Poltekita: Jurnal Ilmu Kesehatan
e-ISSN: 2527-7170 | p-ISSN: 1907-459X
Volume 20 Issue 2, 2026, page 224-231
DOI: 10.33860/jik.v20i2.3310
Website:https://ojs.polkespalupress.id/index.php/JIK
Publisher: Poltekkes Kemenkes Palu

Original Article

The Development of Premarital Screening Module as a Learning Media for Midwifery Student

Febthia Rika Ramadhaniah[1*], Endang Sutedja[2], Nita Arisanti[2]
[1]Faculty of Health Sciences, Universitas Singaperbangsa Karawang, West Java, Indonesia
[2]Faculty of Medicine, Universitas Padjadjaran, West Java, Indonesia
*Corresponding Author: febthia.rika@fikes.unsika.ac.id

open access

ARTICLE INFO

Article History:
Received: 2025-10-24
Published: 2026-09-01

Keywords:
Premarital Screening, Premarital Care, Learning Media, Midwifery Student

ABSTRACT

Background: Premarital screening refers to a comprehensive health assessment conducted before marriage, focusing on pregnancy preparation as an initial step towards achieving healthy pregnancy outcomes. This process is aligned with midwifery competencies, including the identification of pre-pregnancy health problems, preparation for a healthy pregnancy, and the provision of premarital counseling. These competencies need to be developed during formal midwifery education. This study aimed to analyze the need for a Premarital Screening module, describe its conceptual design and feasibility, and assess midwifery students' perceptions of the developed module.
Methods: This study employed a research and development approach using the Analysis, Design, Development, Implementation, and Evaluation (ADDIE) model. The development process included a needs analysis, module design and development, feasibility assessment by subject matter and media experts, and perception assessment among midwifery students.
Results: The needs analysis identified several challenges in existing premarital education, particularly regarding students' learning experiences, the substance of the learning materials, and the presentation format of existing modules. Feasibility assessments conducted by two subject matter experts and two media experts categorized the module as "Very Feasible." Furthermore, student perception assessments showed that 8% of students rated the module as "Acceptable," while 92% rated it as "Very Acceptable."
Conclusion: The developed Premarital Screening module is considered feasible by subject matter and media experts and is well accepted by midwifery students. Therefore, it can serve as an educational resource to support the development of midwifery students' competencies in premarital screening.

©2026 by the authors. Submitted for possible open-access publication under the terms and conditions of the Creative Commons Attribution (CC BY SA) license (https://creativecommons.org/licenses/by-sa/4.0/)

INTRODUCTION

In Indonesia, maternal and child health issues are still complex, partly related to the nutritional status of Women of Reproductive Age (WRA), pregnant women, adolescent girls, infants, and children under five. The high prevalence of Chronic Energy Deficiency (CED) and anemia indicates that maternal readiness for pregnancy still needs to be improved. Based on the 2020 Nutrition LAKIP of the Indonesian Ministry of Health, the prevalence of Chronic Energy Deficiency (CED) among WRA aged 15 to 19 years and 20 to 24 years was 33.5% and 23.3%, respectively, while the prevalence of CED among adolescent girls aged 15 to 19 years was 36.3%. The adolescent group is at high risk of experiencing

CED during pregnancy (Kementerian Kesehatan RI, 2020). In addition to CED, the percentage of pregnant women who experience anemia is 48.9%, this means that around 5 out of 10 pregnant women in Indonesia suffer from anemia (Kementrian Kesehatan RI, 2021).

