

Cultivating Interest In Postpartum Exercise Through Screens: A Study Of Video Education For Pregnant Women At Blabak Community Health Center

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Abstract

Postpartum hemorrhage remains a major contributor to maternal mortality. Engaging in postpartum exercise is one preventive measure, as it stimulates uterine contractions and helps reduce bleeding. However, many postpartum mothers are reluctant to perform these exercises due to pain perception and fear of movement. Providing health education during pregnancy is a potential strategy to increase their interest. This study aimed to analyze the effect of video-based health education on pregnant women's interest in postpartum exercise. The research applied a quantitative pre-experimental approach using a one-group pretest–posttest design. The population consisted of third-trimester pregnant women (>37 weeks gestation) in the working area of the Blabak Community Health Center. A total of 34 respondents were selected through proportionate stratified random sampling. Data were collected using a validated 22-item questionnaire administered before and after the intervention. The intervention involved structured health education delivered through video media, and data were analyzed using the Wilcoxon Signed-Rank Test with a significance level of 0.05. The findings indicated a statistically significant increase in interest in postpartum exercise after the intervention ($p = 0.001$). It can be concluded that video-based health education is effective in enhancing pregnant women's interest in performing postpartum exercise after childbirth.

Keywords: Health Education, Video Media, Interest in Postpartum Exercise.

INTRODUCTION

The postpartum period, or *puerperium*, originates from the Latin words “*puer*” meaning infant and “*parous*” meaning childbirth; therefore, it refers to the period following delivery. The postpartum period is the phase after childbirth during which physiological and anatomical changes in the mother occur to return to the pre-pregnancy condition (Fitriani & Nafiah, 2024). The postpartum period lasts approximately 6–8 weeks (Fara Yuna et al., 2024).

The postpartum period is also referred to as a critical phase in the lives of women and infants. Up to 60% of maternal deaths related to pregnancy occur after childbirth, with 50% occurring within the first 25 hours (Nurjanah et al., 2023). East Java Province recorded 273 postpartum maternal deaths in 2023. In 2022, Kediri Regency recorded 2 maternal deaths during pregnancy, 3 maternal deaths during childbirth, and 6 postpartum maternal deaths. One of the causes of postpartum maternal death in Kediri Regency was hemorrhage. In 2023, there were 10 postpartum maternal deaths in Kediri Regency, one of which was caused by postpartum hemorrhage.

Providing high-quality postnatal care during this period is essential to meet the needs of both mothers and infants. One of the basic needs of postpartum mothers is postpartum exercise (Nurbaiti & Kardewi, 2023). Postpartum physical activity improves blood circulation immediately after childbirth. It is recommended to begin regular, progressive, systematic, and continuous postpartum exercise six hours after delivery (Rosdiana et al., 2022).

The benefits of postpartum exercise include strengthening and toning muscles, promoting uterine and muscle recovery, increasing energy, improving blood circulation, maintaining mental health, and restoring vaginal muscle tone. Postpartum exercise can also improve the sleep quality of postpartum mothers (Prameswary & Kumaladewi, 2017).

Postpartum mothers tend to focus on fear and anxiety related to pain during movement, fatigue after childbirth, and happiness following the birth of the baby, which reduces their interest in performing postpartum exercise. Psychological problems also serve as barriers to engaging in postpartum exercise (Malahayati & Sembiring, 2019). In addition, relatively high costs and a lack of interest further hinder participation in postpartum exercise (Sumarni et al., 2021).

Some pregnant women skip prenatal exercise, which may indicate that they will also skip postpartum exercise. One out of two pregnant women in Kandat Village surveyed by the researchers stated that she was unaware of postpartum exercise and was not interested in performing it. Another pregnant woman stated that she would perform postpartum exercise according to the midwife's recommendation.

