

RESEARCH ARTICLE

Manuscript received Februari 16, 2024; revised April 18,2024; accepted June 11, 2023; date of publication June 30, 2023

Digital Object Identifier (DOI): <https://doi.org/10.35882/ijahst.v4i3.316>

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How to cite: Domas Nurchandra Pramudianti, Titi Maharrani, Evi Yunita Nugrahini, Aida Amaliya, and Mohammad Hamiduzzaman, "Enhancing Exclusive Breastfeeding Motivation in Working Mothers: A Quasi-Experimental Study on the Effectiveness of Audiovisual-based E-modules using the Tri Core Breastfeeding Model", International Journal of Advanced Health Science and Technology, vol. 4, no. 3, pp. 72 - 78, June. 2024

Enhancing Exclusive Breastfeeding Motivation in Working Mothers: A Study on the Tri Core Breastfeeding Model Using Audiovisual-Based E-Modules

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ABSTRACT The tri core breastfeeding model is a health education model for breastfeeding mothers that includes three main aspects: lactation education, self-efficacy or increased confidence in breastfeeding mothers, and support from the surrounding environment. The importance of increasing self-confidence when breastfeeding, especially in working mothers, is something that needs to be considered. The government's efforts to increase exclusive breastfeeding coverage are contained in Government Regulation No.33/2012 on breastfeeding. This study aims to analyze the application of tri core breastfeeding models using audiovisual-based e-modules to increase the motivation of working mothers in exclusive breastfeeding. This study used a quasi experiment method with a non-equivalent control group design. The intervention group (18 people) used e-modules, while the control group used e-leaflets (18 people). The results of this study obtained p value $0.000 < \alpha = 0.05$. It can be concluded that there is a significant difference between the use of audiovisual-based e-module media and e-leaflets on increasing motivation for exclusive breastfeeding in working mothers. Data analysis in this study used marginal homogeneity test and mann whitney test. The application of tri core breastfeeding models using audiovisual-based e-modules is expected to be able to increase exclusive breastfeeding coverage in working mothers. The benefits obtained in this study by using e-modules for working mothers who give their babies exclusive breastfeeding are increasing mothers' knowledge about how to store breast milk, techniques for expressing breast milk in working mothers, providing classical music stimulation to help mothers relax when expressing breast milk, so that milk production can increase.

INDEX TERMS Tri core breastfeeding models, self efficacy, e-module.

I. INTRODUCTION

The stages of breastfeeding according to Dodou et al in [1] are important for both children and mothers because breastfeeding has many benefits in terms of providing nutrition and immunological protection benefits for children and preventing mortality and morbidity [2]. Puspita and Kurnia in Helina explained that children need breast milk as the main nutritional supply until the age of 6 months because

breast milk has very important nutrients needed by the body and is useful for growth and development in early life [3].

Previous research conducted by Raja Araib Altaf (2022) reported that factor influence mothers behavior providing exclusive breastfeeding including education, age, and economic status. A study with 100 breastfeeding moms suggests that healthcare providers should educate mothers about breastfeeding during prenatal and postnatal check-ups to improve breastfeeding practices and reduce infant

mortality. It is important to find effective ways to reach mothers of low socio-economic status and those with limited education [4].

Experiences and maternal expectations influence and relate to the mother's motivation when breastfeeding, supported by the mother's level of understanding of proper breastfeeding techniques and how to overcome problems when breastfeeding [5]. Internal factors come from the mother's psychology while breastfeeding such as fatigue, anxiety, stress, while external factors come from the support of her husband, family and surrounding people [6]. The urgency of exclusive breastfeeding in Indonesia is stated in the Government Regulation of the Republic of Indonesia number 33 of 2012 concerning exclusive breastfeeding [7].

WHO (World Health Organization) targets in 2025 exclusive breastfeeding from 0 - 6 months in the world to increase by 50% while the average exclusive breastfeeding in 2017 still reached 38%. This is due to the lack of maternal knowledge about lactation management [8]. The coverage of exclusive breastfeeding for infants in Indonesia in 2021 reached 56.9%, but in East Java province it is still below the national figure of 56.3% [9]. The Sidoarjo health office's 2016-2021 strategic plan regarding minimum service standards in the health sector in 2015 targeted exclusive breastfeeding coverage of 80% but in reality only reached 57.3% [10].

