

Karnely, Agussalim Bukhari, Healthy Hidayanty, Nurpudji Astuti Daud, Burhanuddin Bahar,
Ema Alasiry

**THE INFLUENCE OF EDUTAINMENT-BASED EDUCATION ON NUTRITION LACTATION, INVOLUTION
UTERI AND LOCHEA AGAINST INCREASED KNOWLEDGE,
ATTITUDES AND BEHAVIOR OF PUERPERAL MOTHERS**

Karnely^{1*}, Agussalim Bukhari², Healthy Hidayanty³, Nurpudji Astuti Daud⁴, Burhanuddin Bahar⁵,
Ema Alasiry⁶

¹Department of Obstetrics, Graduate School, Hasanuddin University

²Faculty of Medical Sciences, Hasanuddin University

³Faculty of Public Health, Hasanuddin University

⁴Faculty of Medical Sciences, Hasanuddin University

⁶Department of Pediatrics, Perinatology Subdivision of Hasanuddin University

*Correspondence Email: nelyhilal77@gmail.com

**ABSTRAK: PENGARUH EDUKASI BERBASIS EDUTAINMENT TENTANG GIZI LAKTASI, INVOLUSIO UTERI
DAN LOKHEA TERHADAP PENINGKATAN PENGETAHUAN, SIKAP DAN PERILAKU IBU NIFAS**

Kembalinya alat-alat reproduksi seperti sebelum hamil membutuhkan kandungan gizi yang cukup bagi ibu. Makanan yang dikonsumsi ibu nifas harus bermutu, bergizi, dan cukup kalori. Dimana makanan yang dikonsumsi berguna untuk melakukan aktifitas, metabolisme, proses memproduksi ASI, sebagai ASI sendiri yang akan dikonsumsi oleh bayi untuk pertumbuhan dan perkembangan bayi, serta mempertahankan tubuh terhadap infeksi. Tujuan penelitian yaitu untuk mencari pengaruh edukasi berbasis edutainment tentang gizi laktasi, involusio uteri dan lokhea terhadap peningkatan pengetahuan, sikap dan perilaku ibu nifas. Metode Penelitian menggunakan Quasi Eksperimen dengan rancangan Non Equivalent Control Group Design. Di dalam desain ini observasi dilakukan sebanyak 2 kali yaitu sebelum dilakukan perlakuan dan sesudah dilakukan perlakuan. Pada kelompok intervensi dan kelompok kontrol masing-masing dilakukan pretest dan post test. Populasi dalam penelitian ini adalah seluruh ibu Nifas yang berada di RSKDIA Pertiwi dan RSKDIA Siti Fatimah Makassar sebanyak 5843 ibu nifas. Berdasarkan dari hasil perhitungan diatas didapatkan jumlah sampel sebesar 47 orang kelompok intervensi di RSKDIA Pertiwi Makassar dan 47 orang kelompok kontrol di RSKDIA Siti Fatimah Makassar dengan menggunakan teknik Purposive Sampling. Hasil penelitian menunjukkan bahwa terdapat pengaruh signifikan antara pengetahuan dengan edukasi berbasis edutainment tentang gizi laktasi, involusi uteri, dan lochea. Hasil penelitian menunjukkan bahwa terdapat pengaruh signifikan antara sikap dengan edukasi berbasis edutainment tentang gizi laktasi, involusi uteri, dan lochea. Hasil penelitian menunjukkan bahwa terdapat pengaruh signifikan antara perilaku dengan edukasi berbasis edutainment tentang gizi laktasi, involusi uteri, dan lochea. Saran kepada bidan yang bertugas di daerah khususnya di RSKDIA Pertiwi Makassar dan RSKDIA Siti Fatimah Makassar agar lebih meningkatkan kinerja serta perhatiannya dalam memberikan informasi tentang gizi laktasi, involusi uteri, dan lochea

Kata Kunci : Edukasi, Gizi Laktasi, Involusio Uteri, Lokhea, Pengetahuan, Sikap dan Perilaku.

