



**HUSBAND'S PARTICIPATION IN PRENATAL CLASS:
A SCOPING REVIEW**

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ABSTRACT

Much of the prenatal class review has focused on identifying and evaluating the effectiveness of mother's participation to their own pregnancy outcome, however, there is a relatively small body of literature that is concerned with husband's participation during the prenatal class. Many studies highlighted the implication of husbands' participation of childbirth to the mother's pregnancy outcome. This research is a scoping review using Arksey & O'Malley Framework and PRISMA-ScR Checklist. The literature search in this study used two databases, namely Pubmed and Science Direct, and a search engine, namely Google Scholar. The keywords used are role or participation, husband, and a prenatal class. Assessment of article quality using Hawker Tools. Of the 988 potentially relevant articles, four articles are relevant. The research articles come from 2 different countries and quantitative methods. The mapping of the themes obtained is the support of spouses and the participation of husband and wife in prenatal class. The need for active husband support to improve the quality of life of mothers during pregnancy, childbirth, and postpartum. The next prenatal class program can be designed to include husbands, enabling them to play a greater role in improving the quality of life for mothers during pregnancy, childbirth, and postpartum.

Keywords: husband; participation; prenatal class; prenatal education

ABSTRAK

Kelas ibu hamil merupakan bentuk upaya pembelajaran bersama yang di fasilitasi oleh petugas kesehatan guna mempersiapkan ibu hamil dalam menghadapi persalinan yang aman dan sehat. Partisipasi suami dalam kelas ibu hamil dapat meningkatkan kualitas hidup ibu selama periode kehamilan dan pascalin. Menggali bukti ilmiah kebidanan terkait partisipasi suami dalam kelas ibu hamil. Penelitian ini merupakan scoping review dengan menggunakan Framework Arksey & O'Malley dan PRISMA-ScR Checklist. Pencarian literature pada penelitian ini menggunakan 2 database yaitu Pubmed, Science Direct dan search engine yaitu google scholar. Kata kunci yang digunakan adalah peran atau partisipasi, suami, kelas ibu hamil. Penilaian kualitas artikel menggunakan Hawker Tools. Dari 988 artikel yang berpotensi relevan, terdapat 4 artikel yang relevan. Artikel penelitian tersebut berasal dari 2 Negara yang berbeda dan metode kuantitatif. Pemetaan tema yang didapatkan adalah dukungan pasangan dan partisipasi suami dan istri dalam KIH. Program kelas ibu hamil berikutnya dapat dirancang dengan menghadirkan suami sehingga dapat meningkatkan peran dalam meningkatkan kualitas hidup ibu selama hamil, persalinan maupun postpartum.

Kata kunci: suami; partisipasi; kelas ibu hamil

INTRODUCTION

Childbirth education can play an important role in addressing the issue of maternal and neonatal mortality in Indonesia (Kementerian Kesehatan Republik Indonesia, 2009). Ideally, childbirth education attended by mother and family, particularly husband, to fostering their knowledge in term of parenthood preparation (Kementerian Kesehatan Republik Indonesia, 2019). There is evidence that husband participation during prenatal class plays a crucial role in controlling postpartum blues and possibly in increasing couples' intimacy (Leight, Fitelson, Weston, &

Wisner, 2010). In line, previous research has established that prenatal class held for the pregnant women's husbands during pregnancy can be efficient in promotion of pregnant women's quality of life, especially in improving their mental health and safe childbirth (Dehcheshmeh, Salehian, & Parvin, 2014; Laksmi, 2023; Lewis, Lee, & Simkhada, 2015; Malus, Szyluk, Galinska-Skok, & Konarzewska, 2016).

In Indonesia, prenatal class as recommended by the Ministry of Health of the Republic of Indonesia to prepare pregnant women for safe and healthy childbirth and preparation of mothers and toddlers in child health care according to standards (Kementerian Kesehatan Republik Indonesia, 2014). The class aimed to help pregnant women overcome problems during pregnancy, childbirth, and the puerperium (Leight et al., 2010). The class has a pivotal role in the breathing exercises for delivery preparation, pregnancy exercise, proper and correct breastfeeding methods, and other information according to the needs and conditions of pregnant women (Kementerian Kesehatan Republik Indonesia, 2009, 2019).

