

ORIGINAL ARTICLE

Open Access

Enhancing Breastfeeding Self-Efficacy through Lactation Booklets among Mothers in Slateng, Ledokombo

Novita^{1*}, Firdha Novitasari²

^{1,2}Nursing Department, dr. Soebandi University, Indonesia

*Correspondence:

Firdha Novitasari

Email: firdha@uds.ac.id

Abstract

Introduction: Exclusive breastfeeding for the first six months is optimal infant nourishment, yet many Indonesian mothers face challenges in achieving this goal.

Objective. The objective of this study was to look into how lactation booklet delivery affected nursing self-efficacy among mothers in Slateng Village, Ledokombo District.

Methods: A pre-experimental one-group pretest-posttest design was employed with 69 breastfeeding mothers selected using the Slovin formula and simple random sampling. The Indonesian Breastfeeding Self-Efficacy Scale-Short Form (BSE-SF) was used as the measurement instrument. Data were analyzed using the Wilcoxon signed-rank test, with effect size calculated using Cohen's *d*.

Results: The mean breastfeeding self-efficacy score increased from 36.3 ± 8.34 at pretest to 51.8 ± 7.15 at posttest. The Wilcoxon signed-rank test showed a significant improvement in breastfeeding self-efficacy ($Z = -7.226$, $p < .001$), with a large effect size ($r = 0.87$), indicating a substantial effect of the lactation booklet intervention.

Keywords: Breastfeeding self-efficacy (BSE), BSE-SF, Exclusive breastfeeding.

Introduction

Exclusive breastfeeding for the first six months, continued up to two years, is essential for optimal child growth and development (Adela et al., 2021). Breast milk provides complete nutrition and bioactive substances that strengthen immunity, protect against infections, and lower risks of allergies and metabolic diseases (Adela et al., 2021; Khotimah et al., 2024). Moreover, breastfeeding also contributes to the mother's long-term health (Khotimah et al., 2024).

Over the past decade, the global prevalence of exclusive breastfeeding has risen by 10 percentage points, reaching 48 percent (WHO, 2023). Indonesia's sustained commitment to protecting, promoting, and supporting breastfeeding has been commended by UNICEF and

WHO, as reflected in the rise of exclusive breastfeeding rates among infants under six months from 52% in 2017 to 66.4% in 2024 (WHO, 2025). The coverage of exclusive breastfeeding rates in Indonesia in 2025 reached 72.3% based on the March 2025 Susenas data. However, there are still several regions that have not reached the target (Kemenkes, 2025). The coverage of exclusive breastfeeding rates in East Java based on official data from the Central Statistics Agency in 2025 was 68.37% for babies aged less than 6 months (BPS, 2025). The coverage of exclusive breastfeeding in Jember Regency in 2024 was recorded at 75.38% (Dinkes Jember, 2024). Preliminary study data from the Ledokombo Community Health Center showed that exclusive breastfeeding rates were 63.3%. Breastfeeding coverage in Slateng Village was 43%. At the local level, exclusive breastfeeding coverage in Slateng Village, Ledokombo, Jember, remains below the target set by the local health authorities, highlighting the need to strengthen breastfeeding support and promote sustained exclusive breastfeeding among mothers.

Breastfeeding support remains an important challenge in Indonesia, as UNICEF and WHO emphasize the need to strengthen sustainable support systems for breastfeeding mothers, including skilled counselling and community-based support, to help mothers achieve exclusive breastfeeding for the recommended six months (WHO, 2025). Perceived insufficient milk supply is associated with breastfeeding cessation and may negatively affect breastfeeding self-efficacy (Huang et al., 2021). Furthermore, a systematic review found that higher maternal breastfeeding self-efficacy is positively associated with the initiation and maintenance of exclusive breastfeeding up to six months postpartum (Sanchez et al., 2024).

It is important to note that although exclusive breastfeeding is defined for the first 0–6 months, the World Health Organization (WHO) recommends continued breastfeeding up to two years of age or beyond (WHO, 2023). Maternal breastfeeding self-efficacy does not only play a role in initiating exclusive breastfeeding, but is also crucial in sustaining breastfeeding amid the challenges of continued lactation, such as early weaning pressure, fussy infants, or environmental discouragement (Rosa & Commodari, 2026). Therefore, assessing self-efficacy in mothers with infants up to 24 months of age is highly relevant for supporting overall breastfeeding duration, rather than merely measuring past exclusive breastfeeding success. Therefore, accessible educational media that mothers can review at home may complement breastfeeding counselling and strengthen maternal knowledge and breastfeeding self-efficacy (Brani et al., 2024).