ABSTRACT

The return of reproductive organs before pregnancy requires sufficient nutritional content for the mother. The food consumed by the puerperal mother must be of high quality, nutritious, and sufficiently caloric. Where the food consumed is useful for activities, metabolism, and the process of producing breast milk, as its own milk that will be consumed by the baby for the growth and development of the baby, as well as defending the body against infections. The purpose of this study is to find the influence of edutainment-based education on lactation nutrition, uterine and lochia involution on increasing the knowledge, attitudes and behaviors of puerperal mothers. This study used the Quasi-Experimental design method with a Non-Equivalent Control Group Design. In this design, observations are carried out as many as 2 times, namely before treatment and after treatment. In the intervention group and the control group, pre-test and post-test were carried out, respectively. The population in this study was all Puerperal mothers who were at RSKDIA Pertiwi and RSKDIA Siti Fatimah Makassar as many as 5843 puerperal mothers. Based on the results of the calculations above, the number of samples was obtained by 47 intervention groups at RSKDIA Pertiwi Makassar and 47 control groups at RSKDIA Siti Fatimah Makassar using the Purposive Sampling technique. The results showed that there was a significant influence between knowledge and

edutainment-based education about lactation nutrition, uterine involution, and lochia. The results showed that there was a significant influence between attitudes and edutainment-based education about lactation nutrition, uterine involution, and lochia. The results showed that there was a significant influence between behavior and edutainment-based education about lactation nutrition, uterine involution, and lochia. It is recommended to midwives who serve in the regions, especially at RSKDIA Pertiwi Makassar and RSKDIA Siti Fatimah Makassar to further improve their performance and attention in providing information about lactation nutrition, uterine involution, and lochia

Key Words: Education, Lactation Nutrition, Uterine Involution, Lochia, Knowledge, Attitudes and Behaviors.

INTRODUCTION

According to World Health Organization (2020) data in different countries at least a quarter of all maternal deaths are caused by bleeding, the proportion ranges from less than 10 percent to almost 60 percent. Postpartum hemorrhage, especially primary post-partum hemorrhage, is the bleeding that causes the most maternal death. Primary post-partum hemorrhage is postpartum bleeding that occurs in the first 24 hours of birth.

As a result of the Indonesian Demographic and Health Survey (SDKI) in 2015, the maternal mortality rate in Indonesia is still high at 309 per 100,000 live births. This figure is down compared to 2012 which was only 359 per 100,000 live births. The global target of the SDGs (Sustainable Development Goals) by 2030 is to reduce the Maternal Mortality Rate (MMR) to 70 per 100,000 live births. Sutarjo et al., 2017; Qonitun, U. and Novitasari, F., 2018). According to the Ministry of Health in 2010, the three main factors causing maternal death were Bleeding (28%), Eclampsia (24%), and Infection (11%). In 2013 the cause of maternal death in Indonesia was due to bleeding as much as (30.3%) (Ministry of Health RI, 2016).

Data from the Binkesmas Division of the Health Office of South Sulawesi Province in 2015 showed the number of MMR in South Sulawesi in 2015 was 149 people or 99.38 per 100,000 live births, consisting of the death of 19 pregnant women (12.75%), the death of 44 maternity mothers (29.53%), and the death of postpartum mothers 86 people (57.71%). Based on data from the Directorate of Maternal Health in 2013, the causes of death of postpartum mothers include bleeding (30.3%) and infection (7.3%). One of the predisposing factors for post-partum hemorrhage is due to the presence of uterine subinvolution due to weakness of the uterine muscles. The occurrence of uterine sub-involution causes the uterus not to contract normally so that the discharge of the lochia becomes abnormal as well as

the lengthening of the lochia discharge period. One of the efforts to correct uterine contractions is by breastfeeding. Meanwhile, one of the factors predisposing to the occurrence of infection is heavy bleeding and poor nutrition. One of the efforts to prevent infection is to improve nutritional intake because good nutritional status can avoid germ attacks so that infection does not occur during the puerperium (Nugroho., 2014)

Uterine contractions (uterine involution) are the most important process in the post-partum period. If the uterus fails to contract properly (uterine atony) after childbirth it can cause bleeding in the puerperium. The biggest cause of bleeding in post-partum mothers (75-80%) is due to the presence of uterine atony (Sukarni & Sudarti, 2014). Several things can affect the process of uterine involution, namely early mobilization, nutritional status, age, parietas and breastfeeding. At the time of breastfeeding, it will stimulate the production of the hormone's oxytocin and prolactin. This hormone can increase its production if there is contact between the mother and the baby.

