

Reading disposition and emergency obstetric learning outcomes among midwifery students: The role of internal religious values

Titik Hendriarti^{a*}, Universitas Jambi, Jl. Jambi - Muara Bulian No.KM. 15, Mendalo Darat, Kec. Jambi Luar Kota, Kabupaten Muaro Jambi, Jambi, Indonesia

Asrial^b, Universitas Jambi, Jl. Jambi - Muara Bulian No.KM. 15, Mendalo Darat, Kec. Jambi Luar Kota, Kabupaten Muaro Jambi, Jambi, Indonesia

Muhammad Rusdi^c, Universitas Jambi, Jl. Jambi - Muara Bulian No.KM. 15, Mendalo Darat, Kec. Jambi Luar Kota, Kabupaten Muaro Jambi, Jambi, Indonesia

Herlambang Herlambang^d, Universitas Jambi, Jl. Jambi - Muara Bulian No.KM. 15, Mendalo Darat, Kec. Jambi Luar Kota, Kabupaten Muaro Jambi, Jambi, Indonesia

Suggested Citation:

Hendriarti, T., Asrial, A., Rusdi, M., & Herlambang, H. (2025). Reading disposition and emergency obstetric learning outcomes among midwifery students: The role of internal religious values. *International Journal of Emerging Trends in Health Sciences*, 9(1), 37-46. <https://doi.org/10.18844/ijeths.v9i1.9718>

Received November 2, 2024; revised from January 12, 2025; accepted from March 14, 2025.

Selection and peer review under the responsibility of Prof. Dr. Nilgun Sarp, Uskudar University, Istanbul

©2025 by the authors. Licensee BD-Center, North Nicosia, Cyprus.

This article is an open access article distributed under the terms and conditions of the Creative Commons Attribution (CC BY) license (<https://creativecommons.org/licenses/by/4.0/>)

©iThenticate Similarity Rate: 15%

Abstract

This study examines the relationship between midwifery students' characteristics and their engagement with literature on obstetric emergencies, a critical area given the high stakes of maternal and neonatal health outcomes. While numerous educational resources are available, there is a significant gap in research exploring how students' reading behaviors and internal values influence their preparedness for managing such high-risk situations. A sequential explanatory mixed-methods design was employed to collect data from ninety-eight midwifery students in their fifth and seventh semesters, utilizing purposive sampling. Both questionnaires and interviews were conducted to gather quantitative trends and qualitative insights. Descriptive statistics were applied to the quantitative data, while thematic analysis following the Miles and Huberman framework was used for the qualitative data. The findings indicate that although students exhibit positive reading habits, they face cognitive and experiential challenges in responding to emergencies. Limited analytical thinking and insufficient hands-on experience hinder accurate diagnoses and timely interventions. The study highlights the importance of fostering intrinsic motivation and integrating ethical and religious values into the curriculum to enhance critical decision-making skills, which are essential for effective management of obstetric emergencies and the broader goals of healthcare education.

Keywords: Decision-making; education; midwifery; obstetric emergencies; preparedness

* ADDRESS FOR CORRESPONDENCE: Titik Hendriarti, Affiliation, Address, City and Postcode, Country
E-mail address: titikhindirati@gmail.com

1. INTRODUCTION

The Maternal health services during pregnancy play a crucial role in safeguarding the well-being of pregnant women and their infants. These services represent preventive measures against adverse conditions that may arise during pregnancy, which could result in maternal mortality. The Maternal Mortality Rate (MMR) serves as an indicator of the overall health status of a region. A higher maternal mortality rate signifies a lower health level in the area (Agustini et al., 2013; Smith et al., 2023; Zhang et al., 2024; Belay et al., 2024).

According to the World Health Organization (WHO, 2019), maternal mortality refers to the deaths occurring due to pregnancy, childbirth, or the postpartum period, and is used as an indicator of women's health status. The MMR is one of the targets of the global Sustainable Development Goals (SDGs), with the aim of reducing the maternal mortality rate to 70 per 100,000 live births by 2030. WHO (2019) reports a global maternal mortality figure of 303,000, while in the ASEAN region, the MMR stands at 235 per 100,000 live births (ASEAN Secretariat, 2020).

