THE RELATIONSHIP BETWEEN KNOWLEDGE OF PREGNANT WOMEN AND FAMILY SUPPORT FOR THE PARTICIPATION OF PREGNANT WOMEN IN TEACHING CLASSES FOR PREGNANT WOMEN IN THE WORK AREA OF UPT PUSKESMAS PANCA MAKMUR

Jusniar[1], Siti Marfuah[1]

[1]Sekolah Tinggi Ilmu Kesehatan Bakti Utama Pati

jusniar242@gmail.com[1], marfuah_sty@yahoo.com[2]

ABSTRACT

This study aim to determine the relationship between knowledge of pregnant women and family support on the participation of pregnant women in the Teaching Class for Pregnant Women in the working area of the Panca Makmur Health Center UPT. This type of research is a quantitative study with a descriptive correlational approach. Normality test was carried out using descriptive analytic with a sample size of 36 so that the significant value of Kolmogorov-Smirnov was selected. So the correlation test use rank spearment

The results showed that the knowledge of pregnant women was not good enough for 4 respondents (11.1%) and 32 respondents (88.8%). Poor family support 19 respondents (52.7%) and good support 17 respondents (47.2 %). Participation of pregnant women in teaching classes for pregnant women is not good 7 respondents (19.4%) and 29 respondents are good (80.6%). The rank spearment test shows that H1 is rejected, meaning that there is no relationship between knowledge of pregnant women and family support on the participation of pregnant women in teaching classes for pregnant women in the working area of UPT Puskesmas Panca Makmur.

Keywords: Knowledge, Support, Participation of pregnant women

INTRODUCTION

Increasing the degree of maternal and child health, especially in the most vulnerable groups, namely pregnant women, maternity, and babies in the perinatal period. The optimal degree of health can be seen from the elements of quality of life and elements of mortality and what affects it is the morbidity and nutritional status of the community. This is characterized by a high maternal mortality rate (MMR) (Sunita A, 2018).

The maternal mortality rate is targeted to fall to 102 cases per 100,000 births to achieve development goals. In 2016 it was stated that Indonesia is one of the largest contributors to MMR in the world and in Southeast Asia (Pusdatin, 2015). The five leading causes of maternal death are bleeding, infection, eclampsia, old partus, and complications of abortus. Meanwhile, the cause of indirect maternal death is anemia, as much as 51% according to a household welfare survey. In 1995, protein energy deficiency (KEP) and calorie energy deficiency (SEZ), as much as 4.8% according to the 2000 census (Sunita A, 2018).

In 2009 the minister of health launched a mother class program which is a health counseling for pregnant women, in the form of face-to-face in the classroom aimed at improving the knowledge and skills of mothers regarding pregnancy, childbirth, and baby care. (Ministry of Health of the Republic of Indonesia, 2011).

The class of pregnant women is expected to increase knowledge, change the attitudes and behaviors of mothers in order to understand about pregnancy, body changes and complaints during pregnancy, pregnancy care, childbirth, puerperal care, postpartum family planning, infectious diseases and birth certificates. (Ministry of Health of the Republic of Indonesia, 2011).

From the results of a preliminary study conducted on April 6, 2021 in Panca Makmur Village on 12 pregnant women. When conducting interviews, 3 pregnant women (25%) said that there was no support for attending teaching classes for pregnant women and 9 pregnant women (75%) reported that there was support from the family and were even delivered by their husbands when attending teaching classes for pregnant women. This caused respondents to enthusiastically come to attend the class because they received support. Therefore, 3 (25%) pregnant women interviewed said that during pregnancy they experienced excessive nausea and vomiting and some complaints that caused concern for pregnant women because they did not know how to deal with it. Of the 12 pregnant women interviewed, no pregnancy complications have been found. However, if pregnant women cannot overcome the worries and problems in pregnancy appropriately, it can cause pregnancy complications. So according to pregnant women,

the teaching class has a good impact on them because they can know many things about pregnancy to the process of giving birth.

METHOD

This research is a quantitative study with a correlational descriptive approach, which is a study conducted to determine the relationship between knowledge of pregnant women and family support to the participation of pregnant women in teaching classes for pregnant women. The population in this study was 76 respondents. The sampling technique used in this study used the purposive sampling method so that 36 samples were obtained. Normality tests were carried out using analytical descriptives so that significant values of kolmogorov-smirnov were selected, based on the number of samples. One of the distribution of data from variables is abnormal so that the colleration test uses a spearment rank test which is a non-paramentic statistical test, to determine the suitability between two variables. Where the independent variable is the knowledge of pregnant women and family support and the dependent variable is the participation of pregnant women in teaching classes for pregnant women (Sugiyono, 2010).

