increase knowledge of pregnant women.

METHOD

This study was conducted using a qualitative method with a phenomenological approach. Focus Group Discussion (FGD) and in-depth interviews were conducted to collect data for this study. Informants were selected purposively with criteria determined by the researcher, namely health center staff with functional positions and those in charge of the pregnant women's class program. Meanwhile, community informants were selected with the criteria of Sukoharjo District health cadres, pregnant women who live in Sukoharjo District with an age of over 20 years who live in Sukoharjo District. Researchers used FGD and in-depth interview guidelines during data collection.

RESULT AND DISCUSSION

Data collection was conducted through FGD and in-depth interviews. FGD was conducted on a group of 16 pregnant women divided into 2. FGD Group 1 consisted of 7 participants from Sukoharjo Village and FGD 2 consisted of 9 participants from Suroyudan Village with 9 participants. While in-depth interviews were conducted with village midwives and cadres.

Not interesting and boring

Informants said that they felt bored with the methods and media used in the prenatal class. According to informants, the educational materials and media used and the way the materials were delivered were interesting and made them sleepy. This reduced interest in paying attention to health workers in delivering information.

“It’s boring, ma’am, if I listen too long I’ll get sleepy. Hehehe.” (Y)

“Yes, it’s not very interesting, ma’am, it’s always the same.” (N)

“I’m bored, ma’am, what was explained is the least I remember.” (T)

Suggestions for Educational Media in Pregnant Women Class Programs

Informants said that the educational media used should be in accordance with the problems and information needs of pregnant women. The content of the material must be able to meet the needs of pregnant women regarding pregnancy. The content of the material is made clear and complete so that it is easy for pregnant women to understand. In the statement explained by the participant that the data shows that the coverage of breastfeeding in Sukoharjo is quite low, making health workers at the Health Center want to improve the coverage value. This is certainly a consideration in making the content of the material in the media.

“... But for me the most interesting thing is breast milk, because if 10T is already running in our country. God willing, it is good. But for the problem of breast milk, especially working mothers, it is a bit difficult. The coverage in our country is low. Well, if in counseling, of course it is different because the problems are different. Then the family must also support the existing program for the good of the mother and child, right? If the program is good but it doesn't work, what can you do, highly educated but don't know the science of breastfeeding, right, later they will turn to formula milk, I have seen it from time to time. (E)

"... Yes, make it a clear topic, sis. Later, the material will be made complete because if you watch it on YouTube, you only discuss it in bits and pieces, it seems like it's disjointed." (T)

"It's true, ma'am, I'm really lazy if I don't watch it all at once, then I won't be looking for another one. And yes, if the material is correct, if it doesn't match the source, it's called pretentious mothers who don't have much time to look for other videos." (Y)

“...Apart from that, according to informants in the pregnant mother class program, educational media are used in Indonesian because not all pregnant women understand Javanese. The informant said that several pregnant women were residents from outside Java who did not understand Javanese. "Just use Indonesian, sis, I think it can be understood by everyone. Sorry, sorry, I also happen to not be from here, I'm moving. "Learning Javanese has always been difficult, I've tried to understand it, but maybe I've been used to using Indonesian since I was little." (S)

The informant said that the educational media for the prenatal class program should use bright colors and human characters or use animation. The informant expressed the desire to use animated media because the animated form would increase interest.

"If it's color, it's free, I don't know either, but I prefer bright ones. Contrasting ones so the colors don't clash." (L)

"Then just make it animated, sis, now a lot of them on social media use cartoons." (P)

Suggestions for information delivery methods in the prenatal class program

In addition to educational media content, informants also provided suggestions for delivery methods for educational materials for prenatal classes. According to informants, educational materials can be shared via WhatsApp groups. This is because it is considered easier and all participants already use smartphones as a means of communication. In addition, informants also said that the material should be delivered repeatedly so that pregnant women can understand the information better

"Maybe it would be better to create a group and share it through that". (N)

"Explain it again, miss, so you understand. Everyone who gets the material understands it so there is no misunderstanding". (M)

"...it is hoped that later the video will be delivered, explained, and shared again through existing groups. It also has to be delivered repeatedly, meaning it is not enough to be delivered only once, that is the key. If it is only delivered once, it is less effective, it will be lost in memory." (E)

The results of the study showed that in the class activities of pregnant women in Sukoharjo, media and more interesting such as videos are needed. The use of video in interactive multimedia will provide a new experience. Video is a technology for capturing, recording, processing, storing, scanning and reconstructing a sequence of still images by presenting scenes in motion electronically (Yuan Andari Ms, 2019). The use of video media aims to improve the memory of pregnant women and increase the concentration of pregnant women. The use of video media itself is to save time explaining material from counselors, so that it can be understood by the audience more easily. Audio-visual media has an interesting nature and motivates pregnant women to learn more material, the material presented in audio-visual can be used to develop listening skills and evaluate what has been witnessed or heard (Yuan Andari Ms, 2019). The media has an important role in supporting the quality of the learning process, one of which is the learning media that is currently developing is audio-visual media (Purwono et al., 2014).