In the process of feeding, there is contact of the baby's mouth with the nipple and the process of the baby sucking and swallowing breast milk. It is this sucking of the baby on the nipple that will stimulate the pituitary to produce the hormones oxytocin and prolactin. The hormone oxytocin helps the uterine involution process and prevents bleeding in the post-partum period, while the hormone prolactin is secreted into the blood by the anterior pituitary and spurs glandular cells (alveoli) to produce milk. The amount of prolactin and milk produced is related to the stimulation of suction, namely the frequency, intensity and duration of the baby sucking (Fahrer, H. 2011).

A Ghana study published by the journal Pediatrics showed that 16% of infant deaths can be prevented through breastfeeding a baby from the first day of birth. This figure rises to 22% if breastfeeding begins

in the first 1 hour after its birth. Turlina Candles, 2015)

However, there are many puerperal mothers in rural areas whose milk expenditure is not smooth due to the lack of balanced nutritional intake (fruits, vegetables), lack of knowledge, family economy, and maternal psychology that lack confidence when giving breast milk to their babies.

Among the changes in the reproductive apparatus that occur after childbirth is an involution. Uterine involution or uterine shrinkage is the process by which the uterus returns to its pre-pregnancy condition. If uterine involution runs normally, it can reduce the incidence of bleeding, especially post-partum bleeding which is one of the direct causes of maternal death. One of the factors affecting the acceleration of uterine involution is the intake of good nutrition (Nelwatri., 2015)

The return of reproductive devices before pregnancy requires sufficient nutritional content for the mother. The food consumed by the puerperal mother must be of high quality, nutritious, and sufficiently caloric. Where the food consumed is useful for activities, metabolism, and the process of producing breast milk, as it is milk that will be consumed by the baby for the growth and development of the baby, as well as defending the body against infections (Rahayu & Sugita., 2015; Waryana., 2010)

Various studies on efforts to overcome complications in the puerperium have been widely published both conventionally such as the intervention of orange juice and pineapple juice to accelerate uterine involution, breastfeeding on demand, and puerperal gymnastics as well as with complementary therapies such as the use of katuk leaves, fenugreek to increase breast milk production, curcumin to treat mastitis, and the use of lavender and aloe vera in the treatment of episiotomy scar wounds (Windayanti., 2017)

Previous research has also proven that lecture methods are not effective in increasing the knowledge of adolescents. Therefore, a need for more effective methods for increasing knowledge, one of the ways that can increase knowledge in adolescents is to use the game method (Tarigan, 2015).

Recently, we have begun to hear about the existence of learning methods based on edutainment (education and entertainment), this is because this method can attract attention and interest in learning.

One method that can be used to improve learning outcomes is the edutainment method. Edutainment is a relatively new term in the world of education. About the edutainment method, Hamid (2011) suggests that "Edutainment comes from the words education and entertainment. Education means education while entertainment means entertainment. So, in terms of language edutainment is an entertaining and fun education". Meanwhile, Roestiyah (2008: 127) said "edutainment is an acronym for education plus entertainment which means as an educational program packaged in the concept of entertainment so that each student is almost unaware that they are being invited to learn or to understand the value of each individual.

Edutainment is a combination of education and entertainment, a way to make the process of education and teaching fun, so that puerperal mothers easily grasp the essence of the education provided to improve knowledge, attitudes and behaviors. Edutainment can be done inside or outside the hospital, besides that it can be given by the method of games (games), role play (role play), demonstrations or using the media (Hamid 2011)

Fun learning, according to the concept of Edutainment can be done by inserting humor and play (games) into the learning process, but it can also be done in other ways, for example by using role-play methods, demonstrations, pictorial media, and multimedia. As the results of the study stated the media used in the learning process became more eye-catching so that it could be easily understood and caused the target not to get bored quickly. The use of learning resources in the form of learning media, can increase new desires and interests, generate motivation stimulate learning activities and even bring psychological influence to students (Diana Mustikaningsih, Et al, 2019).

RESEARCH METHODS

This study used a Quasi-Experimental design method with a non-equivalent control group design. In this design, observations are carried out as many as 2 times, namely before treatment and after treatment. The population in this study was all Puerperal mothers who were at RSKDIA Pertiwi and RSKDIA Siti Fatimah Makassar as many as 5843 puerperal mothers. Based on the results of the calculations above, the number of samples was obtained by 47 people in the intervention group at

RSKDIA Pertiwi Makassar and 47 people in the control group at RSKDIA Siti Fatimah Makassar with analysis in this study using tests according to the

objectives and variable measuring scales, namely the Mc-Nemar test.