The implementation of this research at the UPT Puskesmas Panca Makmur in December 2021. The instruments in this study used questionnaires (list of statements) and chek list about knowledge of pregnant women as much as 10 and questionnaires (list of statements) and chek list of family support as many as 9. Data Collection techniques were obtained directly from respondents using a list of statements (questionnaires) in the form of interviews and chek list sheets to respondents.

Univariate analysis was carried out to describe each variable from the research results (Sugiyono, 2014). This analysis produces distributions and percentages, each variable includes the knowledge of pregnant women and family support for the participation of pregnant women in teaching classes for pregnant women.

Bivariate analysis is performed to determine the relationship between two variables. This research is a collerative study with categorical (ordinal) data (Sugiyono, 2014). Bivariate analysis in this study was carried out an analytical destriptive normality test. The normality test of pregnant women's knowledge of the

participation of pregnant women in teaching classes obtained a value of significance of knowledge of pregnant women <0.05 (0.00) so that the distribution of data was abnormal and the certainty of pregnant women in teaching classes obtained a significance value of >0.05 (0.055) so that the distribution of data was normal. The Family Support normality test obtained a significance value of <0.05 (0.00) so that the distribution of data was abnormal.

RESULTS AND DISCUSSION

The most respondents of the study with elementary education were 15 pregnant women (41.7%) and the least respondents with undergraduate education were 2 pregnant women (5.6%). The work of housewives is 35 pregnant women (97.2%) and the least work as a teacher is 1 pregnant woman (2.8%), so that most of the livelihood comes from the husband.

Table. 1 Relationship of Knowledge of Pregnant Women to The Participation of Pregnant Women in Teaching Classes for Pregnant Women in the Working Area of the Panca Makmur Health Center December 2021 (n= 36)

Knowledge	Participation of Pregnant Women in Teaching Classes				Total		p Value
	Good		Not Good enough				
	n	%	n	%	n	%	
Good	28	77.8	4	11.1	32	88.9	0.573
Not Good Enough	1	2,8	3	8.3	4	11.1	
Total	29	80.6	7	19.4	36	100	

The results of the analysis with the non-parametric rank spearmen test value correlation coefficient 0.097 (is the strength of a variable relationship) with the value of p value or significance 0.573 (p > 0.05), meaning that there is no relationship of knowledge with the participation of pregnant women in teaching classes for pregnant women in the work area of UPT Puskesmas Panca Makmur.

Knowledge can be influenced by educational factors. A person's educational factor will affect in responding to something that comes from outside. The level of education has a meaningful relationship with the knowledge of pregnant women about the danger signs in pregnancy. Education is an effort to develop personality and abilities inside and outside of school and lasts a lifetime. The more information that comes in, the more knowledge you get (Arifah E A & Fridayanti W, 2016).

Table. 2 Relationship of Family Support for Pregnant Women's Participation in Teaching Classes for Pregnant Women in the UPT Puskesmas Panca Makmur Work Area

Family Support	Participation of Pregnant Women in Teaching Classes				Total		p Value
	Good		Not Good enough				
	n	%	n	%	n	%	
good	17	47.3	0	0	17	47.3	0.963
Not Good enough	12	33.3	7	19.4	19	52.7	

Some of the factors that can influence are the presdiposition factor, which is a factor from within that is formed from beliefs and beliefs. The driving factors manifested in the physical environment, health workers and regulations. So that respondents even though they do not have family support there are other supporting factors such as health and environmental workers.

The knowledge of pregnant women is good as many as 32 respondents (88.9%). The knowledge of pregnant women is not good as many as 4 respondents (11.1 %). good family support as many as 19 respondents (47.2 %). Family support was not good as many as 19 respondents (52.8 %), the participation of pregnant women in good teaching classes was 29 respondents (80.6 %). The participation of pregnant women in teaching classes for pregnant women was not good as many as 7 respondents (19.4 %)

The results of the analysis with the non-parametric rank spearmen test value correlation coefficient 0.008 (is the strength of a variable relationship) with the value of p value or significance 0.963 (p > 0.05), meaning that there is no relationship between family support and the participation of pregnant women in teaching classes for pregnant women in the work area of UPT Puskesmas Panca Makmur.

Factors that can influence support are internal factors such as education where cognitive abilities will shape a person's way of thinking including the ability to understand factors related to disease and use knowledge about health to maintain their health. External factors, namely the socioeconomics of a person will usually seek support and approval from his social group, this will affect health beliefs and the way they are implemented. The higher the economic level a person will be more quickly responsive to the symptoms of the disease felt. So he will immediately seek help when he feels that there is a problem with his health.

Respondents had personal opinions regarding the teaching classes of pregnant women and most worked as housewives so that they could take the time to take teaching classes for pregnant women even without having to always wait for their husband's support. Moreover, the husband has to work to make ends meet.

CONCLUSION AND SUGGESTION

There is no relationship between the knowledge of pregnant women and family support for the participation of pregnant women in teaching classes for pregnant women in the work area of the UPT Puskesmas Panca Makmur.