The lack of exclusive breastfeeding in Sidoarjo Regency is due to the fact that many mothers work to support the family economy so that the public perception is that exclusive breastfeeding can be replaced by formula milk to meet the nutritional needs of their children and the motivation to breastfeed decreases [11]. Inadequate breastfeeding facilities in the workplace, lack of experience and understanding of the mother, and illness during breastfeeding are factors that trigger the discontinuation of breastfeeding in infants [12]. Infants who are not exclusively breastfed are more likely to develop heart disease, hypertension, diabetes, and obesity [8]. Another impact if breast milk is not given is the emergence of infectious diseases such as diarrhea and decreased immunity and can inhibit growth and intelligence [12].

To foster enthusiasm for breastfeeding, it is necessary to increase self-efficacy. According to Dennis in Andi and Linda (2020) self-efficacy is related to exclusive breastfeeding. Self-efficacy is defined as the breastfeeding mother's belief that can determine whether the mother will be able to breastfeed or not and it is a response for the mother in overcoming breastfeeding problems [2]. To maximize maternal awareness and motivation, tri core breastfeeding is another alternative method that has a broader scope including lactation education, confidence building, and lactation support [13].

Research in the Journal of Clinical Practice Breastfeeding Recommendation states that the Tri Core Breastfeeding Models method is effective and successful so that it becomes a successful program in promoting breastfeeding and is applied in an effort to achieve public

health in 2020. While in the International Journal of Nursing and Midwifery Science research, this method was also proven effective in increasing exclusive breastfeeding, using three health promotions, namely breastfeeding support, increased education, and breastfeeding assistance [14].

Previous research (Fitria, et al) found that the use of modules in learning can increase self-efficacy and motivation in a person and the option of using e-modules is the best and most effective choice for collaborative and interactive learning. According to some expert theories, when learning content or information independently, it is easier to remember and able to increase knowledge through self-learning results [15].

Another study that aims to increase exclusive breastfeeding coverage is Marlay's study (2017) which uses flipchart media in the form of a serial album and its effect on the first 2 months of exclusive breastfeeding. In the flipchart, the researcher emphasized the confidence to breastfeed. Researchers used positive affirmations to suggest and reassure respondents such as "I can exclusively breastfeed my child". It was proven that the more repeated reading of the flipchart, the more the mother's confidence to breastfeed increased [16].

Other studies have reported that working mothers do not have enough time to breastfeed their children, so working mothers prefer to wean their children immediately and give additional food and are more likely to use formula milk. So in Suryani's research (2021) using booklets to increase breastfeeding confidence in working mothers. The study reported that providing education to pregnant women and mothers of newborns through BSE (breastfeeding self-efficacy) booklets, as well as support from health workers was able to increase mothers' confidence to breastfeed exclusively compared to mothers who did not receive exclusive breastfeeding information at all [17].

To overcome the problem of exclusive breastfeeding, it can be started by increasing maternal knowledge through various methods such as the use of online and offline educational media, namely modules, posters, FGDs (Forum Group Discussions), e-leaflets, and so on [1]. Therefore, this study applied tri core breastfeeding using audiovisual-based e-modules to increase working mothers' motivation for exclusive breastfeeding.

Therefore, the aim of this study to analyzing the application of the tri core breastfeeding using audiovisual-based e-modules to increase working mothers' motivation for exclusive breastfeeding. So, it is hoped that this study will be able to provide information to working mother's motivation to give exclusive breastfeeding. Beside that, this study also increasing midwife support in carrying out health promotion regarding providing health education using e-modules and implementing tri core breastfeeding model in an effort to improve motivation for giving exclusive breastfeeding of working mother's.

II. METHOD

This research design uses a Quasy Experiment design with Non-equivalent Control Group Design. In this research design, both experimental groups were given treatment using Audio visual based e-modules while the control group was given treatment using e-Leaflet. The two groups, namely the intervention and treatment groups. Each group amounted to 18 working mother's who have children aged 0-12 month.

Independent variable of this study is tri core breastfeeding models using audiovisual e-module and working mother's motivation to provide exclusive breastfeeding as dependent variable.