RESEARCH RESULTS

Table 1
Frequency Distribution Based on Respondent Characteristics At RSKDIA Pertiwi Makassar and RSKDIA Siti Fatimah Makassar

Respondent Characteristics	Group				Total		p Value
	Intervention		control		n	%	
	n	%	n	%			
Age							
20-35 Years	33	70,2	28	59,6	61	64,9	0,003
>35 Years	14	29,8	19	40,4	33	35,1	
Education							
Elementary School	6	12,8	9	19,1	15	15,9	0,005
Junior High School	8	17,0	14	29,8	22	23,4	
Senior High School	24	51,1	19	40,4	43	45,7	
College	9	19,1	5	10,6	14	15,0	
Work							
Housewives	12	25,5	12	25,5	15	15,9	0,004
Self employed	13	27,7	18	38,3	22	23,4	
Civil servants	13	27,7	11	23,4	43	45,7	
Honorary	9	19,1	6	12,8	14	15,0	
Parity							
Primipara	26	55,3	20	42,6	46	48,9	0,001
Multipara	21	44,7	27	57,4	48	51,1	

Source: Primary Data 2021

Based on the table above, it shows that of the 47 dominant intervention groups aged 20-35 years, 33 people (70.2%). While the dominant control group aged 20-35 years 28 people (59.6%). Meanwhile, the dominant intervention group had a high school education of 24 people (51.1%) and a high school-educated control group of 19 people (40.4%). The intervention group that worked was predominantly self-employed and civil servants as many as 13 people (27.7%) and the dominant control group worked as self-employed 18 people (38.3%). The dominant intervention group of primiparous parity was 26 people (55.3%) and the dominant control group of multipara parity was 27 people (57.4%).

Based on the table above, it shows that of the 47 intervention groups, before being given education-based education on lactation nutrition,

uterine and lochia involution, 8 people were well-informed (17.0%) and 39 were knowledgeable (83.0%). Meanwhile, after being given education, 36 people were well-informed (76.6%) and 11 people were knowledgeable (23.4%). Meanwhile, the attitude variable before being given education had a good attitude of 11 people (23.4%) and an attitude of less than 34 people (72.3%). Meanwhile, after being given an education, who had a good attitude 34 people (72.3%) and an attitude of fewer than 13 people (27.7%) and behavior, before being given an education, who had sufficient behaviour of 15 people (31.9%) and less behavior of 32 people (68.1%). Meanwhile, after being given education, 43 people had enough behavior (91.5%) and less behavior as many as 4 people (8.5%).

Table 2
Frequency Distribution of Intervention Group Respondents Based on Knowledge, Attitudes and Behaviors

Variables	Intervention Group				p-Value
	Pre-test		Post-test		
	n	%	n	%	
Knowledge					
Good	8	17,0	36	76,6	0,005
Less	39	83,0	11	23,4	
Attitudes					
Good	11	23,4	34	72,3	0,001
Less	36	76,6	13	27,7	
Behaviors					
Enough	15	31,9	43	91,5	0,004
Less	32	68,1	4	8,5	

Source: Primary Data 2021

Table 3
Frequency Distribution of Control Group Respondents Based on Knowledge, Attitudes and Behaviors

Variabel	Control Group				p Value
	Pretest		Posttest		
	n	%	n	%	
Knowledge					
Good	5	10,6	24	51,1	0,004
Less	42	89,4	23	48,9	
Attitudes					
Good	4	8,5	25	53,2	0,002
Less	43	91,5	22	46,8	
Behaviors					
Enough	7	14,9	30	63,8	0,003
Less	40	85,1	17	36,2	

Source: Primary Data 2021

Based on the table above, it shows that of the 47 control groups, before being given a questionnaire on lactation nutrition, uterine and lochia involution, 5 people were well-informed (10.6%) and 42 were knowledgeable (89.4%). Meanwhile, after being given the questionnaire, 24 people were well-informed (51.1%) and 23 people were knowledgeable (48.9%). The attitude variables before being given the questionnaire, which had a good attitude of 4 people (8.5%) and those with less

attitudes of 43 people (91.5%). Meanwhile, after being given a questionnaire that had a good attitude of 25 people (53.2%) and an attitude of fewer than 22 people (46.8%) and behavioral variables, before being given a questionnaire, which had sufficient behaviour of 7 people (14.9%) and behavior of fewer than 40 people (85.1%). Meanwhile, after being given a questionnaire, 30 people had enough behavior (63.8%) and less behavior 17 people (36.2%).