Pregnancy preparation is an important step considering that maternal health conditions such as CED and anemia can affect the health of the baby, for example, the baby is born prematurely, Low Birth Weight (LBW) and other fetal growth and development problems (Genuis & Genuis, 2016). Premarital Screening is a premarital health examination and delivery of information related to pregnancy preparation as an important first step to realize healthy conception results, prevent health problems in yourself, your partner, and future offspring (Hamid, Thaha, & Salam, 2017; Priani, Afiyanti, & Kurniawati, 2019; Sumardilah, Hastuti, & Aprina, 2022)

Premarital Screening aims to detect women's health problems at an early stage before pregnancy and provide treatment or referral when needed (Armanto, 2019; Machfudloh & Astuti, 2022). The treatment provided can reduce the risk of fetal death (miscarriage), prematurity, birth defects, low birth weight (LBW) and even infant mortality (Bansiwal, Mittal, Jyotsna, & Sharma, 2017). Pregnant women at risk of CED can interfere with fetal growth and development, namely physical growth (stunting), brain and metabolism which causes non-communicable diseases in adulthood (Kementerian Kesehatan RI, 2019).

Several studies have demonstrated that structured premarital education can meaningfully improve reproductive health outcomes. A pre-marriage class intervention was shown to increase the knowledge of prospective brides and grooms regarding stunting prevention, while an online-based premarital education program was also found effective in changing health-related behavior to prevent stunting in future children (Huriah, Suci, & Puspita, 2022). However, public knowledge and perception regarding the importance of premarital screening remain inconsistent across settings, a study among engaged couples in Qatar found that although a substantial proportion held a positive attitude toward premarital screening, many still lacked adequate technical knowledge of the program itself (Huriah et al., 2022). In the West Kalimantan context specifically, the provision of integrated sexual and reproductive health information, education, and communication (IEC) was found to increase prospective brides compliance with premarital health examinations in Pontianak City, underlining the need for accessible and well-structured educational materials at the local level (Santy, Putri, & Kurniatin, 2022).

Midwives have a responsibility in Premarital Screening, an area of midwife competence in the pre-pregnancy period, namely screening for health problems before pregnancy, healthy pregnancy preparation, and premarital counseling. Efforts to realize midwives who have these competencies begin since taking education, students are given material to meet the standards of premarital health services (Wulandari, 2022). Midwives have an important role in health, especially mothers and children throughout the life cycle. Decree of the Minister of Health of the Republic of Indonesia Number HK.01.07 / Menkes / 2020 concerning Professional Standards for Midwives, midwife competence is the ability possessed by midwife professional education graduates which includes knowledge, attitudes, and skills in providing midwifery services throughout the life cycle including in the pre-pregnancy period, reproductive health and female sexuality, as well as basic midwifery clinical practice skills.

The Guidelines for Organizing Midwife Professional Education in 2019 also states that one of the learning outcomes in special skills that midwives must have is being able to provide care with a midwifery management approach during the premarital period for prospective brides, so it is important for midwifery students to get the material and have this knowledge since they are in college in order to fulfill their duties and responsibilities when they become midwives (Kementerian Kesehatan RI, 2019).

Research on the development of the Premarital Screening module was carried out at the Pontianak Health Polytechnic of the Ministry of Health, which is the only state institution with a Midwife Professional Education Study Program in West Kalimantan. The module development answers the needs of the institution in meeting the learning outcomes of graduates, especially when practicing Premarital Care Stages, the module will be used as teaching material and reference for midwifery students when they deal directly with prospective brides in health facilities.

Modules have the advantage that the material contained is organized as a whole, there are instructions for use, summaries, evaluations, and use simple language so that students can learn

independently at their own pace. Luthfia and Ariyanti (2020) developed a pregnancy care module and tested its effectiveness in the midwifery department, the results of statistical tests showed that the module was effective in increasing students' knowledge and skills in pregnancy care practice (Luthfia & Ariyanti, 2020).

This module development uses the ADDIE method, namely Analysis, Design, Development, Implementation, and Evaluation. The ADDIE method was chosen because of its systematic and organized structure . At the analysis stage, the needs of midwifery students about Premarital Screening learning media were identified in depth so that the material compiled in the module was relevant. Furthermore, at the design and development stage, the structure and content of the module are designed to be easy to understand and the appearance of the module is attractive to students.