One strategy to address challenges in exclusive breastfeeding is to provide accessible and evidence-based breastfeeding education that strengthens mothers' knowledge, practical skills, and breastfeeding self-efficacy (BSE). A systematic review and meta-analysis found that

educational interventions significantly improved BSE compared with usual or standard care (Maleki *et al.*, 2021). In Indonesia, breastfeeding education packages have also been shown to improve mothers' self-efficacy and breastfeeding behavior (Maizuputri & Mutmainnah, 2024). A lactation booklet is one potential educational medium that allows breastfeeding mothers to review information independently at home according to their needs and available time. This approach may complement counselling provided by health workers and reinforce information on breast milk production management and effective breastfeeding techniques. Furthermore, higher maternal BSE is positively associated with the initiation and maintenance of exclusive breastfeeding for up to six months postpartum (Sanchez *et al.*, 2024). Therefore, booklet-based education may serve as a practical complementary strategy to strengthen BSE and support the continuation of exclusive breastfeeding.

This study introduces a lactation booklet as a self-education intervention for breastfeeding mothers in Slateng Village, Ledokombo District, Jember Regency, East Java. The booklet complements routine breastfeeding counselling by providing accessible information on breast milk production management, effective breastfeeding techniques, and common breastfeeding concerns. Previous studies have shown that booklet-based education can improve breastfeeding self-efficacy (BSE), including among postpartum mothers in Klaten, Central Java (Prastyoningsih *et al.*, 2021), mothers receiving prenatal-to-postnatal education (Hartati & Hakim, 2021), and adolescent primiparous mothers (Chumaira & Fitriani, 2026). Booklets are widely recognized as effective, low-cost, and culturally adaptable tools for maternal and child health education, especially in rural settings where digital access and continuous professional support are limited (Katmawanti *et al.*, 2023). Evidence from Indonesia and global initiatives supports their use to strengthen breastfeeding practices and maternal confidence. However, evidence remains limited regarding booklet-based breastfeeding education among general breastfeeding mothers in East Java, particularly Jember Regency, where communities include diverse Javanese and Madurese cultural backgrounds. Therefore, this study evaluates the effect of a lactation booklet on BSE among breastfeeding mothers in Slateng Village, addressing the gap in evidence within this specific community context.

Methods

Study Design and Participants This quantitative study used a one-group pretest–posttest design to evaluate the effect of a lactation booklet on breastfeeding self-efficacy among mothers in Slateng Village, Ledokombo District, Jember Regency, East Java. The population

consisted of 222 breastfeeding mothers registered at the local Posyandu. Using the Lemeshow formula with a 5% significance level, the required sample size was 69 participants, recruited consecutively based on inclusion criteria. Eligible participants were mothers with infants aged 0–24 months to capture the full spectrum of the breastfeeding journey as recommended by WHO (WHO, 2023). They were required to be registered or actively attending Posyandu services, able to communicate in Indonesian or Madurese, and capable of completing the questionnaire. Additional criteria included possession of a Maternal and Child Health (MCH) handbook (Buku KIA) or equivalent health records to verify maternal and infant health status.

Data collection occurred in two sessions: the pretest and booklet distribution on March 28, 2026, followed by the posttest on April 4, 2026. All participants provided informed consent. Intervention The lactation booklet served as a self-education tool complementing routine counselling. It covered breast milk management, effective techniques, positions, attachment, and common concerns such as perceived insufficient milk supply. Mothers were instructed to review the booklet independently at home.

Measurement Instrument Breastfeeding self-efficacy was assessed using the Indonesian version of the Breastfeeding Self-Efficacy Scale–Short Form (BSES-SF), validated by (Handayani et al., 2013) and widely applied in Indonesian studies. The instrument consists of 12 items rated on a five-point Likert scale, with total scores ranging from 12 to 60. The Indonesian version demonstrated good validity, with item correlation coefficients ranging from 0.513 to 0.913, exceeding the critical r -value of 0.50. The instrument also demonstrated acceptable internal consistency, with a Cronbach's alpha coefficient of 0.7. The 12-item scale uses a five-point Likert format, with higher scores indicating greater self-efficacy (Handayani et al., 2013; Yuris et al., 2024).

Data were analyzed using the Kolmogorov-Smirnov test for normality (non-normal distribution, $p < 0.05$), followed by the Wilcoxon signed-rank test to compare pretest and posttest scores. Effect size was calculated using $r = Z/\sqrt{n}$, with significance set at $\alpha = 0.05$ (two-tailed). Ethical Considerations and Data Collection Ethical approval was obtained from the Health Research Ethics Commission of Universitas dr. Soebandi, Jember (No. 337/KEPK/UDS/III/2026).

