

Article

EFFECT OF MATERNAL FETAL ATTACHMENT HEALTH EDUCATION WITH VIDEO ON ACHIEVEMENT OF MOTHER'S ROLE

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A B S T R A C T

Achieving the role of the mother can begin from the beginning of pregnancy until 6 months postpartum. Unpreparedness to achieve the role of motherhood will affect anxiety during pregnancy and after childbirth, violence, child abuse and neglect of care. The purpose of this study was to determine the effect of maternal health education in fetal attachment with audiovisual media on the achievement of the role of mothers in the Sleman Public Health Center. This study uses a quasi-experimental method with the design of the treatment group and the control group. The sample in this study were pregnant women who came to have a pregnancy check up at the Sleman Public Health Center and were divided into two groups, namely the intervention group and the control group where each group numbered 23 respondents. The analysis in this study uses the Wilcoxon Signed Rank Test and Mann-Whitney. The results showed that the use of audiovisual media is better than conventional methods because it has a value of an average difference after the provision of higher health education.

I. INTRODUCTION

The creation of the role of the mother is a process in which women can carry out their role as mothers, the integration of their motherhood until they find a new role and gain confidence in their new identity (Mercer, 2010). Achieving the role of the mother can begin from the beginning until 6 months postpartum (Vreeswijk, 2012). Bonding and attachment relationships that will eventually play a role for mothers (Dave, Johnson, & Ingram, 2008).

Unpreparedness to achieve the role will be questioned during

pregnancy and after childbirth, struggle, child abuse and neglect of care (Tudiver, 1982). The number of crises in children in Indonesia in 2015 amounted to 4,309 cases and increased in 2016 amounted to 4,620 cases. The highest types of problems experienced by children in sexual violence are 35%, physical violence 28%, psychological violence 23%, neglect 7%, trafficking 2%, and exploitation 1% (Indonesian child protection commission, 2016).

Research conducted by Burningham (2016) shows that anxiety during pregnancy, poor

relationships with partners, late relationships performed with the fetus, parenting received in childhood influences the achievement of the mother's role. Unlike women who have prepared themselves since pregnancy, so that the attachment of the mother and fetus formed during pregnancy will affect the development of the fetal brain and the development of the autonomic nervous system. This process is also called maternal-fetal attachment (MFA).

MFA aims to help the closeness between the fetus with the prospective mother so that a woman can provide for the needs of the fetus during pregnancy and after childbirth (Bowlby, 1982; Cooper, Hoffman & Marvin, 2013). Improving the MFA process can be through the support provided to pregnant women. The support in question is information support, various information is provided during pregnancy, one of which is through audiovisual electronic media.

Audiovisual provides a large contribution to changes in behavior. This method stimulates hearing and vision so that the results obtained are far more maximal (Khold, 2014). According to Culp (2015), audiovisual media can improve patient understanding through the accuracy of the material provided and according to Kaur et al (2016) audiovisual media can reduce patient anxiety and increase patient satisfaction because audiovisual can provide information that is more interesting and not boring. Based on the above background, researchers are interested in researching the influence of maternal-fetal health education (MFA) with audiovisual media on the achievement of the role of mothers in the Sleman Public Health Center.

II. METHODS

This study uses a quasi-experimental non-equivalent control group design. The population in this study were all pregnant women who did antenatal care at the Sleman Public Health Center. The sample in this study were 23 respondents in the intervention group (the group that received MFA health education through audiovisual media) and 23 respondents in the control group (the group that received MFA health education through conventional methods). The instrument for evaluating maternal role achievement was developed based on the theory of Mercer (2011). Data processing using Wilcoxon Signed Rank Test and Mann-Whitney.

III. RESULT

1. Achieving the mother's role

Table 1. The average value of achieving the role of mothers before and after being given MFA health education

Achieving mother's role	Before		After	
	Mean± SD	Min-Max	Mean± SD	Min-Max
Intervention	8,00±1,62	6-11	9,70±1,02	8-11
Control	8,43±1,50	5-11	10.09±0,85	8-11

Based on table 1. It can be seen that in the intervention group before getting MFA health education through video obtained mean ± SD of 8.00 ± 1.62 and after being given MFA health education through video obtained mean ± SD value of 9.70 ± 1, 02.

2. Effect of MFA health education with audiovisual media on the achievement of the role of mothers before and after the treatment group.

Table 2. Effects of MFA health education with audiovisual media on achieving the role of mothers before and after treatment

Aspect	Pretest (Mean ± SD)	Posttest (Mean ± SD)	MD	p-value
Emotional	0.80±0.401	0.96±0.206	0.16	0.000
Financials	0.35±0.487	0.73±0.456	0.38	
Physical	0.80±0.401	0.89±0.315	0.09	
Social	0.65±0.482	0.85±0.363	0.2	
Knowledge	0.67±0.474	0.80±0.401	0.13	
Relationship	0.91±0.285	0.98±0.147	0.07	
Total	8.00±1.624	9.70±1.020	1.7	

Based on table 2. It can be seen that there is an increase in the average value of 1.7 and based on statistical analysis obtained a value of p = 0,000 which means the provision of videos about MFA can affect the achievement of the role of the mother.