The existing body of research on prenatal class suggests that attending the class may reduce worries about childbirth, increase a positive delivery experience, prevent premature delivery, reduce the risk of having a Low Birth Weight Baby (LBW), prevent anemia during pregnancy, labor, and postpartum, and increase the husband's support and involvement (Ferguson, Davis, & Browne, 2013; Serçekuş & Mete, 2010). The prenatal class is included as prenatal care in Indonesia. In many countries, including Indonesia, husbands often serve as the primary decision-makers within the household, including granting approval for their wives to participate in prenatal class (Laksono, Wulandari, Widya Sukoco, & Suharmiati, 2022).

The quality of prenatal class implementation cannot be separated from the involvement of the closest companion, the husband. The husband's support in the form of motivation and participation in implementing prenatal class is one form of helping the smooth process of pregnancy, childbirth, and postpartum preparation (Bonifácio et al., 2020; Estuningtyas & Lestari, 2020). In addition, the husband's involvement in participating in pregnancy, childbirth, and postnatal care positively impacts the mother, baby, and husband (Wynter, Di Manno, Watkins, Rasmussen, & Macdonald, 2021). The husband's participation will improve maternal health behavior, involvement in health services, maternal psychological well-being (Wynter et al., 2021), and smooth breastfeeding (Abbass-Dick, Brown, Jackson, Rempel, & Dennis, 2019). Unfortunately, prenatal classes involving husbands are not widely held in health care facilities (Astuti & Purnamayanti, 2022). Furthermore, few writers have been able to draw on any systematic review to discuss regarding husband's participation on prenatal class.

METHOD

A scoping review approach was adopted in this study for some reasons: to examine the scope and nature of the research activities, to determine the value of conducting a full systematic review, to summarize and disseminate findings, and to identify the research gaps in the existing literature (Tricco et al., 2018). The study focuses on the husband's participation in prenatal classes that are reviewed from the latest evidence base for scoping reviews (Peterson, Pearce, Ferguson, & Langford, 2017). This compound was prepared by adapting the procedure used by Arksey and O'Malley (Arksey, H., & O'Malley, 2005). The checklists from PRISMA-ScR were used as the reference for the literature in this study (Tricco et al., 2018). PRISMA-ScR (extension for scoping review checklist) has 22 assessment items, 20 reporting items, and two optional items in the scoping review.

Identify research questions

The first step in this process was to identify research question. The scoping review question was how the husband's participation on prenatal class? In identifying research question, the author applied PEOS framework (Population, Exposure, Outcome, Study Design) as described at table 1. The framework was applied to help locate articles, determine inclusion and exclusion criteria and identify relevant articles

Table 1.

PEoS Framework

<i>Population</i>	Pregnant mother
<i>Exposure</i>	Husband's participation
<i>Outcomes</i>	Prenatal class
<i>Study Design</i>	All original and complete text studies related to husband's participation in pregnant women's classes

Identify relevant articles

The second method used to identify the topic involved identify relevant articles. The selection of articles uses several search strategies, namely using keywords, using Boolean operators (OR, AND, and NOT), and paying attention to using keywords in British English and Indonesian. This scoping review uses three databases: Pubmed, Science Direct, and Google Scholar. The keywords used in the search for articles in this study are as follows.

Table 2.

Keywords

<i>Population</i>	<i>Exposure</i>	<i>Outcomes</i>
Maternal OR Pregnant* woman AND	Partner participation OR Husband role OR spouses participations antepartum AND	Pregnant women class OR Prenatal group class OR Prenatal class

Article selection

After the appliance was fitted, the appropriate articles selected. The selection of articles was made by checking the duplication of articles, screening titles, and abstracts, and reading the article in full to assess the suitability of the research article to be carried out scoping review.(Arksey, H., & O'Malley, 2005). The Preferred Reporting Items for Systematic Reviews and Meta-Analysis (PRISMA) flowchart and PRISMA checklist are used to provide an overview of the article search, write reports, and provide information about the research steps that have been carried out as well as assessing the quality of scientific articles (Arksey, H., & O'Malley, 2005). Data were collecting the database includes Pubmed, Science Direct, and Google Scholar.

