



## The Effect of Animated Video–Based Education on Husbands’ Attitudes Toward Their Role During Pregnancy: A Quasi-Experimental Study

Bunga Poppy Frenisyta Sari<sup>✉</sup>, Fransisca Retno Asih, Erlin Novitasari

Midwifery Department, Universitas Dr. Soekardjo, Banyuwangi, Indonesia

| Article Info                                                                                                                                                                                 | Abstract                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><i>Article History:</i><br/>Received : 07-06-2025<br/>Approved : 08-07-2026<br/>Published : 31-07-2026</p> <p><i>Keywords:</i><br/>Pregnancy; education;<br/>husband's role; attitude</p> | <p><b>Background:</b> Husbands' involvement during pregnancy tends to be low. Lack of husbands' involvement leads to low ANC contacts, which are at risk of pregnancy complications, as well as anxiety and unpreparedness for childbirth. Animated videos are an educational medium that can be used to improve husbands' roles. <b>Purpose:</b> to analyze the effect of animated video-based education on husbands' attitudes toward their roles during pregnancy. <b>Methods:</b> A quasi-experimental study with a non-equivalent control group design was conducted at Rumah Sehat Bunda Fitri, Banyuwangi, Indonesia, in April–May 2025. A total of 62 husbands were selected by purposive sampling and divided into two groups: 31 in the intervention group and 31 in the control group. The intervention group received a seven-day animated video-based education program, 11 minutes and 32 seconds in duration, covering ten domains of husbands' roles during pregnancy. <b>Results:</b> Attitudes were measured using a questionnaire, and data were analyzed using the Mann-Whitney test, paired t-test, and Wilcoxon signed-rank test. Husbands' attitudes in the intervention group improved significantly after the intervention, from a mean score of 46.52 to 78.65 (<math>p &lt; 0.001</math>). The improvement in the intervention group was significantly greater than the change observed in the control group (mean change 32.13 vs. <math>-3.65</math>; <math>p &lt; 0.001</math>). <b>Conclusion:</b> Education on the role of husbands during pregnancy using animated videos can be recommended for implementation in primary health services to improve husbands' attitudes in pregnancy care, so that husbands play a more active role during pregnancy.</p> |

© 2026 Poltekkes Kemenkes Pontianak

✉ Correspondence address:

Midwifery Department, Dr. Soekardjo University, Banyuwangi, Indonesia

Email: [bungapoppyfs43@gmail.com](mailto:bungapoppyfs43@gmail.com)

### 1. INTRODUCTION

Pregnancy is a very specific and complex period in a woman's life. The accompanying changes are not only biological or physiological but also psychological and social (Bhennita Sukmawati, Nostalgianti Citra, 2022). Pregnant women require significant nutrition, and pregnancy places significant physical, psychological, and emotional stress on women (Arisukwu et al., 2021). Therefore, pregnant women require significant support from those around them, especially their husbands (Arisukwu et al., 2021). Globally, husbands' involvement in supporting their wives' health during pregnancy remains relatively low. Only 59.1% of husbands accompany their wives to antenatal clinics, 40.8% attend ultrasound examinations, and only 14.2% are present at delivery (Adeniran et al., 2015). In Indonesia, 80.0% of husbands play no role in their wives' pregnancies, and 41.8% of mothers have no husbands. Furthermore, 63.6% of husbands did

not provide motivational support, such as accompanying their wives for prenatal checkups. 30.0% of mothers did not receive motivational support, so they always attended prenatal checkups alone without their husbands. Fifty-five percent of husbands did not play a psychological role, and 36.4% of mothers did not receive psychological support from their husbands. Furthermore, 62.5% of husbands played a passive role during labor ([Aulianda, 2022](#); [Kristianingrum, 2021](#); [Sonata et al., 2023](#); [Woromboni et al., 2022](#)).