Familiarity with the environment, interaction processes, and learning experiences are recognized as key elements in strengthening individual interest (Mularsih, 2017). Interest formation is not singular but multidimensional, shaped by internal aspects such as attention, motivation, cognitive readiness, and prior knowledge, as well as external determinants including family support, instructional strategies, learning facilities, and peer environments. In the context of maternal health, promotive interventions such as structured health education have been widely acknowledged as effective approaches to stimulate behavioral intention, including participation in postpartum exercise. Empirical findings by (Aisah et al., 2021) demonstrate that audiovisual-based health education significantly improves knowledge acquisition, which subsequently influences behavioral interest. Similarly, research by (Situmorang et al., 2021) confirms that increased knowledge levels are positively associated with higher maternal interest in engaging in prenatal and postnatal physical activities. Furthermore, (Munayarokh et al., 2022) found that video-assisted education produced a greater improvement in learning outcomes compared to conventional methods, indicating its strong role in shaping health-related behavior.

The effectiveness of health education is closely linked to the media utilized in delivering information (Parhan & Syafii, 2023). The integration of appropriate media enhances clarity, accuracy, and comprehension of health messages, thereby improving knowledge transfer. Video media, as an innovative educational tool, provides multisensory stimulation by combining visual and auditory elements, which significantly enhances cognitive processing. Studies indicate that visual input contributes approximately 75% of information absorption, while auditory input accounts for around 13%, resulting in more optimal learning outcomes when both are combined¹⁸. This is supported by (Supriani, 2021a), who reported that video-based education effectively addresses cognitive, affective, and psychomotor domains simultaneously, leading to improved understanding and behavioral readiness. In addition (Arneliwati et al., 2019a) found that audiovisual interventions significantly influence preventive health behaviors compared to text-based education, highlighting the superiority of interactive media in public health promotion.

The novelty of this study lies in the application of video-based health education specifically aimed at increasing interest in postpartum exercise among pregnant women. While previous studies have primarily focused on knowledge improvement or general behavioral change, this research emphasizes the psychological dimension of interest as a precursor to action. By integrating audiovisual learning with maternal health promotion, this study seeks to provide a more comprehensive understanding of how digital media can effectively influence postpartum exercise behavior.

RESEARCH METHODS

The study employed a pre-experimental design using a one-group pretest–posttest design (Al Imron et al., 2024). The research was conducted in 11 villages under the service area of Blabak Public Health Center, adjusted to the implementation schedule of antenatal classes in

each village. The study was carried out from February to May 2025. The sample size consisted of 34 respondents, calculated using the Slovin formula. Probability sampling with proportionate stratified random sampling was applied in this study.

The study involved third-trimester pregnant women (>37 weeks of gestation) who provided written consent to participate. Pregnant women with complications who were advised to rest and those who did not attend the sessions were excluded from the study. Video-based health education was defined as the independent variable, while interest in postpartum exercise was the dependent variable.

The research instrument was a 22-item questionnaire consisting of both positive and negative statements, which had been tested for validity and reliability. The validity test showed item scores ranging from 0.374 to 0.888, while the reliability test yielded a Cronbach's alpha value of 0.938. The research procedure began with providing prospective respondents with a research information sheet (PSP), followed by signing an informed consent form as evidence of voluntary participation. Data on interest in postpartum exercise were collected twice: during the pretest (before the intervention) and the posttest (after the intervention).

Data analysis was performed using the Wilcoxon Signed-Rank Test with a 5% significance level. Ethical approval for this study was obtained from the Research Ethics Committee of the Health Polytechnic of the Ministry of Health Malang, under approval number DP.04.03/F.XXI.30/00501/2025. All respondents signed informed consent forms, and data confidentiality was strictly maintained throughout the research process.

RESULTS AND DISCUSSION

Pregnant women's interest in postpartum exercise before receiving health education

Table 1. Distribution of pregnant women's interest before receiving health education

Criteria	Frequency	Percentage %
High	17	50
Moderate	16	47
Low	1	3
Total	34	100

Based on the research conducted, 17 respondents (50%) had a high level of interest, while the majority (16 respondents) had moderate interest, and 1 respondent (3%) had low interest. Before health education, pregnant women's interest in postpartum exercise was moderate to low. In theory, interest is a person's attraction to something or an activity that interests them (Christiana et al., 2023). Internal and external variables influence pregnant women's interest in postpartum exercise (Nurhayati et al., 2023). Internal elements include personal knowledge, attitude, motivation, enjoyment, attention, interest, and involvement. External environmental factors and family support influence individuals. This supports the findings of (Arneliwati et al., 2019b) who stated that both internal and external factors significantly influence interest in postpartum exercise. Both internal and external factors have a significant influence on increasing interest.