Audio-visual media has an interesting nature and motivates pregnant women to learn more material, the material presented in audio-visual can be used to develop listening skills and evaluate what has been witnessed or heard (Yuan Andari Ms, 2019). Media has an important role in supporting the quality of the learning process, one of which is the learning media that is currently developing is audio-visual media (Purwono et al., 2014). Audio-visual media has an interesting nature and motivates pregnant women to learn more material, the material presented in audio-visual can be used to develop listening skills and evaluate what has been witnessed or heard (Kustandi & Sutjipto, 2013). In addition, the use of this media is not boring, the results are easier to understand, and the information received is clearer and faster to understand (Hasan, 2016). In terms of the need for this media, researchers obtained aspects that were important points from interviews and FGDs with participants in fulfilling media needs in it. In addition, the provision of material must be clear and precise so that the knowledge provided can be accepted and understood well so that it will encourage a person's actions to be better. The results of the study found that there was material that was still low in terms of comprehension by pregnant women, resulting in low values related to the scope of breastfeeding in Sukoharjo. Knowledge is a cognitive domain that greatly influences a

person's actions. Acceptance of new behavior will be easier if it is based on knowledge (Tri Sulistyowati et al., 2021).

Therefore, the content of health materials must be made as simple as possible so that it is easy for participants to understand. If necessary, the content of the material is made with pictures and Indonesian so that participants feel that the material is indeed intended for them so that they are willing to carry out the contents of the material according to (Situngkir, 2020). The appearance of the media is also an important aspect. Media is a means of conveying messages to targets so that they are easily understood by the pregnant women in question. The use of language in media displays, using language that is easy to understand is very important for information providers. The purpose of choosing a language is to avoid foreign terms, long sentences, or the use of conjunctions. The media display is made by considering the layout of the text with images so that the audience can clearly see the material being delivered. This is reinforced by the statement that the use of media as a tool to convey health messages must be arranged simply with language that is understood by participants, meaning that in terms of culture, culture and tradition it is not contradictory and is easy to understand in terms of language, this is important because this method does not allow participants to ask about things they do not understand (Ardian, 2015).

The use of media as a tool to convey health messages must be arranged simply with language that is understood by participants, meaning that in terms of culture, culture and tradition it is not contradictory and is easy to understand in terms of language, this is important because this method does not allow asking about things they do not understand (Ardian, 2015). In addition to language, the appropriateness of color use needs to be considered. A good color to use for a combination of background with writing is if the background color is dark then the writing is light, and vice versa, if the background color is light then the writing is dark. The use of appropriate colors in the media can arouse motivation, feelings, attention, and willingness of pregnant women to participate in activities (Jerry Radita Ponza et al., 2018). The results of the study showed that informants preferred video media. Audio-visual media such as videos make participants more focused, in addition to making the audience more enthusiastic and more motivated. By using video media, the material becomes easier to understand and attracts the audience's interest. The increase in subject knowledge and attitudes occurred because researchers provided learning with video media 2 times so that subjects could utilize almost all of their senses. The more senses used, the clearer the information or knowledge obtained (Afifaturrohma & Purnasari, 2020).

The more attention the subject pays to the stimulus, the more someone remembers it. Repetition is an important thing that must be done so that subjects can recall the material that has been given. If information is not repeated, then knowledge only reaches short-term memory. Providing a video only once with less can increase the long-term memory of the subjects tested within a period of 1 month, the video should be given repeatedly by considering the time interval of administration (Afifaturrohma & Purnasari, 2020). The use of social media such as WhatsApp, apart from being a chat or conversation media, is also effective as a learning medium for providing material or assignments (Sartika, 2015). The use of WhatsApp social media was chosen as a means of sharing video materials because it is easier to use. In the research journal (Rahartri, 2019) also said the same thing, namely from various types of social media that make it easy for users to interact and communicate with each other, and can be used as a discussion forum and dissemination of learning materials, one of which is WhatsApp. WhatsApp is an application for sending messages instantly,

and allows us to exchange images, videos, photos, voice messages and can be used to share information and discussions. Larasati concluded that the use of the WhatsApp application as a means of learning discussion is included in the effective category (Larasati et al., 2013).

CONCLUSION

Based on the results of the research and discussion in this study it can be concluded that the appropriate media for pregnant women in Sukoharjo is in the form of videos with animation to increase interest in following pregnant women's class activities. The media carries the theme of Exclusive Breastfeeding with the hope that the coverage value of breastfeeding in Sukoharjo will increase. In addition, the appearance of the appropriate media is media using Indonesian and the method that will be used in delivering the media is by sharing the media through groups and being explained repeatedly periodically by health workers who are responsible for delivering health information.