METHODS

This research method is Research and Development (R&D), which is a type of research oriented towards product development, in this study in the form of learning media. Researchers of the ADDIE development model (Analysis, Design, Development, Implementation, and Evaluation) (Sugiyono, 2013).

The first stage, namely analysis, researchers conducted in-depth interviews with 6 informants consisting of midwifery lecturers, clinical instructor midwives on the practice field, and midwifery students. At this stage, identification of learning needs was carried out, namely exploring information about the problems that occurred in the implementation of clinical practice in Premarital Stages, learning resources that have been owned, knowledge that has been owned, and student interest in modules as teaching materials (Kementerian Pendidikan dan Kebudayaan, 2016).

After identifying learning needs, the next step is to identify module material needs as a form of realization of solutions or problem solving. At this stage, module design development is carried out based on the substance of the module and the media presentation format of the module (Direktorat Tenaga Kependidikan Direktorat Jenderal Peningkatan Mutu Pendidik Dan Tenaga Kependidikan Departemen Pendidikan Nasional, 2008; Kementerian Pendidikan dan Kebudayaan, 2009; Wiwin Herwina, 2020).

The second stage is Design, researchers make a conceptual design of the module based on the results of the needs analysis of the module. Design development is made based on substance and media. The substance aspect is the topic presented by fulfilling the characteristics of a good module including self instruction, self contained, stand alone, adaptive, and user friendly. The media aspect refers to BNSP (2017), the homepage and content of the module have a composition of proportional layout elements, in harmony with the content, the space between lines of text arrangement is appropriate, the selection of fonts, module format, fonts, color compatibility, presentation of all clear illustrations, and harmonious appearance (Badan Nasional Standar Pendidikan BNSP, 2017).

Development stage, development in the form of feasibility testing by 2 material experts and 2 media experts. Next Implementation, the application is carried out by distributing modules to 50 students and conducting perception tests using filling out student acceptance questionnaires on modules. display aspects, introduction aspects, content aspects, task aspects, and summary aspects. The evaluation stage is carried out formatively, namely collecting data at each stage which is used to improve and refine the developed product.

RESULTS

The needs analysis of the Premarital Screening module conducted by the interview stage resulted in 46 codes, 16 categories, and 4 themes. Identification of learning needs is carried out by digging up information about problems during practice and student learning experiences related to premarital screening. Practice debriefing is divided into Pre-Clinical Examination and Material Reinforcement. The Pre-Clinical Examination is a practical examination held by the agency to see the ability of students to take actions related to the care targets given when going down to the practice site.

After passing the Pre-Clinical Examination, students are given material reinforcement about reproductive health as a provision for carrying out practice. The results of interviews with R1, namely

the Head of the Midwife Professional Education Study Program and the Premarital Stages Course Instructor, revealed that the material reinforcement at this stage was still general in nature, and the learning media used was still limited, namely Power Point (PPT) only.

"*So far, we only use power point, mmm so it's not too detailed like that, then maybe the discussion is also not too long. It is still limited for the media used...*" (R1)

The implementation of practice in the Premarital Stages in the previous period was carried out during a pandemic, students still went down to the practice site offline, but the routine guidance of lecturers visiting the practice site changed to online guidance. The obstacle found at this stage is that not all students can immediately adapt to the online practice guidance process.

At the time of the Practical Evaluation, students were considered still lacking in mastery of theory, limited understanding of premarital material made students take a long time to answer response questions.

"...they are still confused about the content of the counseling. Eee ... for mastery of theory, how to counsel, need to be trained again." (R3)

"We see the extent to which they understand the theory we provide, from the SOAP, if it is not connected, or not in accordance with the patient's needs, it means they have not understood. So far, for the pandemic class, we call it the "pandemic class" ... indeed, the question and answer time is a bit lacking ..." (R2)

"...if for the target, it is indeed achieved, but at the time of the response, students' understanding of premarital sex is still lacking, so they are less able to convey or are not in accordance with what is expected with the learning outcomes." (R1)

Information regarding students' learning experience that Premarital Care is not a stand-alone course but the discussion is incorporated into the Reproductive Health course so that the subject matter is still general, not specific to premarital services. Student respondents said that they did not have learning resources related to premarital services. So that the results obtained regarding the learning experience of students regarding premarital material, namely limited material, and limited learning media.