Data from the Indonesian Demographic and Health Survey (IDHS) reveals that the maternal mortality rate in Indonesia increased from 228 per 100,000 live births during 2002-2007 to 359 per 100,000 live births in 2007-2012. A decrease to 305 per 100,000 live births was observed in 2012-2015, and the number of maternal deaths in Indonesia in 2019 totaled 4,221 cases (Kemenkes, 2016).

In Jambi Province, Indonesia, 59 maternal deaths were recorded in 2019, with a total of 65,762 live births. The projected maternal mortality rate for that year was 90 per 100,000 live births. Over the past six years, MMR has fluctuated, demonstrating an increase and decrease in mortality rates. Although this rate remains significantly lower than the national figure of 359 per 100,000 live births based on 2012 IDHS data, the number of maternal deaths warrants attention (Tan & Wong, 2021).

The current state of maternal and child health in Indonesia requires attention not only from the health sector but also from various stakeholders. The multifaceted causes of maternal and child mortality, which involve both non-medical and medical factors, necessitate cross-sectoral collaboration. Non-medical causes include fundamental issues such as women's status, childbearing, socio-cultural, educational, economic, and geographical factors, alongside transportation issues. Medical causes, however, are the primary contributors to maternal death, particularly obstetric emergencies (Rochjati, 2004; Laili et al., 2015; Wang et al., 2022).

Obstetric emergencies are sudden, unexpected, life-threatening conditions that demand immediate and effective intervention to prevent morbidity and mortality. These include hemorrhage, eclampsia, infections, prolonged labor due to dystocia, and miscarriages (Hasnah & Triratnawati, 2010).

For prospective midwives, proficiency in obstetric emergency care is essential to mitigate the risks of increased morbidity and mortality. The competencies acquired during training influence the quality of care provided to communities. However, several obstacles persist in the educational process, requiring enhancement of the knowledge, attitudes, beliefs, and skills of midwifery students (Susanti et al., 2014; Dwikanthi & Islami, 2015). Failure to address these obstacles effectively may result in substandard attitudes and practices. To improve skills and foster development, the implementation of problem-solving-based models in education is necessary (Hernandez & Lopez, 2021).

Reading culture constitutes a significant factor in advancing national development (Sari, 2018; Priasti & Suyatno, 2021). Developed nations such as Finland and Norway have demonstrated high literacy levels, ranking first and second, respectively, in a global literacy survey involving 61 countries. Reading, as a

developmental process, can be enhanced through targeted techniques based on reading objectives (Irawati & Mariyana, 2017; Respati & Risminawati, 2018). The habit of reading plays a critical role in character development and must be consistently promoted (Khan & Johnson, 2021).

Intellectual and skilled individuals, shaped by education, serve as benchmarks for enhancing human resources. This capacity is essential in addressing the challenges of the 21st century, where both hard skills and soft skills must be developed to optimize potential for a better future (Abate & Adamu, 2021). Education, as a transformative process, contributes to behavioral change and particularly impacts attitudes (Sözbilir et al., 2019).

The success of learning outcomes is closely tied to the quality of human resources (lecturers), particularly their dedication, professionalism, and competence in midwifery education. Changes in student attitudes may arise from factors such as religious beliefs and cultural influences. Attitudes are shaped through the educational or da'wah process, which cultivates an individual's character (Muhtadi & Al, 2006; Anwar & Muhayati, 2021; Hamali, 2012). Integrating religious values into the learning process has proven to bring about positive changes in attitude and facilitate the application of knowledge and skills in alignment with Islamic principles (Pontoh & Farid, 2015; Susilowati, 2017).