Data collected using breastfeeding motivation questionare. A pretest was caried out to determine the initial motivation on each group. After that, control group was given education using e-leaflet. Meanwhile in treatment group given education using e-module and a posttest was conducted to both group.

The differences in motivation before and after treatment in each group analyzed using Marginal Homogeneity Test, and to analysis the differences motivation between control and treatment group using Mann Whitney test.

III. RESULT

A. CHARACTERISTICS OF RESPONDENTS

TABLE 1 Distribution of Characteristics of Research Respondents Based on Age, Education, Parity, and Delivery Methods in the Wonoayu Sidoarjo Health Center Working Area August - September 2023

TABLE 1
Distribution of Characteristics of Research Respondents

Respondent Characteristics	Group of e-modules		E-leaflet group		p-value
	Frequency (n)	Percentage (%)	Frequency (n)	Percentage (%)	
Age					
20-25 years old	6	33.3	4	22.2	0.705
26-35 years old	8	44.4	10	55.6	
> 35 years old	4	22.2	4	22.2	
Total					
Education					
Low	<12		21	40,4	28,8
Middle	12		15	28,8	
High	>12		16	30,8	
Total			52	100	
Parity					
Primiparous	8	44.4	7	38.9	0.145
Multiparous	10	55.6	11	61.1	
Total					
Mode of delivery					
Cesarean section	10	55.6	7	38.9	0.367
Normal Pervag	8	44.4	11	61.1	

Total

B. STATISTICAL TEST RESULTS

TABLE 2 The results of the Marginal Homogeneity Test analysis in the intervention group (using audiovisual-based e-modules) and the control group (using e-leaflets) in the Wonoayu Sidoarjo Health Center Working Area.

TABLE 2
The results of the Marginal Homogeneity Test analysis

Breastfeeding motivation	Pre Test		Post Test		p-value
	Frequency (n)	Percentage (%)	Frequency (n)	Percentage (%)	
Intervention Group (Use of e-modules)					
Low	7	38.89	0	0	0.00
Medium	6	33.33	1	5.56	0
High	5	27.78	17	94.44	
Control Group (Use of e-leaflet)					
Low	8	44.44	2	11.11	0.01
Medium	7	38.89	10	55.56	3
High	3	16.67	6	33.33	

Based on TABLE 2 shows that there is an increase in maternal motivation in breastfeeding before using audiovisual-based e-modules from 7 people who have low motivation (38.89%) and 6 people who have moderate motivation (33.33%) most of them have increased breastfeeding motivation in working mothers. Only 1 person (5.56) on the posttest remained on breastfeeding motivation classified as moderate motivation. This shows that there is an effect of using an audiovisual-based e-module entitled "Tips for Successful Exclusive Breastfeeding in Working Mothers" on maternal motivation in providing exclusive breastfeeding.

TABLE 3 The results of the Mann Whitney test analysis in the intervention group (using audiovisual-based e-modules) and the control group (using e-leaflets) in the Wonoayu Sidoarjo Health Center Working Area in August - September 2023

TABLE 3
The results of the Mann Whitney test analysis

Breastfeeding motivation	Pre Test		Post Test		p-value
	Frequency (n)	Percentage (%)	Frequency (n)	Percentage (%)	
Intervention Group (Use of e-modules)					
Low	7	38.89	0	0	0.00
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High	5	27.78	17	94.44	
Control Group (Use of e-leaflet)					
Low	8	44.44	2	11.11	
Medium	7	38.89	10	55.56	
High	3	16.67	6	33.33	

Based on TABLE 3. shows the results of the Mann Whitney test with a significance value of $\alpha = 0.05$ getting a significance value of $0.000 < \alpha = 0.05$. Indicates a significant

difference between the use of audiovisual-based e-module media and e-leaflets on increasing exclusive breastfeeding motivation in working mothers. Thus, of the two media, e-modules proved to be more effective when compared to e-leaflets.

IV. DISCUSSION

Working mothers who breastfeed and have infants 0-12 months responded well to this study. In its implementation, working mothers took a pretest before being briefed on the use of e-modules and e-leaflets. Within a predetermined time frame, mothers were encouraged to study the e-modules and e-leaflets. After that, researchers conducted a post-test.