1. For UPT Puskesmas Panca Makmur Institutions

   Improving the teaching class services for pregnant women, opening insights to pregnant women by providing exposure to knowledge related to health problems in pregnant women. Involve the family so that the success of the participation of pregnant women is always consistent in every teaching class for pregnant women. In addition, in teaching class activities pregnant women always involve health cadres in the puskesmas environment to arouse the need, desire and willingness of pregnant women to take teaching classes for pregnant women and cadres can help explain the importance of teaching classes for pregnant women during pregnancy to the pufascence period

2. For Families

   Families must continue to provide support even though pregnant women come to teach mothers on their own initiative, it would be better if they get motivation from the family so as to increase the self-confidence of pregnant women. Psychological and socio-cultural support from the closest family, especially the husband encourages and motivates pregnant women not to experience stress during pregnancy. Supporting and even paying attention in various ways, then pregnant women will feel more confident, happier and ready to go through pregnancy, childbirth and puerperium . In addition, pregnant women will feel more excited about teaching classes if they are delivered by their husbands or family and take teaching classes with pregnant women.

3. Next Researcher

   Can conduct research with factors that affect the knowledge of pregnant women and family support in more detail so as to produce a new idea from the teaching class of pregnant women.

BIBLIOGRAPHY

Arifah, E A & Fridayanti, W. (2016) . 'Perbedaan Rerata Pengetahuan Ibu Hamil Sebelum dan Sesudah Mengikuti Kelas Ibu Hamil di Puskesmas Wangon II Kabupaten Banyumas'. Jurnal Ilmiah Kebidanan Vol. 3 No. 2 , Hal. 54 – 62.

Dwiningrum. (2018). Desentralisasi dan partisipasi masyarakat dalam pendidikan. Yogyakarta: Pustaka belajar.

Dyah, Arisita. (2017). 'Hubungan motivasi ibu dan dukungan keluarga dengan kelengkapan kunjungan antenatal care di wilayah kerja UPT Puskesmas Bangsal Kabupaten Mojokerto. Tesis s2 Program Studi Magister Kedokteran Keluarga Universitas sebelas Maret'. Diunduh dari www.pasca.uns.ac.id.

Hastuti, S P , Nugroho, H S W & Usnawati, N .(2016). 'Efektifitas Pelatihan Kelas Ibu Hamil untuk Meningkatkan Pengetahuan. Sikap. Keterampilan dan Kunjungan Antenatal Care'. Jurnal Penelitian Kesehatan Suara Forikes Vol II No. 2. Hal 122 – 134.

Jaya, Made & Mahendra, Donny. (2019). Buku Ajar Promosi Kesehatan. Jakarta; Hal 43.

Kementrian Kesehatan Republik Indonesia. (2011) . 'Pedoman Pelaksanaan Kelas Ibu Hamil'. Jakarta : Kemenkes RI.

Moleong, J L. (2011). Metodologi Penelitian Kualitatif. Bandung; Remaja Rosdakarya.

Nurhidayah.(2016). 'Hubungan antara Pengetahuan, Sikap dan Tindakan Ibu Hamil Tentang Nutrisi dengan Kejadian Anemia Selama Kehamilan di Puskesmas Sudiang Makassar'. STIKES Nani Hasanuddin Makassar Vol. 3 No. 4 .

Nobelina, A & Purnamasari, A.(2016). 'Efikasi diri, Dukungan Sosial Keluarga dan Self Regulated Learning pada Siswa Kelas VIII'. Humanitas, Vol. VIII No.1.

Pangesti, D, W & Kusuma, I, R.(2017) . 'Pengaruh Kelas Ibu Hamil terhadap Perilaku Ibu dalam Asuhan Antenatal di Puskesmas Patikraja Banyumas'. Jurnal Ilmiah Ilmu-ilmu Kesehatan, Vol. XV No. 3.

Pratitis, Dian & Kamidah.(2016). 'Hubungan Antara Pengetahuan Ibu Hamil Tentang Tanda Bahaya Kehamilan dengan Kepatuhan Pemeriksaan Kehamilan di BPS Ernawati Boyolali'. Gaster Vol. 10 No. 2.

Sunita, A. (2018) . 'Prinsip Dasar Ilmu Gizi. Gramedia Pustaka Utama'. Jakarta.

Sari, P R & Cahyo, K .(2017). 'Gambaran Pelaksanaan Kegiatan Kelas Ibu Hamil di Wilayah Kerja Puskesmas Mranggen Kabupaten Demak'. Jurnal Kesehatan Masyarakat UNDIP Vol. 2 No. 3. 176 – 183.

Sugiyono.(2010). Metode Penelitian Pendidikan. Bandung: Alfabeta.

Sugiyono. (2014). Metode Penelitian Manajemen. Bandung; Penerbit Alfabeta.