Results

The general characteristics of the respondents, including maternal age, infant age, maternal education, maternal occupation, and parity, are presented in Table 1. These data provide an overview of the demographic profile of breastfeeding mothers involved in the study.

Table 1. Demographic Data of Breastfeeding Mothers

Respondent Characteristics	Frequency (n)	Percentage (%)
Mother's age		
20 - 24 Years	16	23,2%
25- 30 years	34	49,3%
31 - 35 Years	10	14,5%
36 - 40 Years	9	13,0%
Total	69	100%
Mother's Education		
Elementary School	2	2,90%
Junior High School	25	36,20%
High School	42	60,90%
Total	69	100%
Mother's occupation		
Housewife	69	100%
Total	69	100%
Age of the baby		
Month		
0-6 months	7	10,10%
7-12 months	10	14,50%
13-18 months	32	46,40%
19-24 months	20	29%
Total	69	100%
Parity		
Primipara	34	49,30%
Multipara	35	50,70%
Total	69	100%

Based on the data in Table 1, 49.3% of respondents were aged 25–29 years, and 23.2% were aged 20–25 years. The majority (60.9%) had completed senior high school, while 36.2% had a junior high school education. All participants were housewives. Regarding infant age, 46.4% of infants were in the 13–18 month group, 29.0% in the 19–24 month group, and 10.1% in the 0–6 month group. In terms of parity, 49.3% of mothers were primiparous and 50.7% were multiparous.

These findings provide a descriptive overview of the demographic characteristics of the study participants, including maternal age, education level, occupation, infant age distribution, and parity. Eligible participants were mothers with infants aged 0–24 months to capture the full spectrum of the breastfeeding journey as recommended by WHO (WHO, 2023). The data are presented to outline the profile of the respondent group, while further interpretation of their implications for breastfeeding practices and self-efficacy is addressed in the Discussion section.

Table 2 BSE-SF scores Before and After intervention

Skores BSE-SF	f	Minimum	maximum	mean	SD
Pre test	69	23	48	36,3	8,34
post test	69	33	58	51,8	7,15

Table 2 presents the descriptive statistics of BSE-SF scores before and after the intervention. At pretest, scores ranged from 23 to 48, with a mean of 36.3 (SD = 8.34). At posttest, scores ranged from 33 to 58, with a mean of 51.8 (SD = 7.15). These results indicate an overall increase in breastfeeding self-efficacy scores within participants across the two measurements points pretest–posttest design does not allow attribution of this change solely to the lactation booklet.

These findings provide a descriptive overview of the demographic characteristics of the study participants, including maternal age, education level, occupation, infant age distribution, and parity. The data are presented to outline the profile of the respondent group, while further interpretation of their implications for breastfeeding practices and self-efficacy is addressed in the Discussion section.

Table 1 Normality Test of Difference Scores

Variable	Test	Statistic	df	p-value
Difference (Posttest – Pretest)	Kolmogorov–Smirnov	0.166	69	< .001
	Shapiro–Wilk	0.925	69	< .001

The normality test was conducted on the within-participant difference scores (posttest minus pretest). The Shapiro–Wilk test indicated that the difference scores were not normally distributed ($W = 0.925$, $p < .001$). The Kolmogorov–Smirnov test yielded consistent results ($D = 0.166$, $p < .001$). Therefore, the assumption of normality for a paired-samples t-test was not met, and the non-parametric Wilcoxon signed-rank test was used to assess differences in breastfeeding self-efficacy scores before and after the lactation booklet intervention.

Table 4 Breastfeeding Self-Efficacy Scores Before and After the Lactation Booklet Intervention

BSE-SF Scores	n	Minimum	Maximum	Mean $\pm$ SD	Z	p-value
Pretest	69	23	48	36.3 $\pm$ 8.34		
Posttest	69	33	58	51.8 $\pm$ 7.15	-7.226	< .001

The mean breastfeeding self-efficacy score increased from 36.3 ± 8.34 at pretest to 51.8 ± 7.15 at posttest, representing a mean increase of 15.5 points following the lactation booklet

intervention. The minimum and maximum scores also increased from 23–48 at pretest to 33–58 at posttest. The Wilcoxon signed-rank test demonstrated a statistically significant difference in breastfeeding self-efficacy scores between pretest and posttest ($Z = -7.226$, $p < .001$). These findings indicate that breastfeeding self-efficacy significantly improved following the lactation booklet intervention.

Beyond statistical significance, the magnitude of the intervention's impact was assessed using effect size (r), calculated with the formula $r = \frac{Z}{\sqrt{N}}$. With $Z = 3.29$ (estimated from $p = 0.001$) and $N = 33$, the effect size was $r \approx 0.57$. According to Cohen's criteria (0.1 = small, 0.3 = medium, 0.5 = large) (Panjeh et al., 2023), this value represents a large effect, indicating that the booklet intervention not only produced significant improvements but also exerted a strong practical influence on maternal confidence.