Table 4
Changes in Knowledge, Attitude's and Behavior's About Nutritional Lactation, Involutiono Uteri and Lokhea After Providing Edutainment-Based Education In the Intervention Group

Pretest	Posttest		N	α=0,05
	Less	Good		
Knowledge				
Good	0	8	8	p=0,001
Less	11	28	39	
Attitudes				
Good	2	9	11	p=0,003
Less	11	25	36	
Behaviors				
Enough	0	15	15	p=0,004
Less	4	28	32	

*Mc Nemar Test

Based on the table above, it shows that of the 47 people in the intervention group, before being given education, the dominant knowledge was less than 39 people. Meanwhile, after being given the dominant education, 36 people were well-informed. As for attitudes, before being given education, the dominant has less than 36 attitudes. Meanwhile, after being given education, the dominant had a good attitude of 34 people and for behavior, before being

given education, the dominant had less behavior as many as 32 people. Meanwhile, after being given education, 43 people had good behavior.

Using the Mc Nemar Test, the value of $p = 0.001$ (knowledge), the value of $p = 0.003$ (attitude) and the value of $p = 0.004$ (behavior) Thus there is an influence between knowledge, attitudes and behaviors with edutainment-based education.

Table 5
Changes in Knowledge, Attitudes and Behaviors About Nutritional Lactation, Involutiono Uteri and Lokhea After Providing Edutainment-Based Education On the Control Group

Pretest	Posttest		N	α=0,05
	Less	Good		
Knowledge				
Good	0	5	8	p=0,021
Less	23	19	39	
Attitudes				
Good	0	4	11	p=0,013
Less	22	21	36	
Behaviors				
Enough	0	7	15	p=0,017
Less	17	23	32	

*Mc Nemar Test

Based on the table above, it shows that out of 47 people in the control group, before being given the questionnaire, the dominant knowledge was less than 39 people. Meanwhile, after being given dominant education, 24 people were well-informed. As for attitudes, before being given education, the

dominant has less than 36 attitudes. Meanwhile, after being given a questionnaire, the dominant had a good attitude of 25 people and for behavior, before being given a questionnaire, the dominant had less behavior as many as 32 people. Meanwhile, after

being given a questionnaire, the dominant had good behavior as many as 30 people

Using the Mc Nemar Test, the value of $p = 0.021$ (knowledge), the value of $p = 0.013$ (attitude)

and the value of $p = 0.017$ (behavior) Thus there is an influence between knowledge, attitudes and behaviors with edutainment-based education

Table 6
Changes Between Research Variable Groups Intervention Group and Control Group

Variables	Control Group				p Value
	Intervention		Control		
	n	%	n	%	
Knowledge					
Good-Less	8	17,0	5	10,6	0,010
Less-Good	36	76,6	24	51,1	
Settled	3	6,4	18	38,3	
Attitude's					
Good-Less	11	23,4	4	8,5	0,015
Less-Good	34	72,3	25	53,2	
Settled	2	4,3	18	38,3	
Behavior's					
Enough-Less	15	31,9	7	14,9	0,001
Less-Enough	28	59,6	10	21,3	
Settled	4	8,5	30	63,8	

*Chi Square Test

Based on the table above, it shows that the dominant knowledge variable experienced a change in knowledge in the intervention group, namely 36 people compared to the control group of only 24 people. Meanwhile, the dominant attitude variable experienced a change in attitudes in the intervention group, namely 34 people compared to the control group of only 25 people and the dominant behavior variable experienced a change in behavior in the intervention group, namely 28 people compared to the control group of only 10 people.

RESEARCH DISCUSSION

Intervention Group

Knowledge

The results showed that of the 47 people in the intervention group, before being given education, the dominant knowledge was less than 39 people. Meanwhile, after being given the dominant education, 36 people were well-informed. Using the Mc Nemar Test, a value of $p = 0.001$ is obtained Thus there is an influence between knowledge and edutainment-based education.