The results of this study indicate the strong influence of audiovisual-based e-module media. Judging from several tests that have been carried out by researchers, there is an effect of using audiovisual-based e-modules on increasing breastfeeding motivation in working mothers. Researchers used the marginal homogeneity test and mann whitney test to prove that audiovisual-based e-modules are more effective than the control media, namely e-leaflets.

Research that has been done by Aris, et al (2021) provides breastfeeding education by increasing self-efficacy through educational media, namely booklets that present interesting pictures and how to do oxytocin massage and breast care have positive results, namely education through booklets can increase breastfeeding self-efficacy. However, this is inseparable from several functions and factors that influence the course of the study, especially communication. Mothers who have good communication will be able to absorb the material well, the statement is inseparable from the level of education in breastfeeding mothers [18].

In accordance with the theory presented by Surjono and Jumasa, health education (health education) with audiovisual media is more 'worth it' and works faster because the material is easily captured by the audience, audiovisual media can influence a person's attitude, describe a process towards something, teach the right skills (because it contains videos that make it easier for respondents to equalize perceptions with researchers), the media can be repeated for relearning, and can increase stimulation so that someone is easier to focus on capturing the material provided [19].

Just like a child in kindergarten who is taught by his teacher to read. The material provided is always repeated. It aims to provide material to communicants so that it can be remembered, accepted, and implemented [20]. Researchers assume that the use of interactive and interesting e-modules can make mothers feel happy when opening them. So that it will often be opened to get the desired information. The ease of access to e-modules makes mothers not hesitate to open them during their free time. The more frequent the intensity of opening the e-module, the more potential it is to increase self-efficacy/confidence in mothers [2].

This study shows the results of breastfeeding mothers are more eager to read e-modules because the appearance is more attractive, there are methods and practices directly, there is audio that can be used for relaxation while reading

the module. When the mother's interest and intention increases to read the e-module, that's when the knowledge and motivation or efficacy in the mother can increase [21].

This research is in line with research conducted by Fitra (2022) who used e-modules as electronic learning media. E-modules are the development of e-books that have varied modifications not only in the form of written text, but using video, audio, and short video footage with a short duration. E-module itself is the development of e-books that are designed according to user criteria that can stand alone and are adaptive [15].

The self-efficacy/confidence of breastfeeding mothers will increase influenced by several factors, one of which is the motivation to breastfeed in maternity mothers. Other factors include support from husbands, support from health workers, and the presence of friends who are both breastfeeding. In research by Adiesti, et al. conducted coaching on busui (breastfeeding mothers) by giving booklets to breastfeeding mothers to read at home after being given counseling on exclusive breastfeeding [1].

According to Schwarzer and Renner's theory, self-efficacy is a process that has several phases such as self-efficacy for action, maintenance, and recovery as well as an optimistic belief in one's ability to aim and set the required health goals. Maintenance of self-efficacy depends on one's belief and ability to continue exclusive breastfeeding despite certain obstacles, continue to provide exclusive breastfeeding even after experiencing breastfeeding interruptions [22]. Breastfeeding is an activity that is influenced by various variables, so that in other studies provide results of support from health workers, family or partners, as well as providing information about exclusive breastfeeding has a positive relationship with breastfeeding in postpartum mothers [23].

Based on the theory put forward by Goty (2016) in Ninis (2022) motivation is an encouragement of a person's attitude which is influenced by many factors, namely age, parity, level of education, employment, and work [24]. Most of the respondents in this study were mothers aged 20-25 years, which is the age of late adolescence, so they can easily search for information on the internet. For parity, most of the respondents were multiparous so they had previous breastfeeding experience. However, age and parity categories that have breastfeeding experience, do not always have good motivation to be able to breastfeed with exclusive breastfeeding, because, all respondents in this study are working mothers.

Research conducted by Frances Keemer (2013) in the International Breastfeeding Journal says that the use of second-line strategies in exclusive breastfeeding uses BSEF (Breastfeeding Self Efficacy) which includes a series of techniques so that children continue to get exclusive breast milk in various ways such as giving breast milk with a cup, giving food with fingers, giving breast milk through a bottle or pacifier, and protecting the nipple while breastfeeding. A number of studies have suggested that BFSE is influenced by factors such as the duration of breastfeeding, the level of pain

experienced by the mother while breastfeeding, as well as support from other women who have children, and the perceived progress of breastfeeding experienced by the mother [25].

