

THE EFFECT OF AUDIO-VISUAL AND BOOKLET ON PREGNANT WOMEN'S KNOWLEDGE OF BREASTFEEDING PRACTICES

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Abstract

Exclusive breastfeeding plays a vital role in improving infant health. However, the coverage of exclusive breastfeeding in some areas is still not optimal. One key factor influencing exclusive breastfeeding is maternal knowledge of proper breastfeeding practices. Health education using audio-visual media and booklets can be used as an effort to improve pregnant women's knowledge about breastfeeding practices. This study aims to determine the effect of audio-visual education and booklets on pregnant women's knowledge about breastfeeding practices in the Letis Community Health Center, East Sumba Regency. This study used a quasi-experimental design with a *two-group pretest-posttest design*. The study sample consisted of 60 pregnant women selected using a *total sampling technique*. The treatment group (n = 30 people) was given education using audio-visual media and booklets, while the control group (n = 30 people) was given education using booklets only. Data were collected carried out using a knowledge questionnaire about breastfeeding practices. Data analysis was carried out using statistical tests to see differences in knowledge before and after the intervention. The results showed that there was an increase in knowledge of pregnant women after being given education in both the treatment and control groups. Education using the combination of audio-visual and booklet media versus booklet-only are both effective in increasing pregnant women's knowledge about breastfeeding practices.

Keywords: Exclusive Breastfeeding, Audio-Visual, Booklets, Knowledge, Breastfeeding Practices

Introduction

Exclusive breastfeeding is a key intervention in advancing infant wellness and supporting stunting prevention. The World Health Organization (WHO) recommends exclusive breastfeeding for the first six months of life because it can meet infant nutritional needs while protecting infants from various infectious diseases. In addition to being beneficial for infants, breastfeeding also provides health benefits for mothers, including reducing the risk of breast and ovarian cancer (Epiphany, 2024; WHO & UNICEF, 2003). Babies need all the nutrients and energy that can be met through breast milk as an ideal food that is safe, clean, and contains antibodies to help protect against various diseases during the first six months of life (WHO, 2025).

Global data shows that exclusive breastfeeding coverage in 2023 will reach around 48%. This percentage is close to the WHO's target of 50% by 2025. While this represents significant progress, further efforts are needed to address the various challenges in increasing exclusive breastfeeding coverage. However, exclusive breastfeeding coverage has not yet reached the set target. In Indonesia, exclusive breastfeeding coverage in 2024 reached 74%, still below the national target of 80%. In East Sumba Regency, exclusive breastfeeding coverage reached 83%, but there are still variations in

achievement between community health center working areas indicating internal gaps, so that continuous efforts are needed to improve the quality of breastfeeding practices through promotive and preventive approaches. One area with relatively lower achievement is the Letis Community Health Center with exclusive breastfeeding coverage of 80.7%. This percentage is quite good, but efforts are still needed to increase the knowledge and readiness of pregnant women to practice breastfeeding. The selection of the research location was based on the need to strengthen breastfeeding education in remote areas as well as considerations of accessibility and affordability of the research area. In addition, based on data from the East Sumba Regency Health Office Profile in 2024, data indicates that urban areas have lower exclusive breastfeeding coverage than some rural areas (The East Sumba Regency). This condition indicates that the success of breastfeeding practices is not only determined by the availability of health facilities, but also by the effectiveness of information delivery and the mother's understanding of the educational materials received.

The success of exclusive breastfeeding is influenced by various factors, one of which is the mother's knowledge of breastfeeding practices. Good knowledge of breastfeeding techniques, attachment, breastfeeding positions, and the benefits of breastfeeding can improve a mother's readiness to provide optimal breastfeeding after delivery (Parapat et al., 2022). Furthermore, breastfeeding position can also reduce the risk of breastfeeding failure in infants, as correct breastfeeding positioning can help babies breastfeed comfortably and calmly, and can also prevent the risk of nipple injury and low milk production (Andini et al., 2024). Initial observations indicate that education provided to pregnant women is still dominated by verbal methods, resulting in mothers' understanding of breastfeeding practices being suboptimal. Therefore, one strategy to improve pregnant women's knowledge is through health education utilizing innovative and engaging media, such as audio-visual (educational videos) and booklets (illustrated guidebooks).

