

Impact of an Interplatform Collaborative Health Seminar on Reproductive and Psychological Preparedness Among Prospective Brides

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Abstract

Introduction: Marriage is a critical life transition that influences family quality and long-term well-being. Increasing divorce rates in Indonesia highlight the growing complexity of marital problems, some of which are related to inadequate reproductive health preparedness before marriage. Reproductive health issues, including infertility and undiagnosed conditions, may contribute to marital stress and adverse maternal outcomes. **Objective:** This study aimed to describe participant satisfaction and perceived benefits of a reproductive health education seminar as part of preconception preparation for prospective couples. **Method:** A quantitative descriptive survey was conducted among participants of the Serasa Sehatin Seminar: "Prepare Your Future Start Now: Marriage." Data were collected using an online questionnaire distributed to seminar participants, with responses analyzed using descriptive statistics. **Results and Discussion:** The evaluation showed that most indicators achieved moderate to high mean scores, indicating positive participant perceptions of content quality and speaker performance. Result and Discussion: The findings suggest that professionally delivered reproductive health education effectively improves understanding of reproductive health and increases awareness of health conditions prior to conception. **Conclusions:** High-quality reproductive health education is essential in strengthening preconception preparedness and supporting long-term maternal and family well-being.

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Introduction

Marriage is widely regarded as a major developmental milestone in the human life course. Beyond its legal and formal dimensions, it represents a social transition from adolescence to adulthood and from singlehood to long-term partnership. Across societies, including Indonesia, marriage is commonly associated with social expectations related to family stability, reproductive readiness, and continuity of family roles. Prior studies indicate that sustained marital commitment is strongly influenced by contextual and shared value-based factors—such as having children, religious values, social