In the research journal on the use of booklets in increasing breastfeeding confidence in pregnant women, Marta Disoebrate argues that the age of 20 to 35 years is a reproductive period so it is very safe for pregnancy, childbirth, and breastfeeding. This theory is proven by research which states that exclusive breastfeeding is higher at reproductive age when compared to ages over 35 years. This study proves that exclusive breastfeeding education that begins during pregnancy can have an effect on increasing exclusive breastfeeding coverage. The booklet intervention had a higher effect when compared to the control [6].

Until now, there are many educational media that use smartphones, making it easier for users to access the material they want to find anytime and anywhere. The use of attractive audiovisual media is a step by extension workers or health workers in increasing exclusive breastfeeding coverage, especially for working mothers. As in research conducted by Ninis, et al in 2022, it was proven that the use of audiovisual information media was proven to be able to increase the knowledge, motivation, and behavior of breastfeeding mothers to be able to exclusively breastfeed [24].

Experimental research conducted by Delita et al (2022) on the use of e-modules on their effect on self-efficacy as well as motivation and learning outcomes shows the results of e-modules can spur the spirit of learning to explore, learn material so that users become enthusiastic about learning and reading it. The results of this study are supported by the findings of other studies in 2020 where e-modules are able to increase a person's perception, a person's interest, and a person's motivation to take part in the learning process to increase knowledge [15].

This study uses audiovisual-based e-modules, so that in its application respondents can maximize their senses because there are interesting videos such as video tutorials for breastfeeding properly, attractive e-module designs, and the use of technology so that e-modules can be accessed anytime and anywhere, more practical, breastfeeding mothers do not need to carry guidebooks that can potentially forget when carried or used.

According to Induniasih (2017) in Siti (2022) the use of audiovisual media can provide good information to communicators, because using audiovisual can stimulate vision and hearing so that the message that the communicator wants to convey can be well received by the communicator [19]. Mothers are more motivated because the e-module material contains breastfeeding education and the correct way to breastfeed, as well as ways to deal with problems that exist during breastfeeding. Thus, mothers' knowledge increases, their skills increase, and breastfeeding self-efficacy (BSE) gets positive results [18].

This study is in line with research conducted by Siti (2022) on the use of audiovisual to improve motivation,

behavior, and knowledge in breastfeeding mothers, where in the study respondents consisting of intervention groups were given audiovisual media, while the control group was given a demonstration of good and correct breastfeeding technique practices [19].

This research provides treats to communicants in the form of audio relaxation that can be listened to when reading e-modules. Mothers are expected to be relaxed and comfortable so that the milk produced is abundant and of high quality, because the key to exclusive breastfeeding is to relax, by relaxing it will increase the hormone oxytocin and suppress the adrenaline hormone which can inhibit milk production.

Through the use of audiovisual media in the form of e-modules for working mothers who breastfeed proved to be more effective than the use of e-leaflets. According to Jumansa and Surjono (2016) in Siti (2022) health education provided through audiovisual media is able to increase attention and motivation because both eyes and both human ears become active. The use of this media can redisplay the material you want to find, provide videos that can be repeated, and stimulate a person to focus on the material provided [19].

In a study by Kadek, et al (2023), they explained why the Tri Core Breastfeeding Models succeeded in increasing breastfeeding motivation in postpartum mothers because the method is supported by 3 main parts, namely lactation education, supportive environment, and the motivation of breastfeeding mothers themselves. This study provides education on the risks of feeding formula to infants under 6 months of age, proper breastfeeding techniques, the basics of breastfeeding, newborn care education, the correct pattern of meeting maternal nutritional needs, and education in determining the nutritional adequacy of infants [8].

In this study, breastfeeding support came from husbands, families, and health workers. Support efforts from health workers were realized in the form of forming a WhatsApp group to make it easier for mothers to ask questions and conduct 2-way communication. In accordance with research conducted by Helina, et al in "Improving Of Breastfeeding Mother's Satisfaction Models By Using Tri-Core Breastfeeding Models" states that the researcher as a facilitator forms a WhatsApp group so that it helps breastfeeding mothers to fulfill their needs and has an impact on increasing their satisfaction [3]. In its application, researchers used the tri core breastfeeding model, facilitating how to breastfeed properly and correctly to mothers, facilitating breast care information, facilitating education to burp the baby as a form of support in breastfeeding. These activities are packaged in a concise form in an online booklet or audiovisual-based e-module [26].