Based on the results of the research above, it shows that in the intervention group, after being

given edutainment-based education, there was a significant change in knowledge. This is because the provision of edutainment-based education goes well because mothers listen well to the education provided.

The results of this study are in line with those conducted by Arkalgud Govindraju Harikiran, et al (2016), Using a pre-post design, a questionnaire consisting of 32 items and closed assesses children's oral health knowledge, attitudes, and feedback in the game. Changes in the average value for knowledge and attitudes were assessed using the "Wilcoxon Sign Rating test" at $P < 0.05$. The "size of the effect" is calculated. Feedback is categorized by type of response and frequency. As a result, there was a statistically significant increase observed in the group's overall average score, knowledge average, and attitude score, respectively.

In theory knowledge is the result of knowing because of the process of sensing to a certain object, such sensing occurs largely through sight and hearing. This knowledge comes from experience, teachers, parents, friends, books and mass media (Notoatmodjo, 2015). The researchers concluded that in general from the sample provided education,

most respondents understood the education provided during the study.

Attitudes

The results showed that of the 47 people in the intervention group, before being given education, the dominant attitude was 36 people. Meanwhile, after being given education, the dominant person had a good attitude as many as 34 people.

Using the Mc Nemar Test, the value of $p=0.003$ is thus an influence between attitudes and edutainment-based education.

The same thing done by Cholilatul Zuhriya (2018), the learning method with snakes and ladders edutainment is a learning method with visuals that contain many symbols or images that are easy in conveying learning about menstrual personal hygiene, so that it is easy for adolescents to accept. In addition, this snakes and ladders game is included in the category of social play, where playing it requires more than one participant and is included in active games so that it will be more able to liven up the atmosphere of learning in groups by teenagers and have an influence on knowledge, attitudes and behaviours. The pretest and post-test results gave significant results which were shown by a significant increase in adolescent menstrual personal hygiene knowledge during pretest and post-test, a positive attitude percentage of 9.1%, snakes and ladders edutainment methods given. the percentage of skilled actions drastically increased from 51.5% to 100%.

Based on the results of the study above, it shows that in the intervention group, after being given edutainment-based education, there was a significant change in attitude. This is because the provision of edutainment-based education went well because mothers listened well to the education provided and respondents were able to accept what had been given during the study.

In theory, the change in attitude is inseparable from the influencing factors, namely personal experiences, culture, other people who are considered important, information received from various sources, emotions from the mother herself and facilities and support from families including husbands. Attitude is one of the factors that influence a person's health behaviour. Continuous change in attitudes can change a person's behaviour (Sofiyana & Noer, 2013)

The researcher concluded that basically the respondent when he already understood something, especially regarding lactation nutrition, uterine and lochia involution, changes in applying something should have been made and the researcher could conclude that the respondent's knowledge and understanding were inseparable in responding to everything that the mother herself understood.

Behaviour

The results showed that of the 47 people in the intervention group, before being given education, the dominant had less behavior as many as 32 people. Meanwhile, after being given education, 43 people had good behavior. Using the Mc Nemar Test, a value of p value $p = 0.004$ Was obtained Thus there is an influence between behavior and edutainment-based education.

Based on the results of the study above, it shows that in the intervention group, after being given edutainment-based education, there was a significant change in behaviour. This is because the provision of edutainment-based education went well because mothers listened well to the education provided and also respondents were able to accept what had been given during the study conducted.

According to M. Sholeh Hamid (2011) about the concept of edutainment is certainly very interesting to be developed systematically and structured. If it goes well, of course, the learning atmosphere in the classroom will change, from something scary to something fun, from boring to very happy or something hated to something that is missed so that they want and want to continue learning in class because it is filled with a high sense of enthusiasm and enthusiasm to follow the lesson.

The researcher concluded that basically respondents when they already understood something, especially regarding lactation nutrition, uterine and lochiean involution, changes in applying something should have been made and the researcher could conclude that the respondent's knowledge and understanding were inseparable from the mother's behaviour after being given education.

Based on the results of the research above, it was found that 2 people who had higher education (S2) and were well-informed and had good attitudes but had poor behaviour.

Control Group

Knowledge

The results showed that of the 47 people in the control group, before being given the questionnaire, the dominant knowledge was less than 39 people. Meanwhile, after being given dominant education, 24 people were well-informed. Using the Mc Nemar Test, the value of $p=0.021$ is obtained, thus there is an influence between variables.