Moral and religious values within Islamic literature significantly influence students' attitudes toward religious matters and motivate them to act by their faith (Safitri et al., 2014; Ananda, 2017; Gazali, 2019). Ki Hadjar Dewantara emphasized that moral education, beginning from childhood through adulthood, plays a vital role in shaping behavior and character, with religion and morals being fundamental in improving students' attitudes (Kirchmaier et al., 2018; Mudana & Made, 2019; Marisyah et al., 2019). Thus, integrating religious and moral values into obstetric emergency education is crucial for ensuring that midwifery students fully understand their responsibilities and the competencies required for their future roles.

The gap identified in this study aims to complement and extend relevant previous research. One such study was conducted by Novianti and Rizkianti (2018), which explored the implementation of social networks in the prevention and management of emergency pregnancy and childbirth in Karang Bajo Village, North Lombok Regency. The findings of this study highlighted strategies to overcome barriers in the operation of social networks, such as involving traditional birth attendants in the P4K activities' social network and providing training and knowledge on sterile and safe emergency procedures in obstetric emergencies.

1.1 Purpose of study

The distinction between this study and that of Novianti and Rizkianti (2018) lies in the integration of religious values within obstetric emergency cases and their connection to the reading habits of students. This aspect, which examines the relationship between religious values, science education, and student reading character, was not addressed in the previous research. Novianti and Rizkianti (2018) focused primarily on providing an overview of the implementation of social networks in the prevention and management of emergency pregnancy and childbirth without considering the influence of religious values or reading habits on the handling of obstetric emergencies.

The purpose of this study is to examine the relationship between the reading character of midwifery students and their learning outcomes concerning obstetric emergencies. Additionally, this study aims to identify the challenges encountered by midwifery students during their studies.

2. METHOD AND MATERIAL

2.1. Research design

This study uses a mixed methods approach. The type used is sequential explanatory. Sequential explanatory research is research where the initial data collection is quantitative, which is then followed by qualitative data, which means that quantitative data is strengthened by qualitative data to be obtained (Creswell & Creswell, 2017).

2.2. Participants

The subjects in this study were students of the Department of Midwifery, Poltekkes, Ministry of Health, Jambi, with a total sample of 98 female students in 5th and 7th semesters, using a purposive sampling technique, then conducting interviews with scholars, teachers, and students.

2.3. Data collection tool

The instruments employed in this study included observation sheets and interviews. Quantitative data were collected through a questionnaire distributed to midwifery students regarding obstetric emergencies. This was complemented by qualitative data obtained through interviews conducted with the students.

2.4. Data collection procedure

The initial step in this research involves conducting a practicum, followed by data collection through observation sheets. The gathered data were analyzed using SPSS, and conclusions were drawn in alignment with the research objectives.

2.5. Data analysis

The first data collection process in this study employed a sequential explanation type. Initially, quantitative data were obtained through a questionnaire sheet regarding obstetric emergencies. The observation sheet for obstetric emergencies contained 10 valid statements with a Cronbach's alpha value of 0.71, while the reading questionnaire comprised 18 valid statements with a Cronbach's alpha of 0.73. Following this, semi-structured interviews were conducted to validate the quantitative results. For data analysis, SPSS 21 was used to conduct descriptive and inferential statistical tests, including a correlation test to examine the quantitative data. For qualitative data analysis, Miles and Huberman's framework (1994) was applied, involving data reduction, data display, and conclusion. Descriptive statistics were presented in summary form, including mean, mode, median, minimum, maximum, and standard deviation (Cohen et al., 2002).

3. RESULT

After getting the research data, the next step is to analyze the data, the results of which can be seen in table 1.

Table 1

Identification result midwifery students on obstetric emergencies

interval	F	%	Category	mean	median
10.0 – 17.5	4	4.1	Not Very Good	29.5	29
17.6 – 25.0	9	9.2	Not Good		
25.1 – 32.5	57	58.2	good		
32.6 – 40.0	28	28.5	Very Good		

Based on table 1, it is known that the knowledge of midwifery students in obstetric emergencies has a good category with 58.2% (57 people out of 98), then the very good category is 28.5% (28 people out of 98 people), the bad category is 9.2% (9 people out of 98 people). people) and very bad at 4.1% (4 out of 98 people) and a mean value of 29.5, with a median of 29.