Utilizing engaging educational media, such as audio-visual aids and booklets, can be a strategy to improve the knowledge of pregnant women. Audio-visual media can convey information through a combination of images and sound, making it easier to understand, while booklets can be used as reading material that can be studied independently. The combination of these two media has the potential to increase the effectiveness of delivering health information because it involves more senses in the learning process (Nurfajrillah et al., 2025). However, research on the use of audio-visual media and booklets to improve knowledge of breastfeeding practices among pregnant women in the region is still lacking. Therefore, this study was conducted to analyze the effect of education using audio-visual media and booklets on pregnant women's knowledge of breastfeeding practices at the Letis Community Health Center.

Method

This study employed a quantitative approach with a *quasi-experimental research method*. The research design used in this study is a *two-group pre-test and post-test with control*. This research was conducted in the work area of the Letis Community Health Center, East Sumba Regency in 2026. The population in this study consisted of 60 people and was equally divided into two groups, namely the treatment group (audio-visual and booklet) and the control group (booklet). The sample calculation in this study used a *total sampling technique*, namely the entire population was used as a research sample. Knowledge of pregnant woman was categorized. Data collection was carried out using a questionnaire given before (*pre-test*) and after (*post-test*) the intervention. At the intervention stage, respondents completed a pre-test questionnaire before receiving the intervention. Participants in the intervention group received education through an audio-visual medium in the form of an educational video on breastfeeding practices, followed by the distribution of a booklet containing the same material. After

the educational session was completed, respondents completed the post-test questionnaire. Meanwhile, participants in the control group received education using booklet media only.

Data normality was assessed using the *Shapiro-Wilk test* as the sample size was <50 respondents (Setyawan, 2022) , if the data were not normally distributed, the *Wilcoxon Signed Rank Test* was used to assess changes in knowledge before and after intervention, while the *Mann-Whitney test* to analyze the effect of combination audio-visual and booklet media versus booklet-only media on increasing knowledge in both groups with a significance level of $p < 0.05$.

Results

1. General Characteristics of Respondents in the Treatment Group

Most respondents in this study are in the 20-35 age group (80%) and the smallest age group is <20 years old (7%). The majority of respondents have a high school education level (53%) while elementary school and college education levels accounted for the smallest proportions (10%) each. Most respondents in the treatment group work as farmers (53%), and most are in the first trimester of pregnancy (40%) and are dominated by the multigravida group and have received previous breastfeeding education (57%).

Table 1 Distribution of Respondent Characteristics in the Treatment Group

Characteristics	n	%
Age		
< 20 years	2	7
20 – 35 years	24	80
> 35 years	4	13
Last education		
Elementary School	3	10
Junior High School	8	27
Senior High School	16	53
College	3	10
Occupation		
Housewife	12	40
Farmer	16	53
Civil Servant	2	7
Gestational Age		
First trimester	12	40
Second Trimester	10	33
Third Trimester	8	27
Gravida status		
Primigravida	13	43
Multigravida	17	57
Have you ever received breastfeeding education?		
Yes	17	57
No	13	43

2. General Characteristics of Respondents in the Control Group

The majority of respondents in the control group were in the 20-35 age group (83%), with the highest level of education being high school (53%) and the least level of elementary school (10%). Occupational characteristics show that the majority of respondents worked as farmers (57%), and most were in the third trimester (40%). This condition indicates that most respondents were in the final phase

of pregnancy. The characteristics of the number of children in the control group respondents were dominated by the multigravida group (70%) and had received breastfeeding education (73%). This indicates that most mothers had received exposure to information about breastfeeding, either through previous pregnancy experiences or education provided by local health workers.