This research is supported by research conducted by Ninis, et al (2022) who conducted research on exclusive breastfeeding with audiovisual media in exclusive breastfeeding counseling for postpartum mothers. In the pretest that has been done, 16 people have sufficient knowledge. However, after being given an intervention using

audiovisual media, most respondents had good knowledge. The study also found that audiovisual e-modules had a more significant effect on improving the attitudes and knowledge of working mothers who breastfeed [24].

Therefore, the researcher argues that to be able to increase the motivation of working mothers who breastfeed, in addition to having a supportive environment, mothers also need to have access to learning to explore information about exclusive breastfeeding and breastfeeding mothers easily and well. The application of e-modules is one way. The advantages of using e-modules are many, when compared to booklets or books in the form of hard paper that are prone to loss and difficult to carry everywhere, unlike smartphones which are currently a basic human need, because all information is in the palm of the hand.

This study still has limitations, namely the use of ebooks cannot be said to be fully effective because there are still external factors such as support from the environment and families of supportive breastfeeding mothers, and for the total sample in this study there were still 36 people who were further divided into 2 groups, namely intervention and control, so that in future studies researchers are expected to increase the number of research samples.

Breastfeeding self-efficacy is very important for postpartum and breastfeeding mothers. This study uses the tri core breastfeeding approach method to increase self-efficacy in breastfeeding mothers. It has a good impact as evidenced by an increase in the mother's confidence to want and be able to exclusively breastfeed her baby. One aspect of tri core breastfeeding is assistance by health workers. In accordance with research in Canada conducted by Noel et al (2006) written in Fahimeh (2020) counseling has an effect on self-efficacy and breastfeeding [27].

One of the factors of exclusive breastfeeding is the mother's knowledge about the importance of exclusive breastfeeding, and the adequacy of breast milk needs for infants. Research by Jean et al (2020) resulted in the findings of exclusive breastfeeding success indicators, one of which is knowledge, awareness, and self-efficacy in mothers [28]. This research can increase confidence in mothers to breastfeed. The use of the tri core breastfeeding method can be applied throughout the scope of health facilities centered on maternal care.

This research has innovations in the development and improvement of self-confidence in breastfeeding mothers, which focuses on working mothers, where working mothers have busy activities so they are prone to providing additional food and certainly have less time than housewives. Therefore, researchers use the tri core breastfeeding method approach using e-modules contained in smartphones so that they are easy to carry and can be read anywhere. Like previous research conducted by Helina (2022), the application of tri core breastfeeding, which emphasizes the role of education and health workers, has proven to be able to boost maternal confidence and satisfaction in breastfeeding [14].

Increased knowledge through the use of e-modules can have an impact that can be seen from the knowledge test before and after the intervention. The use of e-modules in providing interventions is easy to use anywhere, easy to accept, interesting and interactive because it presents animated images and sound, clear, concise, material in accordance with the needs of working mothers who are providing exclusive breastfeeding. Therefore, providing education using e-modules has a good effect on increasing knowledge so that it has an impact on exclusive breastfeeding patterns in breastfeeding mothers.

IV. CONCLUSION

The aim of this study to analyzing the application of tri core breastfeeding model using audiovisual-based e-modules to increase working mothers' motivation for exclusive breastfeeding. This study reported that there is an increase in maternal motivation in breastfeeding between before and after education using audiovisual-based e-modules with p value 0,000. Not only that, this study also reported that there is significant difference between the use of audiovisual-based e-module media and e-leaflets on increasing exclusive breastfeeding motivation in working mothers with p value 0,000. So, it concluded that tri core breastfeeding model using audiovisual-based e-modules is more effective in motivating working mothers in exclusive breastfeeding.

Innovation in increasing exclusive breastfeeding coverage needs to be encouraged especially for breastfeeding mothers to understand the importance of breastmilk, so they are motivated to give exclusive breastfeeding to their babies. Application of tri core breastfeeding model can be used to increase knowledge of the importance of breastfeeding. Midwife can socialize using audiovisual based e modul to make them more interesting and interactive.

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