In some developing countries, the role of husbands is neglected, and they are not involved in their partners' health care. This is due to several factors, including a patriarchal culture where men hold a higher position, which makes husbands less willing to participate in their wives' pregnancy processes, due to the prevailing culture that pregnancy is a woman's business ([Ongolly & Bukachi, 2019](#)). Furthermore, limited time and space for interaction also hinder husbands' involvement. Husbands spend more time outside the home for work and public roles, limiting their interaction and support with their wives. Work, which is generally done outside the home, forces them to assume dual roles, limiting their time and energy to support their wives at home ([Limbong, 2021](#)). Poor health care and the unfriendly attitudes of health workers discourage husbands from supporting their wives ([Kiptoo & Kipmerewo, 2017](#)). Furthermore, a lack of information leaves husbands unsure what to do ([Bagenda et al., 2021](#)). Husbands are often indifferent, assuming that their wives' pregnancy or childbirth problems are normal and do not require extra attention ([Limbong, 2021](#)).

One important factor in maintaining maternal and infant health is the active involvement of the husband (Nambile Cumber et al., 2024). Mothers who are less regular in attending antenatal checkups are due to the lack of involvement of the husband; this results in a lack of monitoring of the condition of the mother and fetus, pregnancy complications, and a lack of preparation for the delivery process ([Rambe, 2019](#)). In addition, anemia, the risk of premature birth, maternal and infant mortality, and the possibility of infection are increased due to the lack of involvement of the husband in ensuring that pregnant women comply with taking Fe capsules during pregnancy ([Indawati & Sumini, 2023](#)). Anxiety in mothers when facing childbirth, lack of education about the delivery process, and the inability to control themselves, which ultimately causes pregnant women to be unprepared to become mothers, are also caused by husbands who do not play a psychological role during pregnancy ([Woromboni et al., 2022](#)). Furthermore, husbands who do not play a role in the delivery process result in mothers experiencing an uneventful delivery ([Aulianda, 2022](#)).

Attitude is an individual's response to a stimulus or object, encompassing stages such as receiving, responding, assessing, managing, and internalizing. Several studies have shown that attitudes are linked to behavior, meaning their actions are determined by their attitudes. The more frequently a person expresses their attitudes through a questionnaire, the more likely they are to remember and shape their behavior based on those attitudes. Questionnaires consisting of open-ended and closed-ended questions can be used to measure attitudes. One way to improve attitudes is through education ([Azwar, 2015](#)). Education is a structured process designed by individuals to positively influence others, both personally and within groups or communities, to encourage positive change ([Azkia Falsa Annaba & Soleh, 2022](#)). Animated videos are visual displays that present engagingly moving images and sounds. As an educational medium, animated videos are effective in simplifying complex information and improving audience understanding ([Rejeki et al., 2023](#)). Animated videos are a viable medium for supporting attitudinal change. This study aimed to determine the effect of education using animated videos on husbands' roles on husbands' attitudes during pregnancy.

Previous studies on husbands' involvement during pregnancy have largely evaluated knowledge or general spousal support rather than attitude as a specific, measurable outcome ([Suhartika & Mulyati, 2021](#); [Dewi et al., 2024](#); [Yulita Ichwan et al., 2024](#)). Prior educational interventions have also typically relied on single-session counseling, printed guidebooks, or brief audiovisual exposure, rather than a structured, repeated-exposure program such as a seven-day animated video covering the ten domains of husbands' roles during pregnancy. Furthermore, no comparable study evaluating husbands' attitudes has been conducted in Banyuwangi, an area where patriarchal norms and limited access to structured antenatal education continue to constrain husbands' involvement. These gaps indicate the need for research that specifically evaluates attitude change following a structured, repeated-exposure educational intervention in this population. We hypothesized that animated video-based education would significantly improve husbands' attitudes toward pregnancy care.

## 2. METHOD

### Research Design

This study used a quantitative approach with a quasi-experimental non-equivalent control group design. The study was conducted in April–May 2025 at the Bunda Fitri Rejoagung Healthy House, Sumberagung Hamlet, Rejoagung Village, Srono District, Banyuwangi Regency. Ethical approval for the study was obtained from the Health Research Ethics Committee (KEPK) of STIKes Banyuwangi on February 3, 2025, with Number 130/01/KEPK-STIKESBW/II/2024-2025 before data collection.

Respondents were divided into an intervention group and a control group. The intervention group received seven days of animated video-based education on the husband's role during pregnancy, while the control group only received standard antenatal care.