Discussion

1. Breastfeeding Self-Efficacy Prior to Educational Booklet Delivery

The baseline findings of this study in table 2 revealed that the mean breastfeeding self-efficacy (BSE-SF) score prior to the intervention was 36.3 ± 8.34 , with a range of 23–48. These values indicate that mothers generally reported low to moderate (14–51) confidence in their ability to breastfeed successfully (Vitória et al., 2025).

The findings of this study are broadly consistent with research conducted by Hartati & Hakim (2021), who examined breastfeeding self-efficacy using the BSES-SF instrument. In their study of 36 respondents, mothers with scores ≤ 50 were categorized as having low self-efficacy, with the majority falling into the medium category ($\approx 50\%$), and smaller proportions in the low and high categories. While both studies highlight that many mothers begin with limited confidence, caution is needed in direct comparison. Hartati & Hakim (2021) applied a cutoff of ≤ 50 , whereas the present study used the 12-item BSES-SF with a score range of 12–60. The standard BSES-SF is typically reported with a 14–70 range, so differences in item number and scoring thresholds may limit comparability between studies.

According to Bandura 1997, self-efficacy is an individual's belief in their ability to perform a specific action, shaped by four mechanisms: mastery experiences, vicarious experiences, verbal persuasion, and physiological states (Fadilah, 2025). In the context of breastfeeding, these mechanisms influence a mother's confidence to initiate, sustain, and overcome challenges in the breastfeeding process. This study was primarily guided by Bandura's social cognitive framework, as it provides a clear theoretical basis for understanding

how educational interventions—such as lactation booklets—can enhance maternal confidence (Rosa & Commodari, 2026).

Complementary perspectives can enrich interpretation. Orem's Self-Care Theory emphasizes that self-efficacy supports a mother's ability to meet her own care needs and those of her infant (Tümkeya et al., 2024). Meanwhile, Mercer's Maternal Role Attainment Theory highlights the progressive development of maternal confidence as mothers adapt to their role, with parity, education, and social support acting as important determinants (Alligood, 2022). While these theories provide valuable insights, they were not prospectively specified in the study design. For methodological clarity, Bandura's framework was operationalized as the central lens, ensuring coherence in evaluating how the intervention influenced maternal breastfeeding self-efficacy.

The demographic characteristics of respondents provide important context for understanding the baseline BSE-SF scores. Nearly half of mothers (49.3%) were aged 25–30 years, an age group often balancing multiple responsibilities, which may contribute to reduced confidence, consistent with research showing maternal age is significantly associated with breastfeeding self-efficacy (Li et al., 2022). Education also played a role, as 60.9% had completed high school, while 36.2% had only junior high school education, with lower educational attainment linked to limited access to evidence-based breastfeeding knowledge (Machmudah et al., 2024). All participants were housewives, making them more reliant on family and community support rather than professional guidance, underscoring the importance of social support in strengthening maternal self-efficacy (Khoei et al., 2026).

Infant age distribution showed 46.4% were 13–18 months—a stage when sustaining lactation becomes challenging—and only 10.1% were under 6 months, the critical period for exclusive breastfeeding, requiring stronger maternal confidence and support systems (WHO, 2023). Parity was balanced between primiparous (49.3%) and multiparous mothers (50.7%), with multiparous mothers typically reporting higher confidence due to prior experience (Dol et al., 2021). Collectively, these demographic factors explain the low-to-moderate baseline self-efficacy scores and highlight the need for targeted interventions, such as educational booklets, to address knowledge gaps, reinforce positive practices, and support mothers across diverse demographic contexts.

2. Breastfeeding Self-Efficacy After Booklet Intervention

As shown in **Table 2**, the descriptive results indicate a clear increase in maternal breastfeeding self-efficacy scores following the intervention. The mean score rose from **36.3 ±**

8.34 at pretest to **51.8 ± 7.15** at posttest. The minimum score improved from 23 to 33, while the maximum increased from 48 to 58. This upward shift across the range demonstrates that mothers generally reported higher confidence in their ability to breastfeed after receiving the educational booklet.

The improvement in breastfeeding self-efficacy observed in this study (mean score rising from 36.3 ± 8.34 to 51.8 ± 7.15) is consistent with previous findings. Hartati & Hakim, (2021) reported that postpartum mothers who received an Exclusive Breastfeeding Booklet experienced an increase in average BSE-SF scores from 53.57 to 60.97, confirming the effectiveness of booklet-based education. Similarly, Sakti et al (2025) found that third-trimester pregnant women who received two sessions of breastfeeding counseling showed significant improvements in self-efficacy, with mean scores reaching approximately 56.1. Although the populations and interventions differ—postpartum mothers with booklet education versus antenatal women with counseling—both studies reinforce the conclusion that structured educational support can effectively enhance maternal confidence in breastfeeding.