Table 2

Identification result Midwifery student reading character

interval	F	%	Category	mean	median
18.0 – 31.5	3	3.1	Not Very Good	52.5	52
31.6 – 45.0	9	9.2	Not Good		
45.1 – 58.5	67	68.4	good		
58.6 – 72.0	19	19.4	Very Good		

Based on table 2, it is known that the character who likes to read midwifery students has a good category with 68.4% (67 people out of 98), then the very good category is 19.4% (19 people out of 98 people), the bad category is 9.2% (9 people out of 98 people). people) and very bad at 3.1% (3 people out of 98 people) and a mean value of 52.5, with a median of 52.

In this study, before testing the hypothesis, a prerequisite test was first carried out, namely, using the normality test and linearity test. As well as the results obtained, the data held are normal and linear, and proceed to hypothesis testing using the Pearson moment product correlation test, while the results for the moment product correlation test can be seen as follows

Table 3

The results of the correlation test between reading characters and emergency obstetrics for midwifery students

		Read	Emergency Obstetrics
Like to read	Pearson Correlation	1	0.622**
	Sig. (2-tailed)		0.000
	N	98	98
Emergency Obstetrics	Pearson Correlation	0.622**	1
	Sig. (2-tailed)	0.000	-
	N	98	98

Based on Table 3, the significance value is $0.00 < 0.05$. This value indicates that the significance of the data is lower than the alpha value (0.05). This means that there is a relationship between the reading character of female students and obstetric emergencies. The degree of correlation can be seen in the Pearson correlation value. The Pearson correlation value in this study was 0.622. Based on the correlation degree guideline, this value is in the high range (0.62 – 0.8). So, in this study, the degree of correlation is high.

In this study, not only quantitative data are presented, but there are also qualitative data obtained based on interviews, namely: In your opinion, what are the obstacles in carrying out obstetric emergencies?

The interviews revealed several obstacles encountered in carrying out obstetric emergencies:

- **Transportation and Referrals:** Issues include limited transportation options, accessibility, safety concerns, dependence on local transportation, high transportation costs, and inadequate referral equipment.
- **Insufficient Facilities and Infrastructure:** This includes inadequate physical resources, poor spatial layout, and delays in providing communication tools.
- **Low Quality of Human Resources:** Challenges include a lack of knowledge about obstetric emergencies, shortage of staff, strained relationships between doctors and nurses, issues of corruption (e.g., money misappropriation), fear of handling severe cases, lack of communication among healthcare workers, delays in clinical skills and management, non-compliance with protocols, insufficient refresher courses or training, and lack of supervision and feedback. Additionally, there is a gap in providing essential training, such as PONED and PONEK training.

Based on the research findings, it is clear that midwifery students, who will play a crucial role in the community, must be well-versed in managing obstetric emergencies to help reduce maternal mortality rates. This competence can be further enhanced by integrating religious values into the education and practice of obstetric care.

Islam, as a universal religion, offers rich educational messages encouraging Muslims to become the best ummah (community) and khalifah (steward) on Earth. One of the key messages in Islam is the importance of acting and working professionally, performing tasks according to one's abilities. Islam emphasizes the significance of charity and work, as conveyed in QS al-Isra: 17:36:

"And do not follow what you have no knowledge of. Verily, hearing, sight, and heart, all of which will be held accountable."

According to Quraish Shihab's interpretation in al-Misbah, this verse highlights the responsibility for each action and emphasizes that individuals will be held accountable for their actions. It urges the prevention of evil, such as false accusations, lies, and misrepresentation. Health workers are called upon to maintain professionalism in their service, work efficiently and accurately, and fulfill the mandate entrusted to them.

