



THE EFFECT OF AUDIOVISUAL EDUCATIONAL MEDIA ABOUT GENTLE BIRTH ON PREGNANCY READINESS FOR DELIVERY IN THE THIRTY TRIMESTER OF PREGNANT WOMEN

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ABSTRACT

Childbirth preparedness is a critical factor influencing maternal and infant outcomes. However, many pregnant women in their third trimester still experience low levels of preparedness due to a lack of knowledge and high levels of anxiety. Therefore, innovative educational methods such as audiovisual media based on the concept of gentle birth are needed to improve childbirth readiness. This study aims to analyze the effect of audiovisual educational media about gentle birth on childbirth readiness in third-trimester pregnant women at the AHBS Sentani Clinic. This study used a quasi-experimental design with a pretest-posttest approach with a control group design. The study sample consisted of 60 respondents selected using a purposive sampling technique and divided into intervention and control groups of 30 people each. The intervention group was given education using audiovisual media about gentle birth, while the control group was given conventional education. Data dikumpulkan menggunakan kuesioner kesiapan persalinan yang telah diuji validitas dan reliabilitasnya. Analisis data menggunakan uji paired t-test dan independent t-test dengan tingkat signifikansi $p < 0,05$. The results of the study showed a significant increase in childbirth readiness in the intervention group after the intervention (the mean score increased from 1.73 ± 0.70 to 2.47 ± 0.63 ; $p = 0.001$). Meanwhile, in the control group there was no significant increase ($p = 0.084$). There was also a significant difference between the intervention and control groups after the intervention ($p = 0.002$). Audiovisual educational media about gentle birth has a significant effect on increasing childbirth readiness in pregnant women in the third trimester.

Keywords: audiovisual education; gentle birth; childbirth preparedness; maternal health; pregnancy

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INTRODUCTION

Childbirth is a normal physiological process, but in practice, it is often faced with anxiety, fear, and a lack of preparedness among pregnant women, especially in the third trimester (Persalinan et al., 2024). This condition is a global concern because maternal unpreparedness for childbirth contributes to increased unnecessary medical interventions, labor complications, and negative birth experiences (Imaniar et al., 2020). The World Health Organization (WHO) emphasizes the importance of a positive childbirth experience as part of efforts to improve the quality of maternal care and reduce maternal mortality (Simbolon, 2023a).

Globally, the prevalence of anxiety in pregnant women approaching childbirth is reported to be between 20 and 40%, which increases the risk of preterm labor, cesarean section, and postpartum mental health disorders (Gustiya et al., 2025). In Indonesia, childbirth preparedness remains a serious issue, characterized by mothers' low understanding of the physiological process of childbirth, relaxation techniques, and a lack of psychological support (Nasifah et al., 2022). This suggests the urgent need for effective educational interventions to improve maternal physical and mental preparedness. One emerging approach is the concept of gentle birth, a birthing method that emphasizes natural processes, minimizes intervention, and prioritizes the comfort and well-being of both mother and baby (Andriani & Apriani, 2021). Gentle birth has been shown to reduce anxiety, increase maternal confidence, and improve the birthing experience (WIJAYANTI et al., 2024).

However, implementation of this concept remains limited, primarily due to the lack of effective and accessible educational resources for pregnant women. In today's digital era, the use of audiovisual educational media is a potential strategy for improving the knowledge and preparedness of pregnant women (Dewi & Rispiani, 2023). Audiovisual media can convey information in a more engaging, easy-to-understand manner, and can improve information retention compared to conventional methods (Wulandari et al., 2020). Several studies have shown that audiovisual-based education is effective in improving childbirth readiness, reducing anxiety, and increasing self-efficacy in pregnant women (Zakiah et al., 2022).