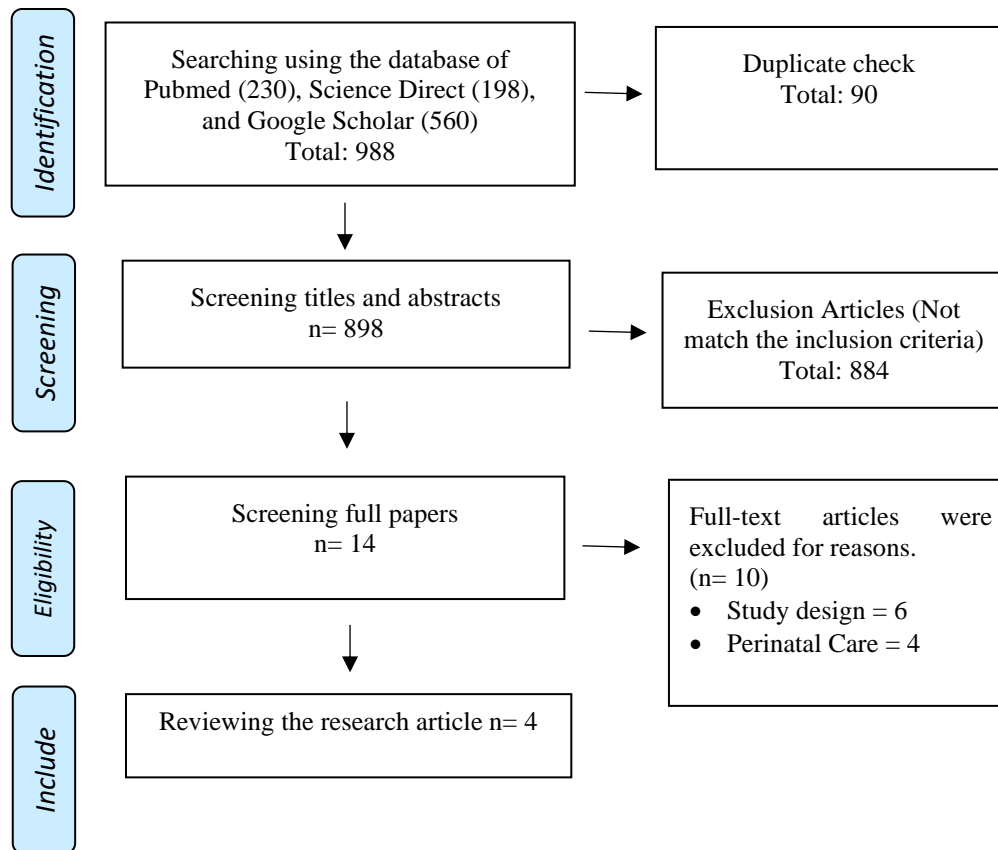


Figure 2.1
PRISMA Flowchart Diagram

Figure 2.1 present the breakdown of data charting according to PRISMA Flowchart Diagram. As can be seen from the figure above, in total 988 articles were identified. All articles were included in Mendeley, and 90 articles were detected as duplicates through the article duplication check. The researchers screened the titles and abstracts of 898 research articles through covidence.org. Eight hundred eighty-four articles were excluded due to did not meet the criteria. A total of 14 articles were screened for articles as a whole. Of the 14 articles that were screened, ten were excluded because the articles applied the systematic review and perinatal care research design. Therefore, four articles are relevant and meet the inclusion criteria, as present table below.