Until now, Kebidanan Poltekkes Pontianak does not have a module containing premarital service material. The need for media containing more complete topics or module topics related to premarital services is strengthened due to the online learning situation and PPT media which are considered incomplete.

The identification of material needs was carried out by exploring information about the substance of the module, namely the expected topics. This material need is the basis for the development of the module that has been completed. Based on the results of interviews regarding module topics in the module, the researcher draws the following conclusions.

Table 1. Topic Premarital Screening Modul

Topic	Sub Topic
Premarital Screening Standards in Indonesia	1. Physical Examination 2. Supporting Examination 3. Immunization 4. Nutritional supplementation 5. Health Consultation 6. Other Health Services
Premarital Reproductive Health for Prospective Brides	1. Gender Equality in Reproductive Health 2. Reproductive Health Rights 3. Female and Male Reproductive Organs and Functions 4. How to Care for Female and Male Reproductive

	Organs
Pregnancy, childbirth, postpartum and breastfeeding information for prospective brides	1. Pregnancy Planning a. Physical Preparation b. Nutritional Preparation c. TT immunization status screening
Keluarga Berencana dan Metode Kontrasepsi kepada Calon Pengantin	2. Pregnancy 3. Delivery 4. Postpartum and Breastfeeding 1. Family Planning 2. Benefits of family planning 3. Types of family planning contraceptives 4. Contraceptive Methods for Prospective Brides
Specific health conditions for bride-to-be	1. Anemia 2. Malnutrition 3. Hypertension in Pregnancy (HDK)
Diseases to Watch Out for for the Bride-to-be	1. HIV/AIDS 2. Sexually transmitted infections (STIs) 2. 3. Hepatitis B 4. Diabetes Mellitus 5. TORCH (Toxoplasma Gondil, Rubelia, Cytomegalovirus, Herpes Simplex Virus) 6. Malaria 7. Genetic Diseases a. Thalassemia b. Hemophilia
Psychological and Household Issues such as Mental Health	1. Mental Health 2. Harmonization between husband and wife 3. Sexual Disorders 4. Domestic Violence (DV)
Stunting	1. Knowledge about Stunting for Prospective Brides 2. Aspects to Check for Prospective Brides at Risk of Stunting

At the design stage, researchers created a storyboard to conceptually describe the module based on the results of the needs analysis. The module was designed in an electronic format according to the interests of students and the needs of the type of module conveyed by the lecturer during the interview. The layout, typography, and illustrations were designed to be proportional, simple, clear, colorful, and contained images and videos.

Material experts assessed the substance of the module based on Module Topics and Module Characteristics. The results of the overall module feasibility test by 2 material experts, this module was declared “Very Feasible”. The total module score from material expert I is 108 and material expert II is also 108.

Media experts assessed the substance of the module based on Module Format, Home Design, and Content Design. the overall module feasibility test results by 2 media experts, this module was declared “Very Feasible”. The total score from media expert I is 126 and from media expert II is 134.

In the perception test of the module, the respondents were 49 midwifery students in the midwifery profession program, students assessed various aspects including; Display aspect 46 students (92.00%) stated that this module was “Very Acceptable”. The introduction aspect 47 students (94.00%) stated that this module was “Very Acceptable”. The attractiveness of the content in motivating, and the attractiveness of the illustrations, 48 students (96.00%) stated that this module was “Highly Accepted”. The aspect of the task asking the sequence of questions, the balance of the proportion of questions and exercises 49 students (98.00%) stated that this module was “Highly Accepted”. Finally, the summary aspect, 49 students (98.00%) stated that this module was “Highly Accepted”.