Table 2 Distribution of Respondent Characters in the Control Group

Characteristics	n	%
Age		
< 20 years	2	7
20 – 35 years	25	83
> 35 years	3	10
Last education		
Elementary School	3	10
Junior High School	7	23
Senior High School	16	53
College	4	13
Occupation		
Housewife	10	33
Farmer	17	57
Civil Servant	3	10
Gestational Age		
First trimester	9	30
Second Trimester	9	30
Third Trimester	12	40
Gravida status		
Primigravida	9	30
Multigravida	21	70
Have you ever received breastfeeding education?		
Yes	22	73
No	8	27

Data analysis

1. Average Knowledge of Pregnant Women in the Treatment and Control Groups Before and After Intervention Using The combination of Audio-Visual and Booklet Media

An increase in the mean knowledge scores is identified in both the treatment group and the control group after the intervention. The average knowledge value (mean) in the treatment group increased from 59.67 to 90.33 with a difference of 30.66 and the median knowledge also increased from 57.50 to 95 with a difference of 37.50. In the control group, the average knowledge increased from 60.83 to 84.33 after being given education using the booklet, with a difference of 23.50 and the median knowledge of the control group also increased from 60 to 90 with a difference of 30. Data is presented in the table 3.

Table 3 Average Knowledge of Pregnant Women in the Treatment and Control Groups about Breastfeeding Practices Before and After Intervention Using The combination of Audio-Visual and Booklet Media

Variables	Statistical Measures					Difference	p-value
	Mean	Median	Min	Max	St. Deviation		
Knowledge							
Treatment Group (n= 30)							
Pre-test	59.67	57.50	35	90	13,767	30.66	0,000
Post-test	90.33	95	50	100	12,452		
Control Group (n= 30)							
Pre-test	60.83	60	40	95	15,148	23.5	0,000
Post-test	84.33	90	55	100	14,428		

Table 4 Frequency Distribution of Pre-Test and Post-Test Knowledge of Pregnant Women in the Treatment and Control Groups regarding Breastfeeding Practices

Group	Category	Pre-test		Post-test	
		n	%	n	%
Treatment	High	3	10.0	26	86.7
	Medium	12	40.0	2	6.7
	Low	15	50.0	2	6.7
Control	High	4	13.3	23	76.6
	Medium	12	40.0	5	16.7
	Low	14	46.7	2	6.7

Most respondents in the treatment group had a low level of knowledge, namely 50%, a moderate level of knowledge of 40%, and a high level of knowledge of 10%. After the intervention (post-test), there was an increase in the level of knowledge, namely a high level of knowledge of 86.7%, while the levels of moderate and low knowledge were each 6.7%. These results indicate that the intervention in the form of education about breastfeeding practices using audio-visual and booklet media increased the knowledge of pregnant women in the treatment group. Meanwhile, in the control group, respondents who had a low level of knowledge were 46.7 %, a moderate level of knowledge of 40%, and a high level of knowledge of 13.3%. After the intervention (post-test), there was an increase in the level of knowledge, namely a high level of knowledge of 76.6%, while the levels of knowledge of medium were 16.7% and low were 6.7%. These results also indicate that the intervention in the form of education about breastfeeding practices using booklets increased the knowledge of pregnant women in the control group. The results of knowledge measurements before and after the intervention in the treatment group are presented in table 4.

The results of the normality test showed that the data were not normally distributed. Subsequently, the *Wilcoxon Signed Rank Test* was performed to determine the increase in knowledge before and after the intervention, followed by the *Mann-Whitney U test* to determine the difference in knowledge between the treatment and control groups.

1. The Effectiveness of the combination of Audio-Visual and Booklet Education versus Booklet-Only Education on Pregnant Women's Knowledge in the Treatment and Control Groups

Table 5 shows a p-value of 0.000 in the treatment and control groups, which means that there is a significant difference between the pre-test and post-test values of providing interventions in the form of education about breastfeeding practices using the combination of audio-visual and booklet media versus booklet-only media on increasing the knowledge of pregnant women in preparing for the

breastfeeding phase, so it can be concluded that education about breastfeeding practices using the combination of audio-visual and booklet media or booklet-only media is effective in increasing the knowledge of pregnant women in preparing for the breastfeeding phase.