Internal and external factors play a very important and complementary role in shaping a person's interest. Both interact; internal factors without external support can be less than optimal in fostering interest, and external factors without internal individual readiness will struggle to generate strong interest. To build and increase interest, internal and external forces from the individual and the environment must work together.

Interest of pregnant women in postpartum exercise after receiving health education**Table 2.** Distribution of interest of pregnant women after receiving health education

Criteria	Frequency	Percentage %
High	28	82
Moderate	6	18
Low	0	0
Total	36	100

The post-test results showed that the high interest category increased to 28 people (82%), up from 17 (50%). Meanwhile, the moderate interest category decreased to 6 people (18%), up from 16 (47%), and there was no low interest category (0%). Health education is crucial for pregnant women to learn and exercise after giving birth. The material includes the definition, purpose, preparation, basic postpartum exercise movements, benefits, the impact of not doing it, and timing.

Field studies showed that most pregnant women did not understand the benefits of postpartum exercise for recovery before the health education. This resulted in low participation in postpartum exercise. However, after the education, understanding increased significantly. Many pregnant women began to realize that postpartum exercise can accelerate the recovery process, prevent complications, and improve quality of life after childbirth.

Knowledge and information about postpartum exercise led to direct involvement to gain experience, which ultimately led to a desire to practice. The growing interest in postpartum exercise is influenced by internal and external factors (Ihsan Fairuzsyifa & Sulisty Nugroho, 2024). Knowledge about postpartum exercise and the experience gained will foster interest in performing postpartum exercise after childbirth. Knowledge or understanding, as an internal factor influencing interest in postpartum exercise in this study, refers to health education.

Media is crucial in health education. Video was used in this study. This aligns with research by (Amalia et al., 2024). Health education uses video media extensively. Animated health education videos dramatically increase knowledge. This aligns with research by (Situmorang et al., 2021). Knowledge and interest are interconnected. Knowledge is the foundation of action and the key to interest.

Discussion

The significance value of the Wilcoxon Signed-Rank Test (Asymp. Sig. 2-tailed) was 0.001, as shown in Tables 1 and 2. Since this value is lower than the significance level ($\alpha = 0.05$), it can be concluded that there was a statistically significant difference in pregnant women's interest before and after the health education intervention. Therefore, the null hypothesis (H_0) was rejected, while the alternative hypothesis (H_1) was supported, indicating that video-based health education effectively increased interest in postpartum exercise.

Out of a total of 34 respondents, 22 participants showed an increase in scores (positive ranks), 7 participants experienced a decrease (negative ranks), and 5 participants showed no change (ties). The presence of respondents with decreased or unchanged scores may be attributed to low personal motivation, which is one of the main factors explaining why not all pregnant women were interested in postpartum exercise (Laili, 2018). In addition, physical and health conditions, such as fatigue, pain, and postpartum discomfort, may reduce mothers' interest in performing postpartum exercises, as they tend to prioritize rest to facilitate physical recovery. Previous negative experiences related to physical activity or exercise may also contribute to hesitation or lack of motivation (Septiana, 2020). These findings indicate that, beyond effective health education delivery, approaches that consider psychological aspects, physical condition, and social support are necessary to optimally increase mothers' interest in postpartum exercise (Sartika & Qomariah, 2019).

Respondent characteristics are an important component of research, as they influence intervention activities, outcomes, and data interpretation. These characteristics include age, pregnancy history, occupation, and education level. Pregnant women aged 20–35 years are considered a vulnerable group, as reproductive readiness and physiological function may not be optimal at younger ages and gradually decline with increasing age. Aging affects maturity, cognitive skills, and the ability to assess needs, particularly health-related needs. Mothers experiencing their first pregnancy (primigravida) generally have different interests and educational needs. As they are adjusting to the maternal role for the first time, primigravida mothers tend to require more information. In contrast, multiparous mothers, who have previous experience with pregnancy and child-rearing, are generally more realistic and adaptable to maternal roles .

Knowledge, which shapes attitudes and actions, is closely related to education. Adequate knowledge influences thinking patterns and behavior. Higher levels of knowledge are associated with increased interest in postpartum exercise. Mothers with higher educational attainment tend to acquire and process information more easily, enabling more rational decision-making.