REFERENCES

- Adventus, Jaya, I. M., & Mahendra, D. (2019). Buku Ajar Promosi Kesehatan. In Buku Ajar Promosi Kesehatan. Universitas Kristen Indonesia.
- Afifaturrohma, E., & Purnasari, G. (2020). Pengaruh Media Video Terhadap Tingkat Pengetahuan Pelajar Mengenai Jajanan Sehat Di SDN Pancakarya 01 Jember. *J. Gizi Kerja Dan Produktivitas*, 1(2).
- Ardian, I. (2015). Langkah-langkah Merencanakan Penggunaan Media Promosi Kesehatan Dalam Lingkup Kesehatan Reproduksi. *Jurnal Keperawatan Tropis Papua*, 1–16.
- Astuti, S., Susanti, A. I., Nurparidah, R., & Mandiri, A. (2017). Asuhan Ibu dalam Masa Kehamilan (E. K. Dewi & R. Astikawati (eds.)). Erlangga.
- Falahudin, I. (2014). Pemanfaatan Media dalam Pembelajaran Iwan Falahudin A. *Pendahuluan*. 4, 104.
- Hasan, H. (2016). Penggunaan Media Audio Visual Terhadap Ketuntasan belajar Ips Materi Perkembangan Teknologi Produksi, Komunikasi, Dan Transportasi Pada Siswa Kelas IV SD Negeri 20 Banda Aceh. *Jurnal Pesona Dasar*, 3(4), 22–33.
- Jerry Radita Ponza, P., Jampel, N., & Sudarma, K. (2018). Pengembangan Media Video Animasi Pada Pembelajaran Siswa Kelas IV Di Sekolah Dasar. *Jurnal EDUTECH Universitas Pendidikan Ganesha*, 6(1), 9–19.
- Johnson, J. . (2016). *Keperawatan Maternitas Demystified Buku Wajib Bagi Praktisi dan Mahasiswa Keperawatan*. Rapha Publishing.
- Kustandi, C., & Sutjipto, B. (2013). *Media Pembelajaran Manual Dan Digital*. Bogor Ghalia Indonesia.
- Kuswanti, I. (2014). *Asuhan Kehamilan*. Pustaka Pelajar.
- Larasati, W., Ishomuddin, Amalia Harahap, R., & Tunshorin, C. (2013). Efektivitas Pemanfaatan Aplikasi Whatsapp Sebagai Sarana Diskusi Pembelajaran Pada Mahasiswa. In *Skripsi*.

Pengaruh Pendidikan Kesehatan Dengan Booklet Terhadap Pengetahuan Nutrisi Ibu Laktasi Di Wilayah Kerja Puskesmas Ciputat Timur, (2015).

Prasetyawati, A. E. (2012). Kesehatan Ibu dan Anak (KIA). Nuha Medika.

Purwono, J., Yutmini, S., & Anitah, S. (2014). Penggunaan Media Audio-Visual Pada Mata Pelajaran Ilmu Pengetahuan Alam Di Sekolah Menengah Pertama Negeri 1 Pacitan. *Jurnal Teknologi Pendidikan Dan Pembelajaran.*, 2(2), 127–144.

Rahartri. (2019). “Whatsapp” Media Komunikasi Efektif Masa Kini (Studi Kasus Pada Layanan Jasa Informasi Ilmiah di Kawasan Puspiptek). *Visi Pustaka*, 21(2), 147–156.

Sartika. (2015). Kegunaan WhatsApp Sebagai Media Informasi dan Media Pembelajaran Pada Mahasiswa Ilmu Komunikasi Stisip Persada Bunda. 6.

Sciortino, R. (2020). Sexual and reproductive health and rights for all in Southeast Asia: more than SDGs aspirations. In *Culture, Health and Sexuality* (Vol. 22, Issue 7). Routledge. <https://doi.org/10.1080/13691058.2020.1718213>

Situgkir, D. (2020). Perencanaan Dan Evaluasi Program Promosi Kesehatan. 1, 1–14.

Tri Sulistyowati, E., Trisnaningsih, R., & Yunitasari, P. (2021). Penerapan Booklet Prosekia (Protokol Kesehatan Lansia) Terhadap Peningkatan Pengetahuan Lansia Tentang Protokol Kesehatan COVID -19. *Mi*, 5–24.

Yuan Andari Ms, I. (2019). Pentingnya Media Pembelajaran Berbasis Video Untuk Siswa Jurusan IPS Tingkat SMA Se-Banten. 2(1), 263–275.