### **Participants**

The target population of this study was all husbands of pregnant women in Banyuwangi Regency, with the accessible population being husbands of pregnant women in their first and second trimesters who underwent pregnancy checkups at the Bunda Fitri Rejoagung Healthy House. Inclusion criteria included: 1) husbands of pregnant women in their first and second trimesters at the Bunda Fitri Rejoagung Healthy House in 2025; 2) willing to be respondents until the end of the study and sign informed consent; 3) owning a smartphone and being able to access WhatsApp and YouTube. Exclusion criteria included husbands with mental/psychological disorders, blind/mute impairments, or not living with their wives during pregnancy. The sample size was calculated using the formula for a two-group independent test with numerical data, using a combined standard deviation of 12 and an effect size of 11 based on previous research, a 95% confidence level ( $Z\alpha=1.96$ ) and 80% power ( $Z\beta=1.282$ ), resulting in 25 respondents per group, plus an anticipated dropout of 20% to 31 respondents per group. The total final sample was 62 respondents (31 intervention group and 31 control group), selected using a non-probability purposive sampling technique, with alternating assignment to the intervention and control groups to avoid bias.

### **Research Variables and Instruments**

The independent variable in this study was education on the husband's role during pregnancy based on an animated video, while the dependent variable was the husband's attitude towards prenatal care. The intervention instrument was an 11-minute 32-second animated video that included the husband's physical, psychological-emotional, and financial roles during pregnancy. Husbands' attitudes were measured using a prenatal care attitude questionnaire consisting of 20 statements covering four aspects of the husband's role (general, physical, emotional-psychological, and financial), with a rating scale of 1–4 for positive and negative statements, so that the total score ranged from 20 (minimum) to 80 (maximum). Validity testing was carried out by comparing the calculated  $r$  value to the  $r$  table at a significance level of 0.05 ( $r$  table = 0.361 for 30 respondents), and reliability testing used the Cronbach Alpha technique, with reliability if the coefficient  $>0.70$ , calculated using IBM SPSS version 29.

### **Research Procedures**

On the first day, both groups completed an attitude questionnaire as a pretest. The intervention group received direct education from the researcher accompanied by a Q&A session on the first day. Then, a link to an animated video was shared through a WhatsApp group for independent viewing at home on days two through six, with daily monitoring and reminders from the researcher. On the seventh day, direct education was provided again, accompanied by a discussion, and all respondents in both groups completed an attitude questionnaire as a posttest. The control group received only standard antenatal care without the video intervention during the same period. After data collection was completed, the control group was given access to the educational video as a form of fairness to all respondents.

### **Data analysis**

Data processing included editing, coding, entry, clearing, scoring, and tabulation. Data analysis was performed using SPSS version 29, including univariable and bivariable analyses. Univariable analysis was used to describe the characteristics of respondents and their husbands' attitudes before and after the intervention. Data normality was tested using the Shapiro-Wilk test. In the intervention group, pretest and posttest data were normally distributed; therefore, they were analyzed using the Paired T-test, while in the control group, data were not normally distributed; therefore, they were analyzed using the Wilcoxon test. Differences in attitudes between the intervention and control groups were analyzed using the Mann-Whitney test. Statistical significance was set at  $p<0.05$ .

### 3. RESULTS AND DISCUSSION

Respondent characteristics are shown in the following results:

**Table 1.** Respondent Characteristics

| Characteristics             | Group                      |                       |
|-----------------------------|----------------------------|-----------------------|
|                             | Intervention<br>n = 31 (%) | Control<br>n = 31 (%) |
| <b>Age</b>                  |                            |                       |
| < 20 years                  | 0 (0)                      | 0 (0)                 |
| 20-35 years                 | 21 (67.7)                  | 25(80.6)              |
| 36-40 years old             | 6 (19.4)                   | 3 (9.7)               |
| >40                         | 4 (12.9)                   | 3 (9.7)               |
| <b>Education</b>            |                            |                       |
| Elementary-Middle School    | 14 (45.2)                  | 14 (45.2)             |
| Senior High School          | 16 (51.6)                  | 15 (48.4)             |
| PT                          | 1 (3.2)                    | 2 (6.5)               |
| <b>Work</b>                 |                            |                       |
| Businessman                 | 8 (25.8)                   | 7 (22.6)              |
| civil servant               | 0 (0)                      | 1 (3.2)               |
| Private sector employee     | 2 (6.5)                    | 4 (12.9)              |
| Farmer                      | 14 (45.2)                  | 15 (48.4)             |
| Laborer                     | 7 (22.6)                   | 4 (12.9)              |
| <b>Wife's Pregnancy Age</b> |                            |                       |
| First trimester             | 9 (29.0)                   | 9 (29.0)              |
| Second Trimester            | 22 (71.0)                  | 22 (71.0)             |
| <b>Wife's Parity</b>        |                            |                       |
| Primigravida                | 10 (32.3)                  | 7 (22.6)              |
| Multigravida                | 21 (67.7)                  | 24 (77.4)             |

