



The Effectiveness of the 'One Student One Breastfeeding Woman' Program on Breastfeeding Success

Ulfa Farrah Lisa¹, Feri Anita Wijayanti²

^{1,2} Department of Midwifery, Faculty of Medicine, Universitas Andalas, Indonesia

Corresponding author: ulfafarrahliisa@med.unand.ac.id

ABSTRACT

Background: Breastfeeding success plays a crucial role in optimizing child growth and development. Maternal knowledge, satisfaction, and self-efficacy are key influencing factors, all of which can be enhanced through support from health professionals in the form of guidance and counseling during the breastfeeding period. In Indonesia's Midwifery Professional Education curriculum, one of the learning outcomes for students is providing care for breastfeeding mothers.

Purpose: This study aimed to determine the effectiveness of the One Student One Breastfeeding Woman program on breastfeeding success.

Methods: This was a quasi-experimental study using a pre-post design without a control group. The study involved 23 breastfeeding mothers in Padang City who participated in the One Student One Breastfeeding Woman program. Data collection employed three instruments: the Maternal Breastfeeding Evaluation Scale (MBES) to measure satisfaction, the Breastfeeding Self-Efficacy Scale-Short Form (BSES-SF) to measure self-efficacy, and a breastfeeding knowledge questionnaire developed by Susiloretni et al. The study received ethical approval. Data were analyzed using paired t-tests with a 95% confidence interval.

Results: The findings showed significant improvements across all variables. The mean knowledge score increased from 20.7391 (SD = 2.32022) before the intervention to 23.3043 (SD = 1.94082) after (p < 0.001). Maternal satisfaction improved from 62.4348 (SD = 9.42832) to 67.6522 (SD = 7.14530) (p = 0.049). Self-efficacy increased from 38.9565 (SD = 10.85641) to 45.6087 (SD = 8.02688) (p = 0.036).

Conclusion: The One Student One Breastfeeding Woman program was found to be significantly effective in improving breastfeeding success by enhancing maternal knowledge, satisfaction, and self-efficacy. This program can be integrated as part of the learning outcomes in postpartum and breastfeeding care within the Midwifery Professional Education curriculum and may serve as a strategy to support exclusive

Women, Midwives, and Midwifery

<https://wmmjournal.org>



Publisher: Asosiasi Pendidikan Kebidanan Indonesia (AIPKIND)

<http://aipkind.org>



breastfeeding achievement. This finding highlights the potential of student-led breastfeeding support as an innovative model for maternal and child health promotion.

Keywords: knowledge, satisfaction, self-efficacy, one student one breastfeeding woman, breastfeeding.

BACKGROUND

Globally, exclusive breastfeeding (EBF) rates remain below optimal levels despite gradual progress in the past decade. According to the Global Breastfeeding Scorecard 2023, the global rate of EBF among infants under six months has risen by approximately 10 percentage points in ten years, reaching 48%—still short of the 70% target set for 2030 (UNICEF, 2023). This gap highlights that many countries continue to face challenges in ensuring adequate policy, healthcare, and community support for breastfeeding. Similarly, in high-income settings, exclusive breastfeeding remains suboptimal; for instance, in the United States, only 26.1% of infants were exclusively breastfed at six months as of 2022 (Ding et al., 2024).

In Indonesia, despite national progress, challenges remain substantial. The most recent data reported that around 67% of mothers practice exclusive breastfeeding (Shorey, Chan, Chi, et al., 2015; Shorey, Chan, Chong, et al., 2015). However, this figure fluctuates across regions due to variations in maternal knowledge, social support, and healthcare access. To achieve both global and national targets, comprehensive and context-sensitive interventions are urgently needed. The World Health Organization (2025) continues to recommend early initiation within the first hour after birth, exclusive breastfeeding for the first six months, and continued breastfeeding alongside complementary foods up to two years or beyond (World Health Organization, 2025).

Multiple factors have been identified as contributors to low exclusive breastfeeding rates. A systematic review found that common barriers include maternal anxiety, low confidence, cultural perceptions, insufficient workplace accommodations, aggressive marketing of formula milk, and inadequate policy enforcement (Rodríguez-Gallego et al., 2024). Similar barriers were observed in Saudi Arabia, where mothers frequently cited early return to work, lack of workplace support, perceived insufficient milk supply, and time constraints as reasons for discontinuing breastfeeding (Alzaheb, 2023). In Sub-Saharan Africa, determinants of suboptimal EBF include lower maternal education, poverty, limited media exposure, and infant health problems (Shrestha & Adhikari, 2023).

Women, Midwives, and Midwifery

<https://wmmjournal.org>



Publisher: Asosiasi Pendidikan Kebidanan Indonesia (AIPKIND)

<http://aipkind.org>



Exclusive breastfeeding provides substantial health benefits for both infants and mothers. Recent evidence demonstrates that longer and more exclusive breastfeeding is associated with improved neurodevelopmental outcomes and reduced risk of rapid weight gain during infancy (Zhou et al., 2025). Furthermore, early initiation of breastfeeding significantly reduces neonatal morbidity and mortality, as documented in a 2024 multicountry cohort published in *Pediatrics* (Feldman-Winter et al., 2024). These findings reinforce that successful breastfeeding is not merely a maternal choice but a critical public health priority.

Nevertheless, studies in Indonesia and other developing nations reveal persistent gaps in maternal knowledge, self-efficacy, and confidence. A cohort study found that only 58% of primiparous mothers were able to maintain exclusive breastfeeding for six months, with early discontinuation linked to perceived milk insufficiency and low self-efficacy (Rachmawati et al., 2022). Similarly, cultural beliefs and modern lifestyle pressures continue to shape maternal behavior, leading to deviations from WHO breastfeeding recommendations despite ongoing public health education (Violant-Holz et al., 2020).

Given these challenges, one promising approach to improving exclusive breastfeeding (EBF) outcomes involves structured, personalized breastfeeding counseling. Evidence from Ghana demonstrated that frequent, person-centered counseling significantly improved maternal self-efficacy, social support, and sustained breastfeeding practices (Asare et al., 2023). Furthermore, integrating educational components into midwifery and nursing curricula has been shown to enhance students' confidence and competence in supporting breastfeeding mothers (Leblanc et al., 2022). Despite these advances, limited empirical evidence exists on the implementation of student-led breastfeeding mentoring programs in Indonesia. To address this gap, the One Student One Breastfeeding Woman (OSOBW) program was introduced—pairing one midwifery student with one breastfeeding mother to provide continuous, structured counseling over three months, aiming to enhance maternal knowledge, satisfaction, and breastfeeding self-efficacy.

OBJECTIVE

To evaluate the effectiveness of the One Student One Breastfeeding Woman program on breastfeeding success.

METHODS

This study employed a quasi-experimental design with a pre-post non-control group format. The intervention administered to the study participants was the One Student One Breastfeeding Woman program.

Women, Midwives, and Midwifery

<https://wmmjournal.org>



Publisher: Asosiasi Pendidikan Kebidanan Indonesia (AIPKIND)
<http://aipkind.org>

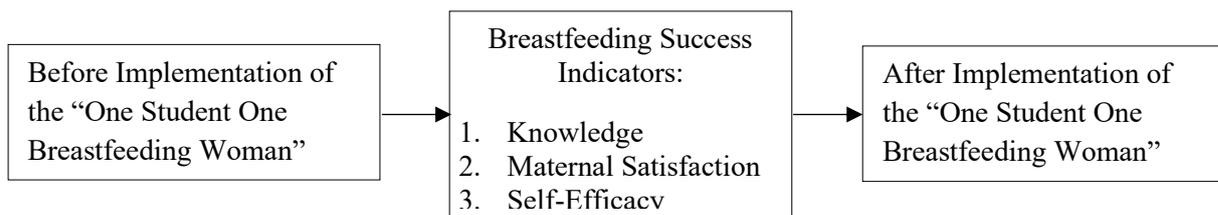


Figure 1. Research Design

The study subjects were determined using a total population approach, consisting of 23 breastfeeding mothers who were clients of the Continuity of Care (COC) of students in the Midwifery Professional Education Program. The study was conducted in Padang City from July to November 2021. The model implemented in this study involved midwifery students who had received breastfeeding counselor training and were equipped with breastfeeding guidance materials to assist the mothers.

Tabel 1. Sample Criteria

Inclusion Criteria	Exclusion Criteria
<ul style="list-style-type: none"> Breastfeeding mothers who were clients of the COC of Midwifery Professional Education Program, Faculty of Medicine, Universitas Andalas Infants alive and healthy Mothers actively breastfeeding 	<ul style="list-style-type: none"> Mothers diagnosed with baby blues or postpartum depression History of breast neoplasms

Study Variables:

- The One Student One Breastfeeding Woman program was the independent variable, measured before and after the intervention.
- Breastfeeding success was the dependent variable, assessed through maternal satisfaction, knowledge, and self-efficacy before and after the intervention using an interval scale.

Instruments

Data collection was carried out using questionnaires completed by students through interviews with breastfeeding mothers. The research instrument consisted of a questionnaire that included sociodemographic data and sections on knowledge, satisfaction, and self-efficacy. Sociodemographic variables included age, education,

Women, Midwives, and Midwifery

<https://wmmjournal.org>



Publisher: Asosiasi Pendidikan Kebidanan Indonesia (AIPKIND)

<http://aipkind.org>



occupation, number of children, number of household members, type of delivery, complications during pregnancy and childbirth (e.g., preeclampsia, diabetes mellitus, placenta previa, prematurity), newborn weight, rooming-in status, previous breastfeeding history, early initiation of breastfeeding, and infant sex.

Maternal satisfaction was assessed using the Maternal Breastfeeding Evaluation Scale (MBES) developed by Leff et al. (1994), which has been widely used in various studies (Leff, Jefferis, and Gagne, 1994). The MBES is designed to evaluate both positive and negative aspects of breastfeeding and to identify the key components of successful breastfeeding (Gresh et al., 2019). The tool was translated into Indonesian and tested for validity and reliability, yielding a Cronbach's alpha of 0.940. Scores below 115 indicated low satisfaction, while scores above 116 indicated high satisfaction (Awaliyah et al., 2019).

Knowledge was measured using a questionnaire developed by Susiloretni et al. (2015), which consists of 15 items assessing maternal knowledge about breastfeeding (Cronbach's alpha = 0.72). Scores were calculated based on the percentage of correct answers, with a maximum possible score of 100. Higher scores indicated greater knowledge (Susiloretni et al., 2015). Knowledge questions were related to colostrum and its benefits (2 items), early breast milk production and infant needs (3 items), correct breastfeeding techniques (2 items), alternatives to breast milk (1 item), understanding infant crying (2 items), duration of breastfeeding and complementary feeding (1 item), breast care (2 items), and factors influencing breast milk production (2 items).

To measure breastfeeding self-efficacy, the study used the Breastfeeding Self-Efficacy Scale - Short Form (BSES-SF) developed by Dennis (2003), which includes 14 items assessing the respondent's confidence in exclusively breastfeeding. Total scores range from 14 to 70, with scores below 55 indicating low self-efficacy and scores above 56 indicating high self-efficacy. This instrument was translated and validated in Indonesian, with a Cronbach's alpha of 0.94 (Yu et al., 2020).

In this study, the research instruments were not newly developed, and no validity or reliability testing was conducted.

Data Analysis

The analysis used to test the hypothesis was performed by comparing the mean scores before and after the intervention to determine whether the One Student One Breastfeeding Woman program was effective in improving breastfeeding success among mothers in West Sumatra, using a paired t-test. Data normality was tested with the Shapiro-Wilk test,

Women, Midwives, and Midwifery

<https://wmmjournal.org>



Publisher: Asosiasi Pendidikan Kebidanan Indonesia (AIPKIND)

<http://aipkind.org>



which indicated that the data were normally distributed ($p > 0.05$). Data analysis was conducted using computer software with a 95% confidence interval (CI) and a significance level of $\alpha = 0.05$.

RESULTS

Midwifery Students' Knowledge Regarding the OSOBW Program

Before implementing the OSOBW program, students received training to standardize their knowledge and understanding of the information, education, and communication (IEC) materials to be delivered to breastfeeding mothers. The training content covered topics such as the anatomy and physiology of lactation, the lactation process, common breastfeeding problems in mothers and infants and their management, exclusive breastfeeding and milk expression, breastfeeding counseling techniques, counseling practice, confidence building and support, as well as exercises to enhance self-confidence and supportive communication.

The training was conducted on September 4–5, 2021, and involved several expert speakers, including certified international lactation counselors. A total of 23 midwifery professional students participated in the two-day training, and no significant difficulties were encountered during the sessions. Students were given a pretest and posttest consisting of 15 questions related to breastfeeding. The results of the training showed an improvement in students' knowledge, as presented in the following table.

Table 1. Midwifery Students' Knowledge Regarding the OSOBW Program

Knowledge Score	Before Intervention	After Intervention
Mean (SD)	10,37 (1,72)	13,34 (1,54)
Minimum Score	7	9
Maximum Score	14	15

Based on Table 1, there was an increase in the average knowledge score before and after the training, with a minimum score of 7 and a maximum of 14 before the training, which improved to a minimum of 9 and a maximum of 15 after the training.

The “One Student One Breastfeeding Woman” Program and Its Effect on Breastfeeding Success

OSOBW program was initiated by the author to engage students in supporting breastfeeding mothers through a one-to-one mentorship model, where each student was assigned to accompany one breastfeeding mother. The primary aim of this program was to ensure that mothers received continuous support from future healthcare

Women, Midwives, and Midwifery

<https://wmmjournal.org>



Publisher: Asosiasi Pendidikan Kebidanan Indonesia (AIPKIND)

<http://aipkind.org>



professionals—specifically midwifery students—through intensive breastfeeding counseling based on a modified version of the World Health Organization’s (WHO) seven-contact breastfeeding initiation framework, while also promoting optimal breastfeeding practices. Another goal of the program was to help mothers successfully breastfeed for six months and ideally continue breastfeeding up to two years.

The study sample consisted of 23 breastfeeding mothers in Padang City who received care and counseling from midwifery professional students of the Faculty of Medicine, Universitas Andalas, who had previously undergone specific breastfeeding counselor training. The mentoring was carried out over a period of two months, with four scheduled sessions held biweekly. Mothers were also encouraged to contact the assigned student for additional consultation whenever they experienced difficulties with breastfeeding outside the scheduled sessions. Based on the conducted study, the characteristics of the respondents were described as follows:

Table 2. Respondent Characteristics

	Characteristic	Frequency (n=23)	Percentage (%)
Age	19 – 35	20	87
	>35	3	13
Education	Junior High School (SMP)	1	4,3
	Senior High School (SMA)	8	34,8
	Higher Education	14	60,9
Income (IDR)	1.000.000 – 2.999.999	8	34,8
	3.000.000 – 4.999.999	11	47,8
	≥ 5.000.000	4	17,4
Number of Children	1	11	47,8
	2	6	26,1
	3	2	8,7
	4	3	13,0
	5	1	4,3
Employment Status	Unemployed	12	52,2
	Employed	11	47,8
Initiation of Breastfeeding (IMD)	< 30 minutes after birth	6	26,1
	30 – 60 minutes after birth	15	65,2
	> 60 minutes after birth	2	8,7

Women, Midwives, and Midwifery

<https://wmmjournal.org>



Publisher: Asosiasi Pendidikan Kebidanan Indonesia (AIPKIND)

<http://aipkind.org>



Based on Table 2, the majority of respondents were aged between 19 and 35 years, totaling 20 individuals (87%). Regarding education, most respondents had a higher education background, with 14 participants (60.9%). In terms of income, the largest group earned between 3,000,000 and 4,999,999 IDR, accounting for 11 respondents (47.8%). Concerning the number of children, nearly half of the respondents had given birth to their first child, with 11 individuals (47.8%). Regarding employment status, most mothers were unemployed, totaling 12 respondents (52.2%). In terms of early initiation of breastfeeding (IMD), the majority of mothers performed IMD within 30 to 60 minutes after delivery, comprising 15 individuals (65.2%).

The data distribution was normal; therefore, the effectiveness test comparing before and after the intervention was conducted using a paired t-test.

Table 3. Effectiveness of the “One Student One Breastfeeding Woman” Program on Breastfeeding Success

Variable	Before Intervention	After Intervention	p-value
1. Knowledge			
Mean	20.7391	23.3043	
SD	2.32022	1.94082	0.000
Min	16.00	20.00	
Max	24.00	26.00	
2. Satisfaction			
Mean	62.4348	67.6522	
SD	9.42832	7.14530	0.049
Min	43.00	54.00	
Max	78.00	80.00	
3. Self-efficacy			
Mean	38.9565	45.6087	
SD	10.85641	8.02688	0.036
Min	12.00	24.00	
Max	56.00	55.00	

The results of the paired t-test showed that the “One Student One Breastfeeding Woman” program had a significant positive effect on all measured variables related to breastfeeding success.

Firstly, the knowledge score of breastfeeding mothers significantly increased after the intervention, with the mean score rising from 20.74 before the program to 23.30 after the

Women, Midwives, and Midwifery

<https://wmmjournal.org>



Publisher: Asosiasi Pendidikan Kebidanan Indonesia (AIPKIND)

<http://aipkind.org>



program ($p = 0.000$). This indicates that the counseling and support provided by the students effectively improved the mothers' understanding of breastfeeding.

Secondly, maternal satisfaction with the breastfeeding process also showed a statistically significant improvement. The mean satisfaction score increased from 62.43 before the program to 67.65 after the intervention ($p = 0.049$), demonstrating that mothers felt more content and supported in their breastfeeding experience following the program.

Lastly, self-efficacy, which reflects the mothers' confidence and belief in their ability to breastfeed successfully, improved significantly. The mean self-efficacy score increased from 38.96 before to 45.61 after the program ($p = 0.036$). This suggests that the program helped strengthen mothers' confidence in overcoming breastfeeding challenges.

Overall, these findings provide strong evidence that the “One Student One Breastfeeding Woman” program effectively enhances knowledge, satisfaction, and self-efficacy among breastfeeding mothers, which are critical factors for successful and sustained breastfeeding.

DISCUSSION

The One Student One Breastfeeding Woman (OSOBW) program demonstrated significant improvements in maternal knowledge, satisfaction, and self-efficacy, indicating that structured, student-led, and continuity-based interventions can effectively enhance breastfeeding outcomes. These findings are consistent with global evidence showing that individualized breastfeeding support interventions—such as counseling, education, and home visits—significantly increase exclusive breastfeeding rates up to six months postpartum (Whittaker et al., 2025). Furthermore, systematic reviews confirm that combining interpersonal counseling with continuity of care strengthens both short- and long-term breastfeeding success (McFadden et al., 2023).

In improving maternal knowledge, the OSOBW program effectively reinforced mothers' understanding through interactive, student-led counseling. Similar results were observed by Kroll de Senna et al. (2020), who found that postpartum education and personalized guidance were associated with higher breastfeeding satisfaction and longer exclusive breastfeeding duration (Renfrew et al., 2014). Recent studies emphasize that knowledge-based interventions integrated with digital communication or mHealth platforms further improve maternal awareness, self-confidence, and readiness to overcome lactation challenges (Rahman et al., 2018).

Maternal satisfaction is a critical psychological outcome of successful breastfeeding

Women, Midwives, and Midwifery

<https://wmmjournal.org>



Publisher: Asosiasi Pendidikan Kebidanan Indonesia (AIPKIND)

<http://aipkind.org>



practices. Satisfaction reflects the emotional and physical fulfillment of the mother during breastfeeding, serving as both a motivator and a feedback indicator for continued breastfeeding. A recent multicenter trial in Spain confirmed that supportive counseling programs significantly improved maternal satisfaction, self-efficacy, and exclusive breastfeeding rates at three months postpartum. This underscores that satisfaction is influenced not only by knowledge but also by emotional support, counseling quality, and the perceived availability of assistance (Akbarzadeh et al., 2023).

Breastfeeding self-efficacy, or maternal confidence in her ability to breastfeed, also improved after program implementation. Self-efficacy is one of the strongest predictors of breastfeeding duration and exclusivity (Brockway et al., 2020). Interventions focusing on emotional reassurance, consistent follow-up, and empowerment significantly increase maternal confidence and breastfeeding continuity. For instance, a systematic review found that breastfeeding counseling interventions led to improved self-efficacy and exclusive breastfeeding rates in both hospital and community settings (Hulsbosch et al., 2023; Rollins et al., 2016). These findings align with Bandura's social cognitive theory, which posits that self-efficacy plays a central role in shaping motivation, behavior, and persistence in achieving desired health outcomes. Strengthening mothers' belief in their ability to breastfeed therefore serves as a key mechanism for improving breastfeeding outcomes and sustaining exclusive breastfeeding practices.

From an educational perspective, the OSOBW program aligns with competency-based learning principles in midwifery education. Community-Based Learning (CBL) models enhance students' communication, empathy, and problem-solving skills—core competencies required in maternal and newborn health (Lozano et al., 2023). Through OSOBW, students not only provide counseling but also gain real-world experience, bridging theory and practice while contributing directly to public health outcomes.

At the health systems level, OSOBW addresses gaps identified by UNICEF's Global Breastfeeding Scorecard (2023), which highlights that only 48% of infants under six months are exclusively breastfed worldwide, far below the 70% global target (UNICEF & WHO, 2023). Student-led models can complement overburdened health systems by providing continuous support, early problem detection, and counseling reinforcement—especially in regions where professional follow-up is limited.

Nevertheless, several challenges remain. Sustainability depends on institutional commitment, structured supervision, and workload management for students and faculty. Socio-cultural factors—such as traditional beliefs about colostrum, perceived insufficient milk, and family pressure—also influence breastfeeding behaviors and should be

Women, Midwives, and Midwifery

<https://wmmjournal.org>



Publisher: Asosiasi Pendidikan Kebidanan Indonesia (AIPKIND)

<http://aipkind.org>



addressed in culturally tailored interventions. Future implementations should integrate digital platforms and community partnerships to strengthen reach and monitoring.

The OSOBW program demonstrated significant improvements in maternal knowledge, satisfaction, and self-efficacy, supporting its potential as an innovative educational and public health intervention. Beyond academic settings, implementing structured breastfeeding mentorship programs in communities could enhance maternal support and align with national efforts to increase exclusive breastfeeding coverage. Integrating student-led counseling models into national maternal health programs could strengthen Indonesia's efforts to achieve its exclusive breastfeeding targets.

CONCLUSION

The One Student One Breastfeeding Woman program significantly improved maternal knowledge, satisfaction, and self-efficacy—key determinants of breastfeeding success. The integration of student-led, person-centered support offers a sustainable strategy to enhance exclusive breastfeeding outcomes while strengthening future midwives' professional competencies.

Recommendations:

1. For practitioners: Implement supervised student-mentoring systems for postpartum mothers as part of continuity care.
2. For educational institutions: Integrate structured breastfeeding support programs into professional midwifery curricula.
3. For policymakers: Establish cross-sector collaborations to scale up student-led breastfeeding initiatives nationally.
4. For researchers: Conduct longitudinal and multi-center studies to assess the long-term effects on breastfeeding duration, infant outcomes, and cost-effectiveness.

ACKNOWLEDGMENTS:

The authors would like to express their sincere gratitude to the Faculty of Medicine, Universitas Andalas, for providing funding and institutional support for this research. Special thanks are also extended to the Midwifery Professional Education Program and all participating students for their dedication during the implementation of the One Student One Breastfeeding Woman program. The authors are also grateful to the breastfeeding mothers who generously shared their time and experiences, making this study possible. Lastly, appreciation is given to the academic and administrative staff who contributed to the coordination and smooth running of the research activities.

Women, Midwives, and Midwifery

<https://wmmjournal.org>



Publisher: Asosiasi Pendidikan Kebidanan Indonesia (AIPKIND)

<http://aipkind.org>



REFERENCES

- Akbarzadeh, Ghaemi, & Moshfeghy. (2023). Effectiveness of a postpartum support group intervention in promoting exclusive breastfeeding and perceived self-efficacy: A multicenter randomized clinical trial. *BioMed Research International*, 2023(5), 1–10., 5(1), 1–10.
- Alzaheb. (2023). Barriers to exclusive breastfeeding among working mothers in Saudi Arabia: A cross-sectional study. *International Breastfeeding Journal*, 18(1), 55. <https://doi.org/10.1186/s13006-022-00501-9>
- Asare, Manu, & Acheampong. (2023). Maternal self-efficacy, community norms, and exclusive breastfeeding in Ghana: A prospective study. *BMC Public Health*, 23(1), 16–75. <https://doi.org/10.1186/s12889-023-16449-3>
- Awaliyah, Rachmawati, & Rahmah. (2019). Breastfeeding self-efficacy as a dominant factor affecting maternal breastfeeding satisfaction. *BMC Nursing*, 18(1), 1–7. <https://doi.org/10.1186/s12912-019-0359-6>
- Brockway, Benzies, & Hayden. (2020). Does breastfeeding self-efficacy theory apply to mothers of moderate and late preterm infants? A qualitative exploration. *Journal of Clinical Nursing*, 29(15–16), 2872–2885. <https://doi.org/10.1111/jocn.15304>
- Ding, Hamner, Perrine, & Scanlon. (2024). Breastfeeding practices and duration in the United States: National Health and Nutrition Examination Survey 2017–2022. *Pediatrics*, 153(2), e2023062200. <https://doi.org/10.1542/peds.2023-062200>
- Feldman-Winter, Renfrew, & Tomori. (2024). Early initiation of breastfeeding and neonatal outcomes: Evidence from a multicountry cohort. *Pediatrics*, 153(3), e20240011.
- Gresh, A., Robinson, K., Thornton, C. P., & Plesko, C. (2019). Caring for Women Experiencing Breast Engorgement: A Case Report. *Journal of Midwifery and Women's Health*, 64(6), 763–768. <https://doi.org/10.1111/jmwh.13011>
- Hulsbosch, L. P., Nyklíček, I., Boekhorst, M. G., Potharst, E. S., & Pop, V. J. (2023). Breastfeeding continuation is associated with trait mindfulness but not with trajectories of postpartum depressive symptoms. *Midwifery*, 124. <https://doi.org/10.1016/j.midw.2023.103770>
- Leblanc, Dumont, & Lefèvre. (2022). Integrating community-based learning in medical and midwifery education: Impacts on professional competencies and empathy. *BMC Medical Education*, 22(1), 384–392. <https://doi.org/10.1186/s12909-021-03098-5>

Women, Midwives, and Midwifery

<https://wmmjournal.org>



Publisher: Asosiasi Pendidikan Kebidanan Indonesia (AIPKIND)

<http://aipkind.org>



- Lozano, González, & Herrera. (2023). Barriers to breastfeeding continuation: A mixed-method study in Latin America. *Maternal & Child Nutrition*, 19(2), e13492. <https://doi.org/10.1111/mcn.13492>
- McFadden, Gavine, Renfrew, Wade, Buchanan, Taylor, & MacGillivray. (2023). Counselling interventions to enable women to initiate and continue breastfeeding: An updated systematic review and meta-analysis. *International Breastfeeding Journal*, 18(1), 1–19. <https://doi.org/10.1186/s13006-022-00501-9>
- Rachmawati, Awaliyah, & Rahmah. (2022). Digital counseling interventions to promote exclusive breastfeeding: A randomized controlled study. *European Journal of Midwifery*, 6(4), 1–10. <https://doi.org/10.18332/ejm/152925>
- Rahman, A. E., Perkins, J., Islam, S., Siddique, A. B., Moinuddin, M., Anwar, M. R., Mazumder, T., Ansar, A., Rahman, M. M., Raihana, S., Capello, C., Santarelli, C., El Arifeen, S., & Hoque, D. M. E. (2018). Knowledge and involvement of husbands in maternal and newborn health in rural Bangladesh. *BMC Pregnancy and Childbirth*, 18(1), 1–12. <https://doi.org/10.1186/s12884-018-1882-2>
- Renfrew, McFadden, Bastos, Campbell, Channon, Cheung, Silva, Downe, Kennedy, Malata, McCormick, Wick, & Declercq. (2014). Midwifery and quality care: Findings from a new evidence-informed framework for maternal and newborn care. *The Lancet*, 384(9948), 1129–1145. [https://doi.org/10.1016/S0140-6736\(14\)60789-3](https://doi.org/10.1016/S0140-6736(14)60789-3)
- Rodríguez-Gallego, Gutiérrez, C., Gómez-Baya, Larios, & García. (2024). Effectiveness of a postpartum breastfeeding support group intervention in promoting exclusive breastfeeding and perceived self-efficacy: A multicentre randomized clinical trial. *Nutrients*, 16(7), 988. <https://doi.org/10.3390/nu16070988>
- Rollins, Bhandari, Hajeebhoy, Horton, Lutter, Martines, Piwoz, Richter, & Victora. (2016). Why invest, and what it will take to improve breastfeeding practices? *Lancet*, 387(1), 491–504. [https://doi.org/10.1016/S0140-6736\(15\)01044-2](https://doi.org/10.1016/S0140-6736(15)01044-2)
- Shorey, Chan, Chi, Chong, & He. (2015). Perceptions of primiparas on a postnatal psychoeducation programme: The process evaluation. *Midwifery*, 31(1), 155–163. <https://doi.org/10.1016/j.midw.2014.08.001>
- Shorey, Chan, Chong, & He. (2015). A randomized controlled trial of the effectiveness of a postnatal psychoeducation programme on self-efficacy, social support and postnatal depression among primiparas. *Journal of Advanced Nursing*, 71(6), 1260–1273.

Women, Midwives, and Midwifery

<https://wmmjournal.org>



Publisher: Asosiasi Pendidikan Kebidanan Indonesia (AIPKIND)

<http://aipkind.org>



- Shrestha, & Adhikari. (2023). Factors associated with exclusive breastfeeding practices in Sub-Saharan Africa: A multilevel analysis. *BMC Public Health*, 23(1), 15–49. <https://doi.org/10.1186/s12889-023-16449-3>
- Susiloretni, Hadi, Prabandari, Soenarto, Wilopo, & Dibley. (2015). What works to improve duration of exclusive breastfeeding: Lessons from the exclusive breastfeeding promotion program in rural Indonesia. *Maternal and Child Health Journal*, 19(7), 1515–1525. <https://doi.org/10.1007/s10995-014-1656-z>
- UNICEF. (2023). *Global breastfeeding scorecard 2023: Enabling women to breastfeed through better policies and programs*. UNICEF. [https://www.unicef.org/media/150586/file/Global breastfeeding scorecard 2023.pdf](https://www.unicef.org/media/150586/file/Global%20breastfeeding%20scorecard%202023.pdf)
- UNICEF, & WHO. (2023). *Global Breastfeeding Scorecard 2023 Rates of Breastfeeding Increase Around The World Through Improved Protection and Support*. [https://www.unicef.org/media/150586/file/Global breastfeeding scorecard 2023.pdf](https://www.unicef.org/media/150586/file/Global%20breastfeeding%20scorecard%202023.pdf)
- Violant-Holz, V., Gallego-Jiménez, M. G., González-González, C. S., Muñoz-Violant, S., Rodríguez, M. J., Sansano-Nadal, O., & Guerra-Balic, M. (2020). Psychological health and physical activity levels during the covid-19 pandemic: A systematic review. *International Journal of Environmental Research and Public Health*, 17(24), 1–19. <https://doi.org/10.3390/ijerph17249419>
- Whittaker, Mavridis, & D’Arcy. (2025). Factors and interventions that positively influence breastfeeding: Women’s intention, self-efficacy, and support. *Clinical Nutrition Open Science*, 9(1), 1–12. <https://doi.org/10.1016/j.nutos.2023.100124>
- World Health Organization. (2025). *Infant and Young Child Feeding: Key Recommendations and Implementation Progress*. Geneva: WHO.
- Yu, Li, Hu, Li, & Xu. (2020). Breastfed 13 month-old infant of a mother with COVID-19 pneumonia: A case report. *International Breastfeeding Journal*, 15(1), 68. <https://doi.org/10.1186/s13006-020-00305-9>
- Zhou, Zhang, Wang, & Chen. (2025). Association between breastfeeding duration and child neurodevelopmental outcomes: A longitudinal cohort study. *JAMA Network Open*, 8(1), e2349021. <https://doi.org/10.1001/jamanetworkopen.2025.49021>