DISCUSSION

Problems in the Premarital Stage practice area that were explored by researchers when conducting in-depth interviews were divided into Practice Debriefing, Practice Implementation, and Practice Evaluation. The COVID-19 situation which at that time caused changes in all aspects including learning methods in education from face-to-face to online had an impact on Premarital Stage Practice. Debriefing is carried out fully online, students' adaptation to the pandemic situation and the lack of interactive and complete learning media make the implementation of practice debriefing less optimal. The Midwifery Department of the Poltekkes Kemenkes provides debriefing with PPT media which contains only points and is still general in nature. Until now, they have not had learning media that specifically discusses premarital material.

Qualitative research conducted by Tunggadewi (2021) on the Effectiveness of Online Learning for National University Jakarta Students during the COVID-19 Pandemic shows that students do not understand enough if lecturers only provide lecture material in the form of Power Point, because there is no more complete explanation (Tunggadewi, 2021).

The results of this interview are in line with qualitative research conducted by Riadi, et al. (2022) regarding Problematics of Online Learning during the COVID-19 Pandemic at the Health Analyst Department of the Poltekkes Kemenkes Semarang, the results of online learning reduce interest in learning because students easily feel bored so that interesting learning media is needed and can encourage students to remain active (Riadi, Widodo, & Purlinda, 2022)

Informants comprising lecturers and clinical midwife supervisors consistently observed that students demonstrated signs of cognitive uncertainty during both clinical practice sessions and competency evaluations in the Premarital Care clerkship. This phenomenon suggests a persistent deficit in students' capacity to operationalize theoretical constructs within authentic clinical contexts. The discrepancy between didactic instruction and clinical application represents a well-documented and pervasive challenge in health professional education, often referred to as the theory-practice gap. These findings are congruent with those of Kurniawan (2020), who established that students' level of knowledge, attitudinal disposition, and accessibility to learning resources collectively mediate their ability to transfer theoretical understanding into competent clinical performance (Dedi Kurniawan, 2020)

All respondents agreed that they need media that can help increase knowledge about premarital health checks. The module format that suits the current situation is an electronic module. The development of electronic modules has previously been carried out by Isnawati (2020) on Baby Massage material as a learning support for midwifery students. Electronic modules are considered as practical and interactive learning media. Electronic modules can contain images or videos that support the topic of discussion (Isnawati, 2020).

After the design stage of the development of the Premarital Screening Module was completed, the researcher tested the perception of students as users of the module and the results were accepted that the module was acceptable and ready to be used as a practice briefing in Premarital Stages. Suripah, et al. (2022) conducted research on the effect of student perceptions of learning media and lecturer teaching methods on student achievement integrated character values. The results of the significance test with the T-test produced a t-count greater than the t-table (2.498> 2.018), so that student perceptions of the use of learning media have a positive and significant influence on learning success (Suripah, Firdaus, & Novilanti, 2022).

CONCLUSIONS

The conclusion of this study is that the Premarital Screening module is designed in accordance with the results of the module needs analysis. Feasibility tests with material experts, media experts, and student perception tests stated that this module could be used as a learning tool for midwifery students. For suggestions, further research is needed regarding the effectiveness of the module on student learning outcomes related to the achievement of graduate competencies, especially in premarital care.

Author's Contribution Statement: Febthia Rika Ramadhaniah: Conceptualization, Methodology, Investigation, Data Curation, Formal Analysis, Writing-Original Draft, Writing-Review and Editing,

Project Administration. Endang Sutedja: Conceptualization, Validation, and Supervision. Nita Arisanti: Methodology, Validation, and Supervision.

Conflicts of Interest: The authors declare that they have no conflicts of interest. The authors have no financial or personal relationships with any individual or organization that could inappropriately influence or bias the content of this article.

Source of Funding Statements: This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors. The study was fully self-funded by the authors using personal funds. As no external funding body was involved, there was no influence from any third party on the design, execution, analysis, interpretation, or preparation of this manuscript.