Source: Primary Data 2025

Table 1 shows that respondents in both the intervention and control groups were predominantly aged 20–35 years, with the youngest respondent being 22 years old and the oldest 46 years old. Most respondents in both groups had completed senior high school. Regarding occupation, most husbands in the intervention group worked as farmers (14 people), followed by entrepreneurs/traders (8 people), laborers—comprising 3 factory workers and 4 construction workers (7 people)—and private employees working as drivers (2 people). In the control group, most husbands also worked as farmers (15 people), followed by factory laborers (14 people), entrepreneurs/traders (7 people), private employees—comprising 3 drivers and 1 courier (4 people)—and one civil servant working as a teacher. Regarding the wife's gestational age, most respondents in both groups were in their second trimester, with gestational age ranging from 5 to 27 weeks. Regarding parity, most wives in both groups were multigravida, with 28 in their second pregnancy, 13 in their third pregnancy, and 4 in their fourth pregnancy.

**Table 2.** Comparison of Pretest, Posttest, and Change in Husband's Attitude Scores Between the Intervention and Control Groups

| Husband's Attitude Score                     | Intervention (n=31) | Control (n=31)      | p-value             |
|----------------------------------------------|---------------------|---------------------|---------------------|
| <b>Pretest</b>                               |                     |                     | 0.031 <sup>a</sup>  |
| Mean ± SD                                    | 46.52 ± 4.57        | 48.61 ± 3.40        |                     |
| Median (Min–Max)                             | 47 (36–55)          | 49 (37–56)          |                     |
| <b>Posttest</b>                              |                     |                     | <0.001 <sup>a</sup> |
| Mean ± SD                                    | 78.65 ± 2.52        | 45.74 ± 3.56        |                     |
| Median (Min–Max)                             | 80 (70–80)          | 46 (38–52)          |                     |
| <b>Change score (Δ = Posttest – Pretest)</b> |                     |                     | <0.001 <sup>a</sup> |
| Mean ± SD                                    | 32.13 ± 5.10        | –3.65 ± 3.45        |                     |
| Median (IQR)                                 | 32 (7)              | –3 (5)              |                     |
| <b>Within-group comparison</b>               |                     |                     |                     |
| Pretest vs Posttest                          | <0.001 <sup>b</sup> | <0.001 <sup>c</sup> |                     |

<sup>a</sup>Mann–Whitney U test; <sup>b</sup>Paired t-test; <sup>c</sup>Wilcoxon signed-rank test

Table 2 shows that husbands in the intervention group who received animated video education for seven days experienced an increase in their mean attitude score from  $46.52 \pm 4.57$  at pretest to  $78.65 \pm 2.52$  at posttest, with a mean change score ( $\Delta$ ) of  $32.13 \pm 5.10$ . In contrast, the control group, which did not receive the educational intervention, showed a decrease in the mean attitude score from  $48.61 \pm 3.40$  to  $45.74 \pm 3.56$ , with a mean change score ( $\Delta$ ) of  $-3.65 \pm 3.45$ . Mann–Whitney analysis of the change scores demonstrated that the improvement in husbands' attitude scores was significantly greater in the intervention group than in the control group ( $p < 0.001$ ).