An increase in BSES-SF scores indicates increased maternal confidence in breastfeeding. This research finding aligns with Albert Bandura's social cognitive theory, which defines self-efficacy as an individual's belief in their ability to organize and execute actions to achieve specific goals (Borona *et al.*, 2023). These findings align with research (Prastyoningsih *et al.*, 2021) that reported increased maternal *self-efficacy* after education using a booklet. Research (Katmawanti *et al.*, 2023) in Mataram also showed that booklets increased maternal knowledge about exclusive breastfeeding. This aligns with Bandura's theory of *self-efficacy*, where learning experiences through written information can strengthen an individual's belief in their own abilities. This demonstrates that the intervention program was able to overcome previously experienced psychological and technical barriers, particularly for first-time mothers (Setyorini & Putri, 2025).

3. Enhancing Breastfeeding Self-Efficacy through Booklet Education

As shown in Table 2, the Wilcoxon signed-rank test showed a significant improvement in breastfeeding self-efficacy ($Z = -7.226$, $p < .001$), with a large effect size ($r = 0.87$), indicating a substantial effect of the lactation booklet intervention. this value represents a large effect, indicating that the booklet intervention not only produced significant improvements but also exerted a strong practical influence on maternal confidence.

The findings are consistent with evidence demonstrating that breastfeeding self-efficacy is a modifiable factor that can be strengthened through targeted educational interventions. A systematic review and meta-analysis by Maleki et al (2021) found that

educational interventions significantly improved breastfeeding self-efficacy, supporting the use of structured education as an important strategy for strengthening maternal confidence in breastfeeding. Similarly, a systematic review by Utami & Arief (2023) reported that interventions targeting breastfeeding self-efficacy may support the implementation of breastfeeding, particularly among mothers of low-birth-weight infants. These findings reinforce the premise that interventions addressing maternal knowledge and confidence can contribute to improved breastfeeding-related outcomes.

The results are also comparable with previous research conducted in Indonesia. Prastyoningsih et al. reported that breastfeeding education using booklet media improved breastfeeding self-efficacy among postpartum mothers in Klaten, Central Java. In addition, Nurmiaty et al (2023) demonstrated that lactation education was effective in improving breastfeeding self-efficacy among breastfeeding mothers. These findings support the potential role of structured breastfeeding education in strengthening maternal self-efficacy. However, the present study extends previous evidence by examining a booklet-based intervention among breastfeeding mothers in Slateng Village, Ledokombo District, Jember Regency, East Java, a community with a distinctive local sociocultural context.

The large effect size observed in the present study ($r = 0.87$) suggests that the improvement was not only statistically significant but also substantial in magnitude. Nevertheless, this result should be interpreted cautiously because the study used a one-group pretest–posttest design without a control group. Therefore, the observed improvement cannot be attributed exclusively to the booklet, as other factors, including routine breastfeeding counselling, social support, previous breastfeeding experience, or other external influences, may have contributed to the change. Future randomized controlled studies with larger samples and control groups are needed to establish the independent effectiveness of lactation booklets on breastfeeding self-efficacy.

Orem's self-care theory reinforces the findings of this study by emphasizing that sufficient knowledge equips mothers to independently manage their own needs and those of their infants (Alligood, 2022). In this context, lactation booklets function as practical educational resources that strengthen consistency in breastfeeding, improve technique, and support problem-solving. Complementing this, Mercer's Maternal Role Attainment theory conceptualizes motherhood as a psychosocial transition that unfolds through anticipatory, formal, informal, and personal stages, ultimately leading to maternal identity and confidence (Novianti & Nursanti, 2024).

This fact demonstrates that the intervention of providing a booklet was effective in increasing breastfeeding mothers' self-confidence. The absence of a decrease in scores and a dominant increase in almost all respondents indicates that the systematic, clear, and easy-to-understand educational material in the booklet positively impacted BSES-SF scores, resulting in all respondents achieving a high score after the intervention.

Overall, the findings suggest that lactation booklets may serve as a practical educational strategy to complement routine breastfeeding counselling, particularly in community-based settings. By providing mothers with information that can be accessed repeatedly and independently, booklets may help reinforce breastfeeding knowledge and maternal confidence. The intervention may therefore have potential as a low-cost and accessible approach for strengthening breastfeeding self-efficacy, although further controlled research is required to determine its effectiveness and sustainability in improving exclusive breastfeeding practices.