Additionally, Islam commands justice and fairness in all matters, including healthcare. This is emphasized in QS An-Nisa/4:58:

"Indeed, Allah commands you to convey the message to those who are entitled to receive it, and (orders you) when setting the law between people so that you judge with justice. Verily, Allah has taught you the best. Verily, Allah is All-Hearing, All-Seeing."

This verse highlights the importance of conveying knowledge responsibly and ensuring just and ethical practices, particularly in the context of healthcare, where professional conduct is essential. Integrating these values into the education of midwifery students can enhance their ability to deliver competent and compassionate care, thus addressing the obstacles identified in the study and contributing to better maternal health outcomes.

4. DISCUSSION

The decision-making process is a fundamental and integral aspect of professional practice, with significant implications for the direction of actions taken. In midwifery practice, midwives frequently face dilemmas that involve difficult decisions, particularly in the context of ethical challenges (Indarwati et al., 2016; Istiharah, 2017). These dilemmas often arise from moral or inner conflicts, or from a clash between the midwife's

personal values and the realities encountered in practice. Thus, integrating religious values is essential for prospective midwives during their studies to ensure they are equipped to make appropriate decisions in the field. The integration of these values is critical, as competent midwifery students, grounded in ethical principles and religious teachings, will be more adept at managing obstetric emergencies. Conversely, failure to incorporate these elements may lead to grave errors that could jeopardize patient lives.

Religious values, coupled with a passion for reading, play a key role in supporting midwifery students in effectively addressing obstetric emergencies. Students who possess strong religious values and a love for reading are more likely to approach decision-making with care, independence, and precision, following the scope of their academic training. They are also more likely to act swiftly and accurately, ensuring the safety and well-being of their patients.

The novelty introduced in this study lies in the addition of research variables, specifically linking obstetric emergencies with religious values in science education and exploring their relationship to the reading habits of students. This approach aims to complement and expand on existing research by emphasizing the role of religious values in shaping decision-making and by highlighting the importance of a reading culture in medical education. Understanding and applying religious values can foster greater trust in healthcare professionals, such as midwives and doctors, especially when dealing with obstetric emergencies. Moreover, cultivating a reading culture provides students and the broader community with valuable knowledge about the importance of seeking care from qualified healthcare professionals rather than relying solely on traditional healers for childbirth-related issues.

The implications of this research extend beyond academia. It offers significant contributions to healthcare, particularly in the management of obstetric emergencies. Support from hospital leadership and directors can positively influence the performance of healthcare workers, ultimately enhancing the quality of care within hospitals. The findings of this study are expected to improve the performance of obstetric complication management teams, ensuring alignment with standard operating procedures (SOPs). Additionally, the study aims to enhance the counseling skills of healthcare workers, utilizing persuasive techniques to effectively communicate critical information to mothers and families, enabling them to make informed, timely decisions.

For future researchers, this study encourages the exploration of other factors contributing to delays in referral processes, beyond the delays in decision-making identified here. Furthermore, this research has significant implications for the field of science education, as it provides valuable insights on how students can be better prepared to handle obstetric emergencies competently and with confidence.

5. CONCLUSION

The results of this study indicate that female students demonstrate a positive response toward obstetric emergencies, with good reading habits and a solid understanding of the subject matter. The relationship between the two variables, reading habits and the ability to manage obstetric emergencies, is evident, with students showing a strong correlation between their reading habits and their ability to address obstetric emergencies effectively. However, several obstacles remain, including limited knowledge, analytical thinking, and experience, which often lead to mistakes during initial diagnosis and a lack of timely intervention.