**Figure 1.** Screen Capture of Animated Video of Husband's Role During Pregnancy



## Discussion

The animated video-based education program produced a substantial improvement in husbands' attitudes toward pregnancy care, whereas attitudes in the control group declined over the same period despite both groups receiving standard antenatal care. This pattern suggests that the improvement was attributable to the structured, repeated-exposure design of the intervention rather than to routine antenatal services alone. Repeated exposure to the same audiovisual content across seven days likely reinforced message retention and allowed husbands to internalize the information gradually, consistent with the general principle that attitude change is strengthened through repetition and active engagement rather than a single exposure ([Baharuddin & Wahyuni, 2011](#)). These findings are consistent with previous studies showing that animated or audiovisual educational media effectively improve husbands' or partners' attitudes and knowledge related to pregnancy care, although the magnitude of change varies with the intensity and duration of exposure. Suhartika and Mulyati (2021) reported a significant improvement in husbands' attitudes following three repeated screenings of an animated film on the danger signs of pregnancy complications ([Suhartika & Mulyati, 2021](#)).

This research is also in line with the results of research conducted by Christin Hiyana Tungga Dewi, M. Zen Rahfiluddin, Ayun Sariatmi, and Farid Agushyana (2024), which stated that there was a significant difference before and after treatment with a result of  $p = 0.000$ . The study used educational instruments, namely a husband's class guidebook, online modules, and learning videos, the results of which increased attitudes by 5.44 ([Dewi et al., 2024](#)).

In accordance with the research of Erika Yulita Ichwan, Chandra Dewi Fitriani, and Gita Nirmala Sari (2024), there was a significant difference before and after being given treatment, with a result of  $p = 0.001$ . The study without a control group, using audiovisual media that displays images and sounds containing things that husbands can do to support mothers during pregnancy, a 5 minute 20 second video watched 2 times in 7 days, to evaluate husband's support using a questionnaire containing 22 questions using a Likert scale of 1 to 4 with a minimum score of 22 and a maximum score of 88, the results increased attitudes by 4.94 ([Yulita Ichwan et al., 2024](#)).

The results of this study are supported by Notoadmojo's (2014) theory, which states that the selection and use of media aids is an important component when conducting research to help maximize the use of the senses ([Notoadmojo, 2014](#)). Furthermore, Edgar Dale's (2015) theory, using the Cone of Experience concept, also explains that the use of audiovisuals such as videos can increase information absorption. In his theory, Dale states that individuals can remember 30% of what they see and 50% of what they see and hear ([Davis & Summers, 2015](#)).

The observed change in attitudes can also be explained through the Health Belief Model (HBM), which posits that individuals are more likely to adopt a health-protective behavior when they perceive themselves as susceptible to a threat, perceive that threat as serious, believe the recommended action will be beneficial, and perceive few barriers to taking that action ([Rosenstock et al., 1988](#)). By presenting the physical, psychological-emotional, and financial roles of husbands during pregnancy in an accessible animated format, the intervention likely increased husbands' perceived susceptibility and severity regarding the consequences of low involvement, such as pregnancy complications and maternal anxiety, while simultaneously highlighting the benefits of active involvement and reducing perceived barriers such as limited knowledge of what husbands should actually do.

The findings can further be interpreted using the Theory of Planned Behavior (TPB), which explains that attitudes toward a behavior, subjective norms, and perceived behavioral control jointly shape an individual's intention to perform that behavior ([Ajzen, 1991](#)). The animated video not only provided information but also modeled concrete, achievable actions husbands could take, which may have strengthened husbands' perceived behavioral control by clarifying what supportive involvement during pregnancy actually looks like. The improvement in attitude scores observed in this study may therefore reflect an early stage in the pathway toward more active involvement behavior, consistent with the TPB assumption that attitude change precedes and predicts behavioral intention.

In addition, Social Cognitive Theory (SCT) offers a further explanation for the mechanism underlying this change, emphasizing that behavior is shaped through observational learning, self-efficacy beliefs, and reciprocal interaction between personal, behavioral, and environmental factors ([Bandura, 2004](#)). The animated video allowed husbands to vicariously observe role-modeled behaviors depicting husbands actively supporting their wives, which may have strengthened their self-efficacy, or confidence in their own ability to perform similar supportive actions. The accompanying WhatsApp group monitoring and daily reminders further reinforced this process by providing ongoing encouragement and social reinforcement throughout the seven-day intervention period, both of which are recognized within SCT as important determinants of sustained behavior change.