Conclusion

Breastfeeding self-efficacy among mothers showed improvement following the distribution of the lactation booklet. Prior to the intervention, most mothers reported low to moderate confidence, with only a small proportion demonstrating high self-efficacy. After the intervention, average scores increased significantly, and the analysis indicated a strong effect size. These findings suggest that the booklet was associated with higher self-efficacy at follow-up. However, interpretation must remain cautious: not all participants improved, and the one-group pretest–posttest design limits causal conclusions. The results are restricted to the measured outcome of self-efficacy scores. Future controlled trials with validated outcome measures and behavioral follow-up are recommended to more rigorously evaluate the impact of booklet-based education on breastfeeding practices.

Author Contributions

Conceptualization: Firdha Novitasari

Methodology: Novita, Firdha Novitasari

Investigation: Novita

Formal analysis: Novita

Writing – original draft: Novita

Writing – review & editing: Firdha Novitasari

Supervision: Firdha Novitasari

Final approval of the version to be published: Novita, Firdha Novitasari

Acknowledgment

The authors thank the village authorities, health cadres, midwives, and breastfeeding mothers of Slateng Village for their support and participation. Gratitude is also extended to colleagues and peers for their constructive feedback during the study's development

Conflict of Interest

No financial, personal, or professional conflicts of interest exist, and none have influenced the conception, conduct, or reporting of this research

Data Availability Statement

Deidentified data and analytic materials are available from the corresponding author upon reasonable request, subject to ethics approval. Raw data are not publicly accessible to protect participant confidentiality.

References

- Adela, A. S. M., Ariany, D., & Suciatty, S. (2021). Hubungan pemberian ASI eksklusif terhadap perkembangan bayi usia 0-6 bulan di Indonesia. *Jurnal Penelitian Kedokteran Dan Kesehatan*, *3*(3), 94–98. <https://doi.org/10.31970/ma.v3i3.84>
- Allgood, M. R. (2022). *Nursing theorists and their work* (10th ed.). Elsevier Inc.
- Behnoosh Jalili Khoei, Kazemi, F., Aghababaei, S., & Khodakarami, B. (2026). The effect of virtual breastfeeding counseling on breastfeeding self-efficacy and exclusive breastfeeding: A randomized controlled clinical trial. *Iranian Journal of Nursing and Midwifery Research*, *31*(2), 269–275. <https://doi.org/10.4103/ijnmr.ijnmr>
- Borona, G., Gualdana, G., Maga, G., Del Bo, E., Arrigoni, C., Brigante, L., Daniele, M., Caruso, R., & Magon, A. (2023). Breastfeeding self-efficacy: A systematic review of psychometric properties using COSMIN. *Journal of Human Lactation*, *39*(4), 595–614. <https://doi.org/10.1177/08903344231190624>
- Brani, P., Mrvoljak-Theodoropoulou, I., Pechlivani, F., Gourounti, K., Iliadou, M., Palaska, E., Antsaklis, P., Drakakis, P., & Dagla, M. (2024). Mothers' breastfeeding self-efficacy after a high-risk or normal pregnancy: A Greek longitudinal cohort study. *European Journal of Investigation in Health, Psychology and Education*, *14*(6), 1803–1820. <https://doi.org/10.3390/ejihpe14060119>
- Chumaira, R. L., & Fitriani. (2026). Efektivitas edukasi manajemen laktasi berbasis booklet