However, research that specifically examines the influence of audiovisual media about gentle birth on childbirth readiness is still very limited, especially in the local context in Papua, including at the AHBS Sentani Clinic. This condition shows a gap between the development of modern educational concepts and their implementation in primary health services. Based on these problems, it can be concluded that low levels of childbirth readiness in pregnant women in the third trimester, high levels of anxiety, and minimal use of innovative educational media are very urgent issues to be researched. Therefore, this study aims to analyze the influence of audiovisual educational media about gentle birth on childbirth readiness in third trimester pregnant women at the AHBS Sentani Clinic.

METHOD

This study uses a quantitative design with a quasi-experimental approach with a pretest-posttest with control group design. This design is used to analyze the influence of audiovisual educational media about gentle birth on childbirth readiness in pregnant women in the third trimester. The research was conducted at the AHBS Sentani Clinic, Papua, in the month (insert month) year (insert year). The population in this study was all pregnant women in their third trimester who underwent prenatal checkups at the clinic. The sample was drawn using a purposive sampling technique, with inclusion criteria including pregnant women ≥ 28 weeks' gestation, willing respondents, and no severe pregnancy complications. Respondents who did not fully participate in the intervention or withdrew during the study were excluded. The total sample size was ($n = 60$), divided into the intervention group and the control group.

The independent variable in this study is audiovisual educational media about gentle birth, while the dependent variable is readiness for childbirth. Childbirth readiness is defined as the condition of a mother's readiness to face childbirth, which includes physical, psychological, knowledge and birth planning aspects, which are measured using a questionnaire that has been tested for validity and reliability. The intervention given to the treatment group was in the form of education using audiovisual media (video) about gentle birth lasting ± 10 –15 minutes, which included material on the concept of gentle birth, relaxation techniques, and preparation for childbirth. The control group was given conventional education in the form of lectures or leaflets. Data collection was carried out through a pre-test before the intervention and a post-test after the intervention in both groups.

Data analysis was performed using statistical software, using univariate analysis to describe respondent characteristics and bivariate analysis to test the effect of the intervention. The statistical tests used were paired t-tests to examine differences before and after the intervention in each group, and independent t-tests to compare results between the intervention and control groups. If data were not normally distributed, an alternative test, the Wilcoxon test, was used. And Mann-Whitney. The significance level was set at $p < 0.05$. This study has obtained ethical approval from the Health Research Ethics Committee (institution contents), and all respondents have provided informed consent. The confidentiality of respondent data is maintained in accordance with research ethics principles.

RESULT

Table 1.
Respondent Characteristics (n=60)

Characteristics	Category	Intervention (n=30)	%	Control (n=30)	%
Age	<20 years	3	10.0	4	13.3
	20–35 years	22	73.3	21	70.0
	>35 years	5	16.7	5	16.7
Education	Elementary School	2	6.7	3	10.0
	Junior High School	6	20.0	7	23.3
	Senior High School	16	53.3	15	50.0
	S1	6	20.0	5	16.7
Parity	Primigravida	12	40.0	13	43.3
	Multigravida	18	60.0	17	56.7
Work	Housewife	20	66.7	21	70.0
	Work	10	33.3	9	30.0

Table 2.
Distribution of Childbirth Readiness Before Intervention

Readiness Category	Intervention (n=30)	%	Control (n=30)	%
Not ready	12	40.0	11	36.7
Just ready	14	46.7	15	50.0
Ready	4	13.3	4	13.3

Table 3.
Distribution of Childbirth Readiness After Intervention

Readiness Category	Intervention (n=30)	%	Control (n=30)	%
Not ready	3	10.0	9	30.0
Just ready	10	33.3	14	46.7
Ready	17	56.7	7	23.3

Table 4.
Differences in Childbirth Readiness Before and After in the Intervention Group

Category	Mean ± SD	p-value
Pre-test	1.73 ± 0.70	
Post-test	2.47 ± 0.63	0.001

Table 5.
Differences in Childbirth Readiness Before and After in the Control Group

Category	Mean ± SD	p-value
Pre-test	1.77 ± 0.68	
Post-test	1.93 ± 0.69	0.084

Table 6.
Differences in Childbirth Readiness between the Intervention and Control Groups