Acknowledgments: The authors would like to express their gratitude to the Pontianak Health Polytechnic of the Ministry of Health (Poltekkes Kemenkes Pontianak), particularly the Midwife Professional Education Study Program, for granting permission and facilitating this research. The authors also thank the midwifery lecturers, clinical instructors, and midwifery students who participated as informants and respondents, as well as the material and media experts who validated the Premarital Screening module.

BIBLIOGRAPHY

Armanto, R. (2019). Peran Konseling Pra Nikah untuk Menurunkan Kematian Maternal dan Bayi. In *Anggota IKAPI dan APPTI* (1st ed., Vol. 1). Universitas Surabaya. Retrieved from https://repository.ubaya.ac.id/38893%0A/1Buku Konseling Pra Nika h Repos.pdf%0A

Badan Nasional Standar Pendidikan BNSP. (2017). *Standar Buku Ajar dan Modul Ajar*. Retrieved from https://bskap.kemdikbud.go.id/

Bansiwal, R., Mittal, P., Jyotsna, ., & Sharma, Y. (2017). Need of premarital care. *International Journal of Reproduction, Contraception, Obstetrics and Gynecology*, *7*(1), 257. https://doi.org/10.18203/2320-1770.ijrcog20175857

Dedi Kurniawan. (2020). Faktor Yang Mempengaruhi Terjadinya Kesenjangan Antara Pengetahuan Dan Praktik Klinik Mahasiswa Keperawatan Di Rumah Sakit. *Borneo Nursing Journal*, *2*(1), 31–38. Retrieved from https://akperyarsismd.e-journal.id/BNJ

Direktorat Tenaga Kependidikan Direktorat Jenderal Peningkatan Mutu Pendidik Dan Tenaga Kependidikan Departemen Pendidikan Nasional. (2008). *Penyusunan Modul*. Retrieved from https://www.kemdikbud.go.id/main/ind ex.php/informasi-publik/tugas-dan- fungsi

Genuis, S. J., & Genuis, R. A. (2016). Preconception Care: A New Standard of Care within Maternal Health Services. *Hindawi Publishing Corporation BioMed Research International*, *2016*. https://doi.org/10.1155/2016/6150976

Hamid, F., Thaha, A. R., & Salam, A. (2017). Analisis faktor risiko kekurangan energi kronik (KEK) pada wanita prakonsepsi di kota Makassar. *Bagian Gizi Fakultas Kesehatan Masyarakat Universitas Hasanuddin*. Retrieved from https://fkm.unhas.ac.id/departemen- ilmu-gizi/

Huriah, T., Suci, R. A. E., & Puspita, D. (2022). Pre-Marital Education (PME) Program Through Online Media to Improve Behavior on Stunting Prevention. *Jurnal Aisyiyah: Jurnal Ilmu Kesehatan/DOI*, *10*. Retrieved from https://aisyah.journalpress.id/index.php/jika/article/view/7S238

Isnawati, S. P. (2020). Pengembangan Modul Elektronik Pijat Bayi Sebagai Pendukung Pembelajaran pada Mahasiswa Kebidanan. *Manuju: Malahayati Nursing Journal*, *2*(2), 397–406. https://doi.org/10.33024/mnj.v2i2.2426

Kementerian Kesehatan RI. (2019). Laporan Akuntabilitas Kinerja Kegiatan Pembinaan Gizi Masyarakat Tahun 2018. In *Direkorat Gizi Masyarakat* (Vol. 1–52).

Kementerian Kesehatan RI. (2020). Laporan Akuntabilitas Kinerja Kegiatan Pembinaan Gizi Masyarakat Tahun 2020. In *Direktorat Gizi Masyarakat*. Jakarta. Retrieved from https://upk.kemkes.go.id/new/laporan- akuntabilitas-kinerja-lakip-tahun-2020

Kementerian Pendidikan dan Kebudayaan. (2009). *Model Dan Format Analisis Kebutuhan Media Pembelajaran Interaktif*. Retrieved from https://repositori.kemdikbud.go.id/1789 8/

Kementerian Pendidikan dan Kebudayaan. (2016). *Modul Identifikasi Kebutuhan Belajar Pendidikan dan*

Pelatihan Teknis Kegiatan Belajar Mengajar bagi Pamong Belajar (Tim Pusat Pendidikan dan Pelatihan Pegawai, Ed.).