Taken together, the Health Belief Model, Theory of Planned Behavior, and Social Cognitive Theory provide complementary explanations for why a structured, repeated-exposure animated video was

effective in changing husbands' attitudes: it increased perceived threat and perceived benefit (HBM), strengthened perceived behavioral control associated with a more positive attitude (TPB), and enhanced self-efficacy through modeling and social reinforcement (SCT). Integrating these behavior change theories provides a more comprehensive explanation of the observed improvement in husbands' attitudes than a description of the media characteristics alone.

#### 4. CONCLUSION

Based on the research results, there was a significant difference between the intervention group before and after receiving education using animated videos. Education using animated videos on the husband's role significantly improved husbands' attitudes during pregnancy.

#### 5. ACKNOWLEDGEMENT

The researcher would like to express his gratitude to the extended family of the Bunda Fitri Rejoagung Healthy House, namely midwife Fitriatullaili, Suci, Ika, and Nita, who have provided a lot of assistance in this research.

#### REFERENCES

- Adeniran, A. S., Aboyeji, A. P., & Fawole, A. A. (2015). Male Partner's Role during Pregnancy , Labour and Delivery : Expectations of Pregnant Women in Nigeria. *International Journal of Health Sciences*, 9(3), 301–309. <https://doi.org/10.12816/0024697>
- Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes*, 50(2), 179–211. [https://doi.org/10.1016/0749-5978\(91\)90020-T](https://doi.org/10.1016/0749-5978(91)90020-T)
- Arisukwu, O., Igbokwu, C. O., Oyekola, I. A., Oyeyipo, E. J., Asamu, F. F., & Osueke, O. N. (2021). Spousal support during pregnancy in the Nigerian rural context: a mixed methods study. *BMC Pregnancy and Childbirth*, 21(1), 1–12. <https://doi.org/10.1186/s12884-021-04135-3>
- Aulianda, R. (2022). Pengaruh Latihan Prenatal Yoga, Kelas Edukasi Ibu hamil dan Peran Suami terhadap Kelancaran Proses Persalinan. *SIMFISIS Jurnal Kebidanan Indonesia*, 2(2), 319–326. <https://doi.org/10.53801/sjki.v2i2.96>
- Azka Falsa Annaba, & Soleh, K. (2022). Edukasi Digital: Pembelajaran Ilmu Agama Islam Melalui Kanal Youtube Dalam Pandangan Tradisi Ilmu Sanad. *Islamic Journal of Education*, 1(2), 73–85. <https://doi.org/10.54801/ijed.v1i2.132>
- Azwar, S. (2015). Sikap manusia teori dan penerapannya. *Yogyakarta: Pustaka Pelajar*.
- Baharuddin, B., & Wahyuni, E. N. (2011). Teori Belajar dan Pembelajaran. Ar-Ruzz Media.
- Bandura, A. (2004). Health promotion by social cognitive means. *Health Education & Behavior*, 31(2), 143–164. <https://doi.org/10.1177/1090198104263660>
- Bagenda, F., Batwala, V., Orach, C. G., Nabiwemba, E., & Atuyambe, L. (2021). Benefits of and barriers to male involvement in maternal health care in Ibanda District, southwestern, Uganda. *Open Journal of Preventive Medicine*, 11(12), 411–424. <https://doi.org/10.4236/ojpm.2021.1112032>
- Bhennita Sukmawati, Nostalgianti Citra, K. Y. (2022). Media Edukasi Video Animasi Terhadap Pemahaman Mahasiswa Tuna Rungu Pada Mata Kuliah Psikologi ABK. 9, 356–363.
- Davis, B., & Summers, M. (2015). *Applying Dale's Cone of Experience to increase learning and retention: A study of student learning in a foundational leadership course*. <https://doi.org/10.5339/qproc.2015.elc2014.6>
- Dewi, C. H. T., Rahfiluddin, M. Z., Sariatmi, A., & Agushybana, F. (2024). Impact of Online Husband Class on Pregnancy Care Behavior. *Universal Journal of Public Health*, 12(5), 944–952. <https://doi.org/10.13189/ujph.2024.120517>
- Indawati, I., & Sumini, G. T. (2023). Studi Korelasi Dukungan Suami Dengan Kepatuhan Ibu Hamil Dalam Mengonsumsi Suplemen Besi. *Pengembangan Ilmu Dan Praktik Kesehatan*, 2(4), 221–232. <https://doi.org/10.56586/pipk.v2i4.286>
- Kiptoo, S. J., & Kipmerewo, M. (2017). Male partner involvement in antenatal care services in Mumias East