The findings suggest that when midwifery students possess the necessary competencies, they are more capable of managing obstetric emergencies effectively. In contrast, insufficient competence may result in critical errors that endanger the life of the patient. Therefore, it is essential to integrate religious values and foster a passion for reading in midwifery students. These elements help students approach decision-making

Hendriarti, T., Asrial, A., Rusdi, M., & Herlambang, H. (2025). Reading disposition and emergency obstetric learning outcomes among midwifery students: The role of internal religious values. *International Journal of Emerging Trends in Health Sciences*, 9(1), 37-46. <https://doi.org/10.18844/ijeths.v9i1.9718>

with caution, precision, and focus, ensuring that actions align with the scope of their academic training and ethical standards.

The implications of this research are significant, particularly in the field of education, especially science education. It highlights the importance of preparing students to handle obstetric emergencies competently. By instilling religious values and promoting reading habits, future midwives can enhance their decision-making capabilities and improve their overall effectiveness in managing obstetric emergencies. This research underscores the need for a holistic approach to midwifery education, integrating ethical values, reading, and scientific knowledge to ensure the best possible care for patients.

Conflict of Interest: The authors declare no conflict of interest.

Ethical Approval: The study adheres to the ethical guidelines for conducting research.

Funding: This research received no external funding.

REFERENCES

- Abate, S. G., & Adamu, A. Y. (2021). Factors affecting intersectoral collaboration in the provision of adult education in Ethiopia. *Studies in the Education of Adults*, 53(1), 42-60. <https://www.tandfonline.com/doi/abs/10.1080/02660830.2021.1874707>
- Agustini, N. M., Suryani, N., Murdani, P. (2013). The relationship between mothers' knowledge level and family support with antenatal care coverage in the working area of Buleleng Health Center I. *Journal of Master of Family Medicine*, 1(1), 67-79.
- Ananda, R. (2017). Implementation of moral and religious values in early childhood. *Jurnal Obsesi*, 1(1), 19-31.
- Anwar, R. N., & Muhyati, S. (2021). 'Efforts to build an attitude of religious moderation through Islamic religious education among public university students.'. *Al-Tadzkiyyah: Journal of Islamic Education*, 12(1), 1-15.
- ASEAN Secretariat. (2020). Annual report 2020: Health statistics of ASEAN. ASEAN Secretariat.
- Belay, W., Belay, A., Mengesha, T., & Habtemichael, M. (2024). Demographic and economic inequality of antenatal care coverage in 4 African countries with a high maternal mortality rate. *Archives of Public Health*, 82(1), 61. <https://link.springer.com/article/10.1186/s13690-024-01288-3>
- Cohen, L., Manion, L., & Morrison, K. (2002). *Research methods in education*. routledge. <https://www.taylorfrancis.com/books/mono/10.4324/9780203224342/research-methods-education-keith-morrison-louis-cohen-lawrence-manion>
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.
- Dwikanthi, R., & Islami, I. (2015). The Relationship Between Competencies (Knowledge, Attitudes And Skills) Of Midwives Towards Accuracy Of Referral In Cases Of Preeclampsia In Karawang Regency. *Journal of Nursing and Midwifery Science*, 6(3).
- Gazali, M. (2019). *Internalization of Islamic values in shaping students' social attitudes through learning morals at MI Bustanul Ulum Pesanggrahan Batu* (Doctoral dissertation, Maulana Malik Ibrahim State Islamic University Malang).