Table 5 The Effectiveness of the combination of Audio-Visual and Booklets versus Booklet-Only on Pregnant Women's Knowledge in the Treatment and Control Groups

Knowledge of Pregnant Women	Mean Rank	Sum Of Ranks	p-value
Treatment Group			
<i>Pre-test</i>	59.67	,00	0,000
<i>Post-test</i>	90.33	15.00	
Control Group			
<i>Pre-test</i>	60.83	2.50	0,000
<i>Post-test</i>	84.33	15.95	

2. Differences in the Effectiveness of the combination of Audio-Visual and Booklet Media versus Booklet-Only Media on the Pregnant Women's Knowledge

Table 6 shows the mean rank value in the treatment group was 34.57, while in the control group it was 26.43, the mean rank value indicates a higher increase in knowledge in the treatment group compared to the control group. A p-value of 0.066 indicates that there is no significant difference between the treatment group and the control group in preparing for the breastfeeding phase.

Table 6. Differences in the Effectiveness of the combination of Audio-Visual and Booklet Media versus Booklet-Only Media on the Pregnant Women's Knowledge

Variables	Group	n	Mean Rank	p-value
Knowledge	Treatment (Audio-Visual and Booklet)	30	34.57	0.066
	Control (Booklet)	30	26.43	

Discussion

1. Improving Pregnant Women's Knowledge by Using The combination of Audio-Visual and Booklet Media

The results of the study showed that there was an increase in knowledge among pregnant women after being given education about breastfeeding practices using the combination of audio-visual and booklet media. This can be seen from the increase in knowledge scores before and after the intervention in the treatment group, so the use of audio-visual media and booklets was able to improve pregnant women's knowledge about breastfeeding practices. This increase in knowledge was also supported by the characteristics of the respondents, where the majority of respondents were of healthy reproductive age and had a secondary education level, making the health information provided easier to accept. The use of audio-visual media and booklets was more effective in helping respondents understand information about breastfeeding practices because audio-visual media can display motion and sound effects, making the information delivery more engaging (Azmi et al., 2023).

Based on the results of the study on pregnant women in the treatment group, most respondents were primigravida mothers who had no previous breastfeeding experience, so their knowledge about breastfeeding preparation was still limited. In addition, the accessibility of health information due to poor communication network access in several villages within the Letis Community Health Center's working area, the provision of education by health workers tended to be verbal and the location of health

facilities that were quite far from their homes also influenced respondents' knowledge about breastfeeding preparation and exclusive breastfeeding. The results of this study are supported by research conducted by Nurfajrillah et al., (2025) which stated that exclusive breastfeeding education using audio-visual media and e-booklets was able to improve the knowledge and attitudes of pregnant women in the third trimester because the combination of media was superior to a single booklet because it involved more senses (visual and auditory). The results of another study conducted by Sari et al., (2019) also showed that providing education using a combination of media (audio-visual and booklets) was effective in increasing mothers' knowledge about pregnancy danger signs, because the use of audio-visual media in the learning process provided an interesting impression so that individuals more easily remembered the messages conveyed and complemented by booklets as a source of written information that provided comprehensive details for independent reading during pregnancy.

Another study conducted by Puspitasari and Sunarsih (2021) also showed that video media was more effective than booklets in increasing pregnant women's knowledge about preparing for exclusive breastfeeding. However, the use of a combination of booklets and audio-visual media can be an alternative for health workers in providing education about exclusive breastfeeding and can be considered in further research to determine its effect on increasing mothers' knowledge about exclusive breastfeeding (Azmi et al., 2023). Furthermore, based on the literature, a combination of print and electronic media is considered the most effective for education because providing print media such as booklets after counseling using electronic media such as audio-visual media can help improve respondent's memory regarding the matters discussed during the counseling.