- terhadap peningkatan breastfeeding self-efficacy pada ibu remaja primipara. *Journal of TSCSIKep*, *11*(1), 119–130. <https://doi.org/10.35720/tscs1kep.v11i01.943>
- Dol, J., Grant, B. R. A., Aston, M., McMillan, D., & Campbell-Yeo, G. T. M. M. (2021). Influence of parity and infant age on maternal self-efficacy, social support, postpartum anxiety, and postpartum depression in the first six months in the Maritime Provinces, Canada. *Birth*, *48*(3), 438–447. <https://doi.org/10.1111/birt.12553>
- Fadilah, R. (2025). *Pengaruh dukungan sosial dan self efficacy terhadap kreativitas pada guru PAUD di Kota Medan* [Unpublished thesis].
- Handayani, L., Kosnin, A. M., Jiar, Y. K., & Solikhah. (2013). Translation and validation of breastfeeding self-efficacy scale-short form (BSES-SF) into Indonesian: A pilot study. *Jurnal Fakultas Kesehatan Masyarakat Universitas Ahmad Daulan*, *7*(1), 21–26. <https://doi.org/10.12928/kesmas.v7i1.1023>
- Hartati, S., & Hakim, N. (2021). A new exclusive breastfeeding booklet to improve self-efficacy. *KnE Life Sciences*, *6*(1), 870–880. <https://doi.org/10.18502/cls.v6i1.8765>
- Huang, Y., Liu, Y., Yu, X.-Y., & Zeng, T.-Y. (2021). The rates and factors of perceived insufficient milk supply: A systematic review. *Maternal & Child Nutrition*, *18*(e13255), 1–13. <https://doi.org/10.1111/mcn.13255>
- Jember District Health Office. (2024). *Profil Kesehatan Kabupaten Jember Tahun 2024*. Pemerintah Kabupaten Jember. <https://dinkes.jemberkab.go.id/posts/profil-kesehatan-kabupaten-jember-tahun-2024>
- Katmawanti, S., Paramita, F., Kurniawan, A., Sharoni, S. K. A., Fauzi, R., Pratiwi, I. G., Samah, D. A., Audina, Y. T., Wahyuni, O. S., & Adisa, M. D. (2023). The effects of exclusive breastfeeding booklets on mothers' knowledge in providing exclusive breastfeeding in Mataram City, Indonesia. *Healthcare in Low-Resource Settings*, *11*(1). <https://doi.org/10.4081/hls.2023.11211>
- Ministry of Health of the Republic of Indonesia. (2025). *Laporan Kinerja Direktorat Jenderal Kesehatan Primer dan Komunitas Tahun 2025*. https://kesprimkom.kemkes.go.id/assets/uploads/contents/others/LAKIP_DITJEN_Kesprimkom_TA_2025.pdf
- Khotimah, K., Satillah, S. A., Fitriani, V., Miranti, M., Maulida, M., Hasmalena, H., Pagarwati, L. D. A., & Zulaiha, D. (2024). Analisis manfaat pemberian ASI eksklusif bagi ibu menyusui dan perkembangan anak. *PAUDIA: Jurnal Penelitian Dalam Bidang Pendidikan Anak Usia Dini*, *13*(2), 254–266. <https://doi.org/10.26877/paudia.v13i2.505>

- Li, L., Wu, Y., Wang, Q., Du, Y., Friesen, D., Guo, Y., Dill, S., Medina, A., Rozelle, S., & Id, H. Z. (2022). Determinants of breastfeeding self-efficacy among postpartum women in rural China: A cross-sectional study. *PLoS One*, *17*(14), 1–18. <https://doi.org/10.1371/journal.pone.0266273>
- Machmudah, M., Yunitasari, E., Satriya, P., Triharinia, M., & Hidayat, J. (2024). Systematic review and meta-analysis of the relationship between health education and breastfeeding self-efficacy among mothers. *Journal of Medicinal and Pharmaceutical Chemistry Research*, *6*(11), 1748–1766. <https://doi.org/10.48309/jmpcr.2024.455933.1217>
- Maizuputri, S., & Mutmainnah, M. (2024). Educational packages on breastfeeding increase behavior and self-efficacy of mothers. *Jurnal Berita Ilmu Keperawatan*, *17*(72), 152–161. <https://doi.org/10.23917/bik.v17i2.4664>
- Maleki, A., Faghihzadeh, E., & Youseflu, S. (2021). The effect of educational intervention on improvement of breastfeeding self-efficacy: A systematic review and meta-analysis. *Obstetrics and Gynecology International*, *2021*, 1–18. <https://doi.org/10.1155/2021/5522229>
- Mercer, R. T. (2004). Becoming a mother versus maternal role attainment. *Journal of Nursing Scholarship*, *36*(3), 226–232. <https://doi.org/10.1111/j.1547-5069.2004.04042.x>
- Novianti, R. A., & Nursanti, I. (2024). Konsep model teori Ramona T. Mercer pada asuhan keperawatan ibu melahirkan. *Corona*, *2*(1), 82–91. <https://doi.org/10.61132/corona.v2i1.181>
- Nurmiaity, Aji, R., A., A. A., Syafar, M., Aswita, & Dolofu, M. (2023). The effect of lactation education on self-efficacy of breastfeeding mothers. *Asian Journal of Health Sciences*, *2*(4), 168–175. <https://doi.org/10.58631/ajhs.v2i4.40>
- Panjeh, S., Nordahl-Hansen, A., & Cogo-Moreira, H. (2023). Establishing new cutoffs for Cohen's d: An application using known effect sizes from trials for improving sleep quality on composite mental health. *International Journal of Methods in Psychiatric Research*, *32*(3), 1–4. <https://doi.org/10.1002/mpr.1969>
- Prastyoningsih, A., Rohmantika, D., Pratiwi, E. N., Maharani, A., & Rohmah, A. N. (2021). The effect of education breastfeeding on breastfeeding self-efficacy in Klaten, Central Java, Indonesia. *Placentum: Jurnal Ilmiah Kesehatan Dan Aplikasinya*, *9*(3), 1–5. <https://doi.org/10.20961/placentum.v9i3.54967>
- Rosa, V. L. L., & Commodari, E. (2026). Breastfeeding self-efficacy in Italian mothers: The role of attachment, parental stress, and feeding practices. *BMC Psychology*, *14*(882), 1–11. <https://doi.org/10.1186/s40359-026-04586-3>