Occupation is also related to the availability of leisure time. Working mothers may have less time to engage in postpartum exercise. Therefore, health education is essential to increase interest in postpartum exercise, and its effectiveness is enhanced when delivered through appropriate media. The use of media in health education methods is a key factor in achieving educational objectives. Video media present postpartum exercise materials with clear movement visualization and easy-to-follow instructions, helping pregnant women better understand the benefits and techniques compared to conventional lecture-based methods. Furthermore, videos can provide motivation through engaging and memorable messages. Increased interest is crucial, as interest is a primary factor driving consistent engagement in an activity. With greater interest, pregnant women are expected to be more motivated to perform postpartum exercise regularly after childbirth.

The use of video media in health education has advantages over traditional learning methods, as videos deliver information through both visual and auditory channels. This finding is consistent with research by (Munayarokh et al., 2022), which reported that leaflet-based education relies solely on visual perception, resulting in lower engagement and information retention compared to video-based education that engages both sight and hearing. Human information absorption involving these two senses can reach approximately 93%. Videos also demonstrate movements directly, making it easier for mothers to imitate them correctly.

This finding aligns with the study by (Supriani, 2021b), which stated that video-based health education addresses cognitive, emotional, and psychomotor objectives. Cognitive objectives involve knowledge acquisition, emotional objectives include increasing awareness and interest, while psychomotor objectives aim to change behavior based on knowledge. Video media serve as an effective educational tool for pregnant women to learn about postpartum exercise. Knowledge strongly influences mothers' interest in engaging in postpartum exercise, as sufficient knowledge fosters awareness of its importance for postnatal health. In this study, video-based health education significantly increased pregnant women's knowledge, which subsequently contributed to increased interest in postpartum exercise. This is consistent with health behavior theories stating that knowledge is a fundamental prerequisite for the formation of interest and healthy behavior. Pregnant women who understand the benefits of postpartum exercise are more motivated to perform it regularly.

In addition to increasing knowledge and interest, video-based health education also had a positive impact on attitudes toward postpartum exercise. A positive attitude reflects readiness and willingness to perform postpartum exercise consistently. Engaging and easily understandable educational videos were able to shift attitudes from initial reluctance to greater openness and motivation (Supriani, 2021b).

Despite the positive impact of video media as a health education tool, some respondents still experienced decreased or unchanged levels of interest. This may be due to differences in learning styles, as not all individuals feel comfortable or easily understand material delivered through video. If the video is too short, too long, or insufficiently engaging, the intended message may not be effectively absorbed.

In the context of maternal healthcare services, effective education is essential to improve the quality of life for both mothers and infants. Physical exercise helps accelerate recovery and reduce postpartum complications. However, postpartum exercise is often hindered by a lack of motivation and limited skills among pregnant women. Video media serve as a practical and effective educational tool that is engaging, informative, flexible, and accessible anytime and anywhere. This study demonstrates that video-based health education significantly increases pregnant women's interest in postpartum exercise (Ray et al., 2024). This increased enthusiasm is expected to encourage mothers to engage in postpartum exercise after childbirth.

Therefore, video media can serve as an important supportive tool in maternal health promotion programs, and healthcare services should integrate video-based education into routine educational activities.

CONCLUSION

Based on the findings presented in, it can be concluded that video-based health education significantly increases pregnant women's interest in performing postpartum exercise. Prior to the intervention, most respondents demonstrated a moderate level of interest, whereas after the intervention, there was a substantial shift toward a higher level of interest. Statistical analysis using the Wilcoxon Signed-Rank Test yielded a p-value of 0.001 ($p < 0.05$), indicating a significant difference between pretest and posttest results.

The improvement in interest is associated with enhanced knowledge, better understanding of the benefits of postpartum exercise, and the effectiveness of audiovisual media in delivering information in an engaging and easily comprehensible manner. Video media facilitate optimal information absorption by simultaneously stimulating visual and auditory senses, thereby influencing cognitive, affective, and behavioral aspects. Therefore, video-based health education can be considered an effective strategy in maternal health promotion to increase awareness, readiness, and willingness of pregnant women to perform postpartum exercise as a preventive measure against postpartum complications, including hemorrhage.

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