- Effects of MFA health education with conventional methods on achieving the role of mothers before and after in the control group

Table 3. Effects of MFA health education with conventional methods on achieving the role of mothers before and after

Aspect	Pretest (Mean ± SD)	Posttest (Mean ± SD)	MD	p-value
Emotional	0.91±0.285	0.96±0.206	0.05	0.000
Financials	0.57±0.507	0.78±0.422	0.21	
Physical	0.80±0.401	0.91±0.285	0.11	
Social	0.70±0.465	0.93±0.250	0.23	
Knowledge	0.65±0.482	0.91±0.285	0.26	
Relationship	0.87±0.341	0.93±0.250	0.06	
Total	8.43±1.502	10.09±0.848	1.66	

Based on table 3. It can be seen that there is an increase in the average value of 1.66 and based on statistical analysis obtained a value of p = 0.000 which means that health education about MFA with conventional methods affects the achievement of the role of mothers.

- The difference in the mean value in the intervention group who received health education with audiovisual and the control group who received

health education with conventional methods

Table 4. The difference in mean values in the intervention group and control group

Aspect	Pretest (Mean ± SD)	Posttest (Mean ± SD)	p-value
Emotional	0.96±0.206	0.96±0.206	0.181
Financials	0.73±0.456	0.78±0.422	
Physical	0.89±0.315	0.91±0.285	
Social	0.85±0.363	0.93±0.250	
Knowledge	0.80±0.401	0.91±0.285	
Relationship	0.98±0.147	0.93±0.250	
Total	9.70±1.020	10.09±0.848	

Based on table 4. It can be seen that the average achievement of the role of mothers in the intervention group is 9.70 ± 1.020 and in the control group is 10.09 ± 0.848 with a value of p = 0.181 which means there is no difference between the use of audiovisual media and conventional methods of achieving the role of the mother

IV. DISCUSSION

- Effect of MFA health education with audiovisual media on achieving the role of mothers

Based on table 2. It can be seen that there is an increase in the average value of 1.7 and based on statistical analysis obtained a value of p = 0,000. based on this health education with audiovisual media in achieving the role of mothers can improve the skills and abilities of mothers in caring for children (Doss, 2010).

The effect of audiovisuals on health education is very significant. That is because the provision of health education utilizes all senses. This is in line with the study of Achsin (1986) where approximately 90% of a person's learning outcomes are obtained through the senses of view

and only about 5% is obtained from the senses of hearing and 5% again by other senses. Rancangan through audiovisual will produce good things in remembering, recognizing, recalling and connecting data and concepts.

Audiovisual method is an effective method to provide real experience because in audiovisual attracts the mind through the senses of hearing and vision (Rasul, Bukhsh & Batool, 2011). The use of color and moving images accompanied by sound will be more interesting and the information obtained will be easier to remember. This means that audiovisual has a role in changing one's behavior. According to Campbell (2008), audiovisual has the advantage of using the sense of sight and hearing to receive information.

2. Effects of MFA health education with conventional methods on achieving the role of mothers

Based on table 3. It can be seen that there is an increase in the average value of 1.66 and based on statistical analysis the value of $p = 0.000$ is obtained. Based on the findings in this study, the conventional method given directly to respondents can significantly increase the achievement of the mother's role. The conventional method has the advantage of allowing respondents directly to ask health workers about material that is not yet understood. According to Stetson & Davis (1999), conventional methods focus more on individual knowledge, attitudes, and beliefs. Mental processes are

emphasized on thinking, reasoning, hypothesizing or expecting.

The provision of health education is usually carried out by health workers. This method is very effective because between health workers and patients can dialogue with each other and respond to each other at the same time by utilizing relevant media or teaching aids (Jennings et al., 2010). Bowlby (1988) in Watkins & Texas (2015) argues that the relationship between health workers and patients is complementary. The nature of health workers is characterized as care and patients as clients who have an attachment when the attachment system during pregnancy is delivered there will be a stronger and wiser closeness between health workers and patients.

3. Differences in health education using audiovisual media and conventional methods

Based on statistical tests in table 4 shows that the use of audiovisual media and conventional methods there is no difference with the value of $p = 0.181 > 0.05$. This is because both groups have received health education even though they use different media. Another similar study was conducted by Parvin (2010) which showed results that both audiovisual and conventional methods did not show superiority with the acquisition of results in education through audiovisual by 50% and conventional 50%. The use of this method does not have a significant influence on improving student achievement and motivation.

The results of the study are also supported by Viswasom & Jobby's research (2017) with statistical results $p = 0.47 < 0.05$, which means there is no influence of the use of audiovisual methods on anatomy learning. The use of appropriate methods and time by the respondent's time will significantly increase knowledge in understanding of the achievement of the mother's role and can have an impact on increasing knowledge from the unknowing to knowing (Jo et al., 2003). The health education process

will be more effective if supported by the presence of media or props and can use the media to keep abreast of world developments (Otaiby, 2013).

V. CONCLUSION

Based on the research that has been done, it can be concluded that health education about MFA with audiovisual media and conventional methods influences the achievement of the mother's role. The use of audiovisual media is better than conventional

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BIOGRAPHY

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