- Rusdiarti, R. (2023). Hubungan jenis persalinan dan dukungan tenaga kesehatan dengan keberhasilan ASI eksklusif. *ARTERI: Jurnal Ilmu Kesehatan*, *4*(4), 258–264. <https://doi.org/10.37148/arteri.v4i4.280>
- Sakti, P. M., Hasnawati, & Sumiaty. (2025). Enhancing breastfeeding self-efficacy through counselling: Focus on early initiation and exclusive practices. *Public Health of Indonesia*, *11*(S1), 32–38. <https://doi.org/10.36685/phi.v11iS1.882>
- Sanchez, S. S., Rodríguez-Gallego, I., Leon-Larios, F., Andina-Diaz, E., Perez-Contreras, R., & Gonzalez-Sanz, J. D. (2024). Influence of perceived maternal self-efficacy on exclusive breastfeeding initiation and consolidation: A systematic review. *Healthcare*, *12*(23), 1–17. <https://doi.org/10.3390/healthcare12232347>
- Setyorini, D. D., & Putri, I. M. (2025). Breastfeeding self-efficacy berhubungan dengan keberhasilan pemberian ASI eksklusif pada bayi 6-12 bulan di Wilayah Kerja Puskesmas Umbulharjo I Kota Yogyakarta. *Avicenna: Journal of Health Research*, *8*(2), 97–108. <https://doi.org/10.36419/avicenna.v8i2.1607>
- Statistics Indonesia. (2025). *Persentase bayi usia kurang dari 6 bulan yang mendapatkan ASI eksklusif menurut provinsi (persen)*, 2025. <https://www.bps.go.id/id/statistics-table/2/MTM0MCMY/persentase-bayi-usia-kurang-dari-6-bulan-yang-mendapatkan-asi-eksklusif-menurut-provinsi.html>
- Tümekaya, M. N., Eroğlu, K., & Karaçam, Z. (2024). The effect of Orem's self-care deficit theory-based care during pregnancy and postpartum period on health outcomes: A systematic review and meta-analysis. *International Journal of Nursing Practice*, *30*(6), e13300. <https://doi.org/10.1111/ijn.13300>
- Utami, R., & Arief, Y. S. (2023). The effectiveness of breastfeeding self-efficacy intervention on implementation of breastfeeding in low-birth-weight infants: A systematic review. *Journal of the Pakistan Medical Association*, *73*(Suppl 2), 153–157. <https://doi.org/10.47391/jpma.ind-s2-35>
- Vitória, M., Machado, R. Z., Fretta, V., Bittencourt, Z., Bittencourt, M. F., Willig, D. Q., Pinto, B., & Iser, M. (2025). Breastfeeding self-efficacy in postpartum women. *Healthcare*, *13*(14), 1–12. <https://doi.org/10.3390/healthcare13141690>
- WHO. (2023a). *Infant and young child feeding*. World Health Organization. <https://www.who.int/data/gho/data/themes/topics/topic-details/GHO/infant-nutrition>
- World Health Organization. (2023b). *Joint statement by UNICEF Executive Director Catherine Russell and WHO Director-General Dr. Tedros Adhanom Ghebreyesus on the*

occasion of World Breastfeeding Week. August 1, 2023. <https://www.who.int/news/item/01-08-2023-joint-statement-by-unicef-executive-director-catherine-russell-and-who-director-general-dr-tedros-adhanom-ghebreyesus-on-the-occasion-of-world-breastfeeding-week>

World Health Organization. (2025). *Breastfeeding in Indonesia on the rise, but mothers need more support: On World Breastfeeding Week, UNICEF and WHO underscore importance of sustained investment. August 1, 2025. <https://www.who.int/indonesia/news/detail/01-08-2025-breastfeeding-in-indonesia-on-the-rise--but-mothers-need-more-support>*

Yuris, R. I., Lestari, W., & Utami, S. (2024). Hubungan antara dukungan suami dan dukungan tempat kerja dengan breastfeeding self efficacy pada ibu bekerja dalam pemberian ASI eksklusif. *Jurnal Vokasi Keperawatan*, *7*(2), 224–235. <https://doi.org/10.33369/jvk.v7i2.35314>