Group	Mean ± SD	p-value
Intervention	2.47 ± 0.63	
Control	1.93 ± 0.69	0.002

The results showed that before the intervention, most respondents in both groups were in the less prepared and somewhat prepared categories for childbirth. After receiving audiovisual educational media about gentle birth, there was a significant improvement in the intervention group, with most respondents moving into the prepared category (56.7 %). Statistical analysis showed a significant difference before and after the intervention in the intervention group ($p = 0.001$). Meanwhile, there was no significant difference in the control group ($p = 0.084$). The intergroup comparison also showed that childbirth readiness in the intervention group was significantly higher than in the control group ($p = 0.002$).

DISCUSSION

The results of this study indicate that providing audiovisual educational media about gentle birth significantly improved childbirth readiness in pregnant women in their third trimester. This improvement was evident in the shift in readiness category from "not ready" and "quite ready" to "ready" after the intervention. These findings confirm that audiovisual-based educational interventions are highly effective in improving maternal readiness for childbirth.

Theoretically, childbirth readiness is influenced by the mother's knowledge, psychological aspects, and experiences. Audiovisual media can simultaneously integrate visual and auditory elements, improving comprehension and retention of information compared to conventional educational methods (Ginting & Susilo, 2022). This aligns with multimedia learning theory, which states that information conveyed through a combination of images and sound is more easily processed by the brain (Azzahrah, 2022).

The results of this study are consistent with a study by Aris Noviani & Siskana Dewi Rosita (2024), which showed that audiovisual-based education significantly improved childbirth preparedness and reduced maternal anxiety. Another study by Efendy et al. (2025) reported that educational interventions during antenatal care improved maternal self-efficacy in facing childbirth. This confirms that childbirth preparedness is influenced not only by physical factors but also by mental and emotional readiness.

Furthermore, the concept of gentle birth used in the educational media in this study plays a crucial role in improving maternal preparedness. Gentle birth emphasizes a natural birth process with minimal intervention, while providing a sense of safety and comfort for the mother. A study by Erika Awirano & Tjingaisa (2024) showed that gentle birth education can reduce anxiety levels and increase positive birth experiences. Similarly, Ramadani et al. (2024) found that a positive birth experience is closely related to maternal preparedness before delivery.

The increased readiness in the intervention group in this study can also be explained by increased maternal self-efficacy. According to (Anggraini et al., 2023), self-efficacy is an individual's belief in their ability to cope with a situation. Audiovisual education provides a realistic depiction of the labor process, enabling mothers to feel more confident and mentally prepared. This is supported by research (Rafidah et al., 2023) which states that the use of digital technology in maternal education can increase maternal confidence and preparedness. In contrast, no significant improvement was found in the control group. This suggests that conventional educational methods such as lectures or leaflets are less effective in increasing childbirth preparedness. This finding aligns with research (Simbolon, 2023b) that suggests digital media is more effective than traditional methods in changing health behaviors.

From the perspective of midwifery practice, the results of this study have important implications. The use of audiovisual media about gentle birth can be integrated into antenatal care services as an innovative strategy to improve childbirth readiness. This is especially relevant in primary healthcare facilities where time is limited in providing in-depth education. However, this study has limitations, including a relatively small sample size and limited ability to control for external factors such as family support and prior experience. Therefore, future research is recommended to use a randomized controlled trial (RCT) design with a larger sample size.

CONCLUSION

Providing audiovisual educational media about gentle birth has been shown to significantly improve childbirth preparedness in pregnant women in their third trimester. This intervention can improve maternal readiness, including knowledge, psychological aspects, and confidence in facing the birthing process. Compared with conventional educational methods, audiovisual media has been

shown to be more effective in increasing maternal understanding and preparedness.

The results of this study indicate that the integration of audiovisual educational media in antenatal care services can be an innovative and effective strategy to improve the quality of childbirth preparedness.

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