- and West sub-counties, Kakamega County, Kenya. *IOSR J Nurs Health Sci*, 6(4), 37–46. <https://doi.org/10.9790/1959-0604033746>
- Kristianingrum, D. Y. (2021). The role of husbands in giving labor support. *EMBRIO*, 13(1), 39–45. <https://doi.org/10.36456/embrio.v13i1.3234>
- Limbong, T. (2021). Faktor Pendukung dan Penghambat Peran Pendampingan Suami Terhadap Isteri Pada Masa Kehamilan dan Persalinan. *Jurnal Ilmiah Kesehatan Sandi Husada*, 10(2), 475–483. <https://doi.org/10.35816/jiskh.v10i2.635>
- Notoadmojo. (2014). *Promosi Kesehatan dan Perilaku Kesehatan*.
- Ongolly, F. K., & Bukachi, S. A. (2019). Barriers to men's involvement in antenatal and postnatal care in Butula, western Kenya. *African Journal of Primary Health Care & Family Medicine*, 11(1), 1–7. <https://doi.org/10.4102/phcfm.v11i1.1911>
- Rambe, K. S. (2019). Perilaku Suami Tentang Pentingnya Peran Suami Siaga Dalam Masa Kehamilan Di Desa Hutalombang Kecamatan Lubuk Barumon Kabupaten Padang Lawas Tahun 2018. *Jurnal Ilmiah Maksitek*, 4(4), 31–31.
- Rejeki, P., Rahaswanti, L. W. A., Anggapati, S. K., & Agung, A. A. G. D. (2023). Perbandingan Efektivitas Penyuluhan Menggunakan Video Animasi Dan Powerpoint Terhadap Pengetahuan Kesehatan Gigi Anak Di Lombok. *Jurnal Ilmiah Dan Teknologi Kedokteran Gigi*, 19(1), 8–14. <https://doi.org/10.32509/jitekgi.v19i1.2294>
- Rosenstock, I. M., Strecher, V. J., & Becker, M. H. (1988). Social learning theory and the Health Belief Model. *Health Education Quarterly*, 15(2), 175–183. <https://doi.org/10.1177/109019818801500203>
- Sonata, B., Darmi, S., & Susaldi, S. (2023). Hubungan Pengetahuan, Sikap Dan Peran Suami Dalam Kepatuhan Ibu Hamil Mengonsumsi Tablet Fe Di Wilayah Kerja Upt Puskesmas Rias Tahun 2023. *SENTRI: Jurnal Riset Ilmiah*, 2(10), 4025–4035. <https://doi.org/10.55681/sentri.v2i10.1643>
- Suhartika, T., & Mulyati, S. (2021). Pengaruh Film Animasi Tanda Bahaya Terhadap Pengetahuan Dan Sikap Suami Ibu Hamil Dalam Mendeteksi Komplikasi Kehamilan. *Jurnal Riset Kesehatan Poltekkes Depkes Bandung*, 13(1), 195–201. <https://doi.org/10.34011/juriskesbdg.v13i1.1865>
- Woromboni, M. S., Ernawati, & Nurafriani. (2022). Pengaruh Dukungan Suami Terhadap Kesiapan Ibu Hamil Dalam Mencapai Becoming A Mother. *Jurnal Ilmiah Mahasiswa & Penelitian Keperawatan*, 2(1), 141–147.
- Yulita Ichwan, E., Dwi Fitriani, C., & Nirmala Sari, G. (2024). Effectiveness of Audiovisual Media on Childbirth Support and Pregnancy Anxiety: A Quasi-experimental Study. *Journal of Holistic Nursing And Midwifery*, 34(3), 237–244. <https://doi.org/10.32598/jhnm.34.3.2620>