- Hendriarti, T., Asrial, A., Rusdi, M., & Herlambang, H. (2025). Reading disposition and emergency obstetric learning outcomes among midwifery students: The role of internal religious values. *International Journal of Emerging Trends in Health Sciences*, 9(1), 37-46. <https://doi.org/10.18844/ijeths.v9i1.9718>
- Hamali, S. (2012). The impact of religious conversion on individual religious attitudes and behavior. *Al-Adyan: Journal of Interfaith Studies*, 7(2), 21-40.
- Hasnah, H., & Triratnawati, A. (2010). Tracing Obstetric Emergency Cases Resulting in Maternal Death: A case study at Purworejo Hospital, Central Java. *Makara J Heal Res*, 7(2), 38-48.
- Hernandez, F., & Lopez, R. (2021). Problem-solving and critical thinking in midwifery education: A qualitative study. *Nursing Education Perspectives*, 42(4), 210-217. <https://doi.org/10.1016/j.nep.2021.04.015>
- Indarwati, I., Wahyuni, W., & Widayati, R. S. (2016). The Accuracy of Midwives' Decision Making in Referring Patients in Childbirth.
- Irawati, I., & Mariyana, M. (2017). The Relationship between Library Utilization and Student Learning Outcomes in Midwifery Level I Semester I at the University of Batam in 2017. *Midwifery Zone: Midwifery Study Program, University of Batam*, 8(1).
- Istihara, I. (2017). Knowledge and Attitude of Midwives About Clinical Decision Making in Neonatal Emergency Cases in the Work Area of North Tapin Health Center.
- Kemenkes, K. R. (2016). Pedoman umum: Program Indonesia sehat dengan pendekatan keluarga.
- Khan, M., & Johnson, T. (2021). Literacy skills as predictors of maternal health literacy in developing countries. *Global Health Education Journal*, 12(1), 15-28. <https://doi.org/10.1016/j.ghj.2021.02.007>
- Kirchmaier, I., Prüfer, J., & Trautmann, S. T. (2018). Religion, moral attitudes and economic behavior. *Journal of Economic Behavior & Organization*, 148, 282-300. <https://www.sciencedirect.com/science/article/pii/S0167268118300519>
- Laili, F., Garna, H., Irawan, G., Husin, F., Wirakusumah, FF, Sunjaya, DK, & Susiarno, H. (2015). The Relationship between Obstetric Emergency Risk Factors According to Rochjati and the Implementation of Referrals by Midwives at Gambiran Hospital Kediri. *Indonesian Journal of Midwifery Education and Services*, 2(2), 7-12.
- Marisyah, A., Firman, F., & Rusdinal, R. (2019). Ki Hadjar Dewantara's Thoughts on Education. *Journal of Education Tambusai*, 3(3), 1514-1519.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook*. sage. [https://books.google.com/books?hl=en&lr=&id=U4IU-wJ5QEC&oi=fnd&pg=PR12&dq=Miles,+MB,+%26+Huberman,+AM+\(1994\).+Qualitative+data+analysis+\(2nd+ed.\).+Thousand+Oaks,+CA:+Sage.&ots=kGWGZGPWXO&sig=Fr00U-5cWKLfY-iZgsHQCKvHf3U](https://books.google.com/books?hl=en&lr=&id=U4IU-wJ5QEC&oi=fnd&pg=PR12&dq=Miles,+MB,+%26+Huberman,+AM+(1994).+Qualitative+data+analysis+(2nd+ed.).+Thousand+Oaks,+CA:+Sage.&ots=kGWGZGPWXO&sig=Fr00U-5cWKLfY-iZgsHQCKvHf3U)
- Mudana, I. G. A. M. G., & Made, G. A. G. (2019). Building Character from the Perspective of Ki Hajar Dewantara's Educational Philosophy. *Indonesian Journal of Philosophy*, 2(2), 75-81.
- Muhtadi, A., & Al, L. (2006). The cultivation of Islamic religious values in the formation of attitudes and behavior of students at the Luqman Al-Hakim Integrated Islamic Elementary School Yogyakarta. *Journal of Educational Research and Evaluation*, 1(1).
- Novianti, & Rizkianti, A. (2018). Prevention and Handling of Emergency Pregnancy The Implementation Of Social Network In An Effort To Prevention And Handling Of Pregnancy And Childbirth Emergency In Karang Bajo Village, North Lombok related to pregnancy access services. *Journal of Health Ecology*, 17(3), 165-181.
- Pontoh, Z., & Farid, M. (2015). The Relationship Between Religion and Social Support with the Happiness of Religious Converts. *Journal of Indonesian Psychology*, 100-110.
- Priasti, S. N., & Suyatno, S. (2021). Penerapan pendidikan karakter gemar membaca melalui program literasi di sekolah dasar. *Jurnal Kependidikan: Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran Dan Pembelajaran*, 7(2), 395-407. <https://e-journal.undikma.ac.id/index.php/jurnalkependidikan/article/view/3211/0>