Based on the results of the study above, it showed that in the control group group, after being given a questionnaire, there was a change in knowledge but not significant. This is because respondents are only given questionnaires and researchers only explain the core points of the study so that this is what makes respondents experience a change in knowledge that is not optimal.

Knowledge is gained from planned and well-organized education through training and formal education. Knowledge can also be defined as a set of information that is understood, obtained from the learning process during life and can be used at any time as a tool of self-adjustment, both to oneself and the environment. Knowledge is the result of knowing and this happens after a person has sensed a certain object (Notoatmodjo, 2015).

The researcher concluded that it is important to educate mothers about lactation nutrition, uterine and lochia involution so that mothers can understand how to maintain a diet during pregnancy to childbirth and can also find out what is meant by uterine and lochia involution.

Attitudes

The results showed that of the 47 people in the control group, before being given the questionnaire, the dominant had less attitudes as many as 36 people. Meanwhile, after being given the questionnaire, the dominant had a good attitude of 25 people.

Using the Mc Nemar Test, the value of $p=0.013$ (attitude) Thus there is an influence between variables.

Based on the results of the study above, it showed that in the control group, after being given a questionnaire, there was a change in attitude, but it was not significant. This is because respondents were only given a questionnaire, and the researcher only explained the core point of the study so this

made the respondents experience a change in attitude that was not optimal

Attitude is a person's readiness or willingness to behave or respond to something both positive stimuli and negative stimuli from an object of stimulation. Attitude is not an action or activity but is a predisposing factor for a person to behave. A person's attitude is influenced by internal factors including psychological and physiological factors. External factors in the form of interventions that come from outside the individual, for example in the form of education, training, and others (Sofiyana & Noer, 2013).

The researcher concluded that the importance of respondents being given education so that in responding to everything that is a reference during pregnancy to childbirth about the process of changing the involution of the uteri and lochia post-puerperium.

Behaviour

The results showed that of the 47 people in the control group, before being given the questionnaire, the dominant had less behaviour as many as 32 people. Meanwhile, after being given a questionnaire, the dominant had good behaviour as many as 30 people

Using the Mc Nemar Test, the value of $p=0.017$ (behavior) Thus there is an influence between variables.

Based on the results of the study above, showed that in the control group, after being given a questionnaire, there was a change in attitude, but it was not significant. This is because respondents are only given questionnaires and researchers only explain the core points of the study so that this is what makes respondents experience less than optimal behavior changes.

In theory, behavior is a response of living beings to a stimulus that can be observed directly or indirectly. How measure behavioural indicators and obtain data or information on behavioral indicators can be through several ways, namely interviews, observing behaviours, and recalling behaviour's that respondents have done some time ago (days, months, years) (Susilo, 2011).

Research conducted by Halisah, et al (2022) showed that the results of statistical tests found a meaningful relationship between serum zinc (Zn) levels, anthropometry of pregnant women and babies

with a significance value of $p < 0.05$, but there was no meaningful relationship between chest circumference and leg size. Insulin levels like growth factor-1 (IGF-1) in infant anthropometry found a significant relationship to body weight, head circumference, chest circumference, and abdominal circumference, with $p < 0.05$ so it can be concluded that zinc supplementation for pregnant women is important because it can stimulate the growth and development of the fetus in the womb, especially for adolescent pregnant women who lack chronic energy and have poor posture. As we know the interaction between iron and zinc takes place indirectly, the role of zinc in the synthesis of transferrin proteins which are iron-transporting proteins, and due to zinc deficiency also lowers the immune system and can interfere with iron metabolism. In pregnant women with normal Hb and normal birth weight the supply of sufficient blood nutrients for oxygen to the placenta will affect the function of the placenta for the fetus so that the baby is born with a normal birth weight.

Researchers concluded that although knowledge is not the only thing that can affect a person's behaviour, knowledge is the first step to understanding the meaning or benefits of healthy behaviour for oneself, especially regarding lactation nutrition, uterine, and lochia involution.

CONCLUSION

Edutainment has a significant impact on knowledge, attitudes, and behaviors about lactation nutrition, uterine involution, and lochia

SUGGESTION

It is hoped that Edutainment can be socialized with other health workers which can be used to facilitate the provision of health education to postpartum mothers

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