Table 3.*Charting data*

<i>No</i>	<i>Author(s)/ Year/ Title</i>	<i>Country</i>	<i>Research Objectives</i>	<i>Research Type, Participants/ Sample Size, Data Collection Method</i>	<i>Results</i>
A1	(Septiani, 2013)/Knowledge, attitudes of pregnant women and husband's support with the participation of pregnant women in the class of pregnant women at the Health Center of Metro Lampung City	Indonesia	Analyzing the relationship between husband's Knowledge, attitude, and support with pregnant women's participation in pregnant women's classes	This study analytic correlations with a case-control design. Sampling technique with cluster sampling. Selection of clusters by simple random sampling, consisting of 104 people. Using a questionnaire. Data analysis with chi-square and multivariable analysis with multiple logistic regression.	<ul style="list-style-type: none"> • There is a significant relationship between knowledge ($p < 0.001$ OR = 96.91), attitudes of pregnant women ($p < 0.001$ OR = 16.17) and husband's support ($p < 0.001$ OR = 2601) with maternal participation in Prenatal Class • The husband's support is the dominant factor influencing the mother's participation in prenatal class.
A2	(Mohebi, Parham, Sharifirad, & Gharlipour, 2018)/ Men's educational needs assessment in terms of their participation in prenatal, childbirth, and postnatal care	Iran	Identify the educational needs of men/partners for participation in prenatal, delivery, and postnatal care.	Descriptive cross-sectional study. Sampling technique with cluster sampling, consisting of 280 men. Data was collected employing a questionnaire designed by Mortazavi and Simbar's studies which were measured using a Likert scale and completed with interviews. Data analysis using SPSS Software	<ul style="list-style-type: none"> • The three most important materials needed by men/partners for participation in prenatal and postnatal care: maternal nutrition (87.5%), sexual health (86.8%), and danger signs during pregnancy (81.8%) • Couples can receive training/classes at the Community Health Center regarding prenatal care and delivery.

A3	(Zeinab, Soltanshahi, Azh, Griffiths, & Ranjkesh, 2020)/ Effect of Spouse's Participation in Childbirth Preparation Classes in the Promotion of Social Support among Pregnant Women: A Field Trial	Iran	Investigating the effect of partner participation in labor preparation classes on the promotion of social support among mothers	<p>The study invited 150 pregnant women. The sampling technique used convenience sampling and was randomly divided into two groups.</p> <ul style="list-style-type: none"> • Intervention group: participated in 8 sessions of childbirth preparation classes with partners. • Control group: participated in 8 sessions of labor preparation classes based on the protocol developed by the Iranian Ministry of Health. The researcher applied Mann-Whitner and Friedman as the statistical analysis. 	<ul style="list-style-type: none"> • The mean scores in the intervention and control groups before the session were 60.65 and 61.63, respectively. After the session, the mean score of social support was significantly increased in the intervention group compared to the control group, i.e., 83.31 vs. 60.65 • Participation of both partners in training for childbirth is highly recommended as it reduces stress, fear, and depression and improves the quality of life during pregnancy.
A4	(Doaltabadi & Amiri-Farahani, 2021)/ The effect of in-person and virtual prenatal care education of the spouses of primiparous women on the father and mother's attachment to infant: a quasi-experimental and controlled study	Iran	I was comparing the effect of face-to-face and virtual prenatal education of primiparous female partners on the relationship between mother and baby and the relationship between father and baby.	<p>A quasi-experimental study with three groups: face-to-face training, virtual training, and a control group. Sampling with a continuous method. The sample is primiparous pregnant women divided into three groups:</p> <ol style="list-style-type: none"> a. Face-to-face group (n=28) b. Virtual education group (n=31) c. Control group (n=29) <p>I used the Postnatal Paternal Infant Attachment</p>	<ul style="list-style-type: none"> • There were significant differences between the two groups of education, face-to-face control, and education and virtual control. • The mean score of father-infant attachment in both the direct and virtual education groups was significantly higher than in the control group.

Article quality assessment with the critical appraisal tool

Following the selected articles was obtained, critical appraisal was assessed. Critical appraisal is a careful and systematic assessment to assess the quality of articles (Al-Jundi & Sakka, 2017). Critical appraisal is carried out in this scoping review using the Hawker Tools. The table below illustrate the breakdown of quality assessment, 2 articles belong to quality B (A1, A2) while 2 others articles belong to quality A (A3, A4).

Table 4.

Article quality assessment data

<i>Study</i>	A1	A2	A3	A4
Abstract and title	2	2	2	2
Introduction and purpose	2	2	2	2
Methods and data	2	2	2	2
Sampling	2	2	2	2
Data analysis	2	1	2	2
Ethics and bias	0	1	2	2
Results	2	2	2	2
Transferability and generalization	0	1	2	1
Implications and uses	1	1	1	2
Total	13	14	19	19
Overall	B	B	A	A

RESULTS AND DISCUSSION

Based on four articles which have been reviewed in a scoping review related to husband's participation on prenatal class, the following results were obtained:

1. Based on article Characteristic
 - a. Study characteristic based on country

Characteristics of articles by country can be seen in the figure 2 below.