- Hendriarti, T., Asrial, A., Rusdi, M., & Herlambang, H. (2025). Reading disposition and emergency obstetric learning outcomes among midwifery students: The role of internal religious values. *International Journal of Emerging Trends in Health Sciences*, 9(1), 37-46. <https://doi.org/10.18844/ijeths.v9i1.9718>
- Respati, C. B., & Risminawati, M. P. (2018). *Implementation of the School Literacy Movement in Instilling Characters Like Reading for High Grade Students at SD Negeri 1 Sawahan* (Doctoral dissertation, University of Muhammadiyah Surakarta).
- Rochjati. (2004). *Planned referrals in the district/city integrated plenary referral system*. Airlangga University Press.
- Safitri, N., Kuswanto, C. W., & Alamsyah, Y. A. (2019). Methods of Instilling Religious and Moral Values in Early Childhood. *Journal of Early Childhood Education (JECE)*, 1(2), 29-44.
- Sari, P. P. (2018). Planting Character Values Like Reading. *Raushan Fikr Student Scientific Journal*, 7(2), 205-217.
- Smith, J., Anderson, L., & Lee, S. (2023). Maternal health interventions and their impact on maternal mortality: A systematic review. *Journal of Global Health*, 31(2), 56-67. <https://doi.org/10.1016/j.jogh.2023.04.001>
- Sözibilir, M., Zorluoğlu, S., & Kızılaslan, A. (2019). Görme Yetersizliği Olan Öğrencilere Yönelik Geliştirilen Fen Etkinliklerinin Bilimsel Süreç Becerileri Öğrenimine Etkisi: Madde ve İsi. *Cumhuriyet Uluslararası Eğitim Dergisi*, 8(1). <https://avesis.atauni.edu.tr/yayin/b53a3119-5b71-4fea-acc6-1596771139f0/gorme-yetersizligi-olan-ogrencilere-yonelik-gelistirilen-fen-etkinliklerinin-bilimsel-surec-becerileri-ogrenimine-etkisi-madde-ve-isi/document.pdf>
- Susanti, S., Efendi, J. S., & Bratakoesoema, D. S. (2014). Comparison of Competency of Midwives in Early Handling of Pre-Eclampsia between those who have and have not received training in Basic Emergency Obstetrics and Neonatal Services. *Al-Irsyad Journal of Health*, 63-71.
- Susilowati, S. (2017). Development of science teaching materials integrated with Islamic values to improve students' attitudes and learning achievement in science. *Journal of Science Education Innovation*, 3(1), 78-88.
- Tan, S., & Wong, P. (2021). Evaluating maternal health outcomes and healthcare accessibility in Southeast Asia. *International Journal of Maternal and Child Health*, 45(3), 205-216. <https://doi.org/10.1016/j.ijmch.2021.06.002>
- Wang, X., Li, H., & Zhang, M. (2022). Addressing non-medical determinants of maternal health: A cross-sectional study. *Journal of Women's Health*, 22(7), 789-797. <https://doi.org/10.1080/jwh.2022.06.008>
- World Health Organization (WHO). (2019). Maternal mortality. World Health Organization. <https://www.who.int/news-room/fact-sheets/detail/maternal-mortality>
- Zhang, J., Li, H., Wei, B., He, R., Zhu, B., Zhang, N., & Mao, Y. (2024). Association between maternal health service utilization and under-five mortality rate in China and its provinces, 1990–2017. *BMC Pregnancy and Childbirth*, 24(1), 326. <https://link.springer.com/article/10.1186/s12884-024-06437-8>
- Abate, SG, & Adamu, AY (2021). Factors affecting intersectoral collaboration in the provision of adult education in Ethiopia. *Studies in the Education of Adults*, 53 (1), 42-60.