2. Improving Pregnant Women's Knowledge by Using Booklets

The results of the study showed that education about breastfeeding practices using booklets was effective in increasing knowledge among pregnant women in the control group. This can be seen from the difference in knowledge scores before and after the intervention in the control group, thus education using booklets was able to improve pregnant women's knowledge about breastfeeding practices. This increase in knowledge in the control group occurred because the booklets were designed using a visual approach, making it easier for respondents to grasp information through images compared to dense and lengthy text. They used easy-to-understand language, and the material was structured more concisely while still complying with health standards. Information contained in the booklets regarding breastfeeding practices, including Early Initiation of Breastfeeding (IMD), the benefits of exclusive breastfeeding, correct breastfeeding techniques, breastfeeding positions, and storing expressed breast milk, can be read again at any time, helping respondents remember the material provided during the education session. The booklets' effectiveness in supporting the education process by presenting information concisely, clearly, and easily accessible to mothers can strengthen mothers' understanding in preparing themselves for breastfeeding from pregnancy Nurfatimah et al., (2023).

In line with research conducted by Kursani et al. (2024), it was stated that the use of booklets in Community Health Centers is effective in increasing mothers' knowledge about exclusive breastfeeding because this booklet media is easily accessible and can reinforce messages that have been conveyed verbally or can be used as the main medium for conveying information. Booklet media is a printed media in the form of a small book that can contain written information in the form of simple sentences or complemented with attractive images so that it is easier for readers to understand. Booklet media can also be used for independent learning, can be read repeatedly, contains more complete information, is easy to carry, can be read at any time, and makes it easier for readers to see the contents of the material at a glance (Indrawati et al., 2023). Another study was also conducted by Purba et al. (2024) which showed that e-booklet media is effective in increasing the knowledge and attitudes of pregnant women in the third trimester about exclusive breastfeeding because e-booklets have the advantage that the information provided is designed to be more interactive and interesting by using

images or infographics, so it can help mothers understand and remember the information better and the e-booklet concept can be updated regularly quickly and relevantly.

3. Differences in the Effectiveness of The combination of Audio-Visual and Booklet Media versus Booklet-Only Media on the Pregnant Women's Knowledge

This study showed that there was no significant difference in effectiveness between education using a combination of audio-visual media and booklets in the treatment group and booklet-only in the control group in increasing pregnant women's knowledge about breastfeeding practices. The test results showed that both the combination of audio-visual media and booklets and the booklet-only were equally effective as health education media for pregnant women. According to the researchers, the lack of a significant difference in effectiveness between the two groups was influenced by the respondents' habit of receiving more verbal education from local health workers. In addition, geographical conditions and limited communication networks in several villages in the Letis Community Health Center work area made booklet-only still effective because they could be studied independently without requiring internet access, thus helping to strengthen respondents' understanding and memory of the breastfeeding practice material provided. However, the use of audio-visual media and booklets was also considered able to increase respondents' knowledge although there was no statistically significant difference.

A similar study was also conducted by Lestari (2021) which showed that video and e-booklet media were effective in increasing maternal knowledge. However, there was no significant difference in the effectiveness of video media compared to e-booklet media in increasing pregnant women's knowledge in increasing complementary feeding (MPASI) and suggested the use of aids such as videos and booklets in providing health education. However, the results of this study differ from those conducted by Sari et al. (2019) and Nurfajrillah et al. (2025) which showed that a combination of booklets and audio-visual media was considered more influential than using booklets or audio-visual media separately. The use of a combination of media in providing education is more effective because information is not only received through one type, but is delivered through images, sound, animation, and interactive written materials, so that respondents can read and listen to the material presented during the counseling process, making the delivery of information more interesting and easier to understand. These differences in results may be influenced by differences in respondent characteristics, educational delivery methods, intervention duration, and research environmental conditions.

Conclusion

Both the combination of audio-visual and booklet education or booklet-only education significantly improved pregnant women's knowledge about breastfeeding practices. There is no difference in effectiveness between education using a combination of audio-visual and booklet media and education with booklet-only increasing pregnant women's knowledge about breastfeeding practices.

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