Kementrian Kesehatan RI. (2021). Profil Kesehatan Indonesia. In *Pusdatin.Kemenkes.Go.Id*.

Luthfia, E., & Ariyanti, D. P. (2020). Pengembangan Modul Asuhan Kehamilan Terstandar Dan Uji Coba Efektivitas Modul Di Jurusan Kebidanan. *Jurnal Penelitian Dan Pengabdian Kepada Masyarakat UNSIQ*, *7*(3), 253–259. https://doi.org/10.32699/ppkm.v7i3.1273

Machfudloh, M., & Astuti, A. W. (2022). The Implementation of Sexual and Reproductive Health Education to Future Bridegrooms: Scoping Review. *Jurnal Aisyah: Jurnal Ilmu Kesehatan*, *7*(2), 535–546.

Priani, I. F., Afiyanti, Y., & Kurniawati, W. (2019). Preparing pregnancy through Preconception Education Training. *Enfermeria Clinica*, *29*(Insc 2018), 304–309. https://doi.org/10.1016/j.enfcli.2019.04.140

Riadi, A., Widodo, W., & Purlinda, D. (2022). Problematika Pembelajaran Daring (Online) Selama Pandemi Covid-19 di Jurusan Analis Kesehatan Poltekkes Kemenkes Semarang. *Sang Pencerah: Jurnal Ilmiah Universitas Muhammadiyah Buton*, *8*(1), 252–260. https://doi.org/10.35326/pencerah.v8i1.1923

Santy, E., Putri, R. R. C., & Kurniatin, L. F. (2022). Integrated Sexual Reproductive Health Information, Education And Communication (IEC) Can Increase Couple Compliance With Prospective Bridge In Health Examination In Pontianak City. *Journal of Midwifery*, *7*(2), 19–24. Retrieved from https://www.academia.edu/download/100551801/172.pdf

Sugiyono, D. (2013). *Metode penelitian pendidikan pendekatan kuantitatif, kualitatif dan R&D* (A. Nuryanto, Ed.). Bandung: Alfabeta.

Sumardilah, D. S., Hastuti, R. P., & Aprina, A. (2022). *The Influence of Pre-Marriage Class on Knowledge of Bride and Groom in Prevention of Stunting Toddlers*. Poltekkes Tanjungkarang.

Suripah, S., Firdaus, F., & Novilanti, F. R. E. (2022). Pengaruh Persepsi Mahasiswa Tentang Penggunaan Media Pembelajaran dan Metode Mengajar Dosen Terhadap Prestasi Mahasiswa Terintegrasi Nilai Karakte. *Jurnal Cendekia : Jurnal Pendidikan Matematika*, *6*(1), 547–559. https://doi.org/10.31004/cendekia.v6i1.1247

Tunggadewi, D. A. (2021). Efektifitas Proses Pembelajaran Daring Mahasiswa Fakultas Teknik dan Sains Universitas Nasional Jakarta Selama Pandemi Covid-19. *Jurnal Literasi Digital*, *1*(1), 56–63. https://doi.org/10.54065/jld.1.1.2021.11

Wiwin Herwina, U. S. (2020). *Identifikasi Kebutuhan Belajar dan Pengembangan Kurikulum* (M. S. Prof. Dr. H. Yus Darusman, Ed.). Bandung: Mediamore Karya Optima. Retrieved from https://penmas.unsil.ac.id/index.php/pu blikasi/

Wulandari, R. (2022). Pelayanan Kesehatan Prakonsepsi Untuk Mencegah Resiko Stunting: a Scooping Review. *Jurnal_Kebidanan*, *12*(2), 26–37. Retrieved from https://jurnal.stipaba.ac.id/index.php/123akpb/article/view/192