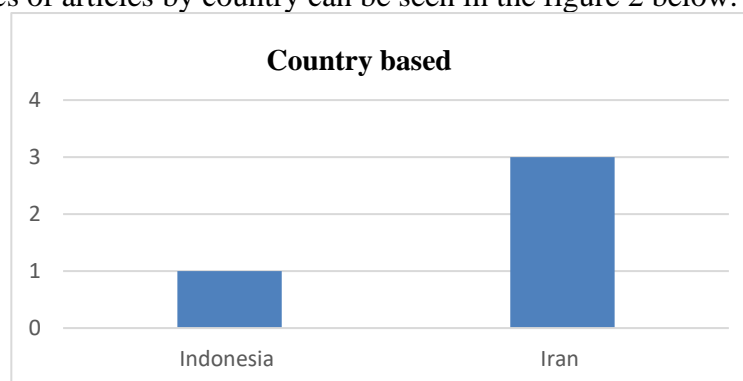


Figure 2. Characteristics of articles by country

b. Study characteristic based on design

The majority of countries in this scoping review article are Iran as many as three articles.

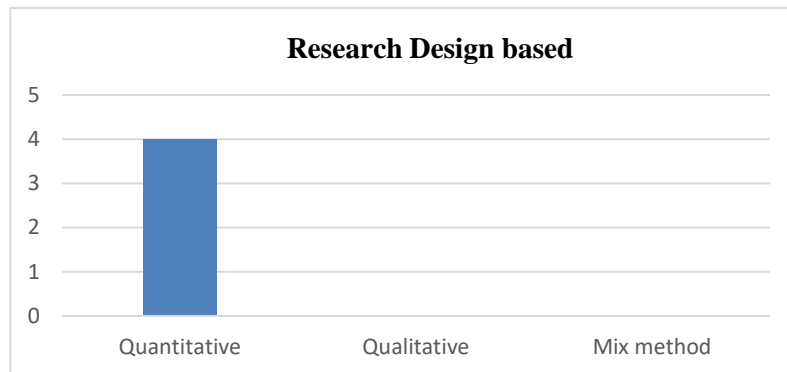


Figure 3. Characteristics of articles based on research design

c. Study characteristic based on Article Quality

All articles in the scoping review use a quantitative research design, namely four articles. Based on the critical appraisal, there are two articles with A quality. This article is valuable because it is appropriate and provides transparent information about the research's objectives, methods, and results.

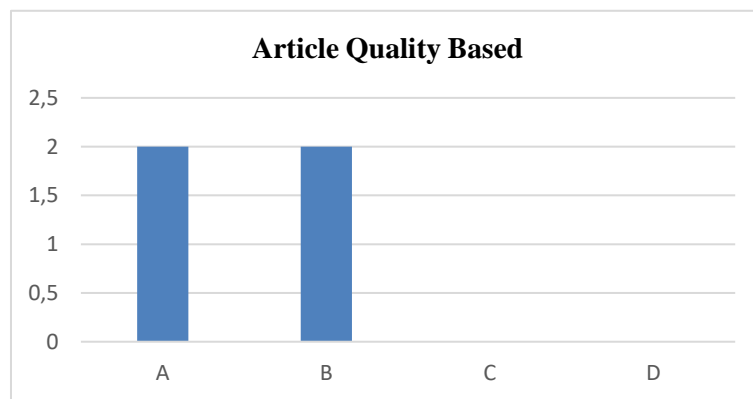


Figure 3. Characteristics of articles based on article quality

2. Based on Article Theme

In this study, the theme of the article was mapped, while the analysis was carried out after data analysis through data extraction and assessment of the quality of the research article. The results of the analysis of the research themes were obtained in the table 5.

Table 5.

Analysis and mapping of research article themes

No	Theme	Sub Themes	Research Articles
1	Husband's participation	Lack of husband's support	A1, A2
		Information support from partners	A4
2	Participation of husband and wife	Presence of wife and husband in class	A3

DISCUSSION

1. Barriers to participate prenatal class

The husband's support and role during pregnancy significantly affect the utilization of health services, one of which is the class of pregnant women (Doaltabadi & Amiri-Farahani, 2021; Odawa et al., 2023). The husband's participation in prenatal class is to provide information about the class for pregnant women, accompany the mother and participate of prenatal class. Article A1 explains that in the control group, pregnant women who participated in the prenatal class was never accompanied by their husbands when they attended the class due to the classes being held during working hours. Furthermore, the husband does not know the benefits of prenatal class for the mother, father, and fetus (Septiani, 2013). The father's awareness of the importance of the support given to the mother has a positive effect on the mother's mental health and adjustment of the mother during the postpartum period (Chikalipo, Chirwa, & Sinjani, 2018). Thus, there is a strong bonding between mother and baby (Tabrizi & Khanzadeh, 2020). The lack of the husband's support is also due to the husband's lack of awareness about pregnancy. The result is in line with article A4, that the lack of awareness of men regarding pregnancy. Therefore, it is necessary to involve the husband in participating in the class for pregnant women / antenatal classes. Research from (Nosrati et al., 2019) showed that prenatal education would result in better emotional communication with the baby and more positive behavior during pregnancy and postpartum.

Couples need information support from husbands through education during pregnancy to overcome the fear of giving birth and learn techniques to be a parent (Firouzbakht, Nikpour, Salmalian, Ledari, & Khafri, 2013). Based on article A2 explained three materials needed by partners for participation in prenatal and postnatal care: maternal nutrition, sexual health, and danger signs during pregnancy (Mohebi et al., 2018). The material could increase the husband's Knowledge regarding antenatal care (Mortazavi & Keramat, 2012). The presence of the husband has an essential role in the safety of pregnancy and the mother's emotional well-being during pregnancy (Iliyasu, Abubakar, Galadanci, & Aliyu, 2010; Purnamayanti & Dewi, 2023).

2. Participation of husband and wife

The participation of husband and wife in prenatal class has a positive impact on the mother and fetus. In line with the article, A3 explains that the participation of partners/partners during childbirth preparation classes/prenatal class can reduce stress, anxiety, and depression and improve quality of life during pregnancy (Abbass-Dick et al., 2019; Fadmiyanor, Aryani, & Vitriani, 2022; Zeinab et al., 2020). This is in line with research that support and involvement of close family, especially husbands, is crucial for women's physical and mental health during pregnancy (Astuti & Purnamayanti, 2022; Rabieipoor, Khodaei, Radfar, & Khalkhali, 2015). In addition, the active involvement of husband and wife in prenatal class will provide an excellent opportunity to share myths and misconceptions about pregnancy, childbirth, and postpartum, which can cause a lot of anxiety and distrust among the community (Rabieipoor S, Khodaei A, 2015).

LIMITATION OF THE STUDY

Based on the research above, it is hoped that future researcher can conduct research regarding the role of husbands in pregnant women's classes. The husband's involvement will create a positive bonding attachment for the fetus, husband and mother. Furthermore, husbands who actively participate in classes for pregnant women can foster a sense of comfort and security in pregnant women and provide emotional, informational, instrumental and appreciation support. To support husbands' participation in classes for pregnant women, the health department can implement updated guidelines for classes

for pregnant women by adding guidelines for the role and duties of husbands in classes for pregnant women.

CONCLUSIONS AND SUGGESTIONS

Based on the four articles reviewed, it was found that the husband's participation strongly influences pregnant women's physical and mental health in prenatal class. The husband's low participation is due to the schedule of prenatal class on weekdays. Participation has significantly impacted fear, anxiety, and depression and reduces the mother's quality of life during pregnancy. In addition, the lack of education for husbands on the importance of active participation in prenatal class. The active participation of husbands and wives in prenatal class can provide explicit Knowledge and information related to myths about pregnancy, follow up on the role of husbands during pregnancy, childbirth, and childbirth, and prepare mentally couples. The next maternal and child health program can be designed so that the prenatal class is not only attended by the mother, but some mother class meetings must also be attended by the husband. This is important considering that the involvement of the husband is crucial during pregnancy, childbirth and postpartum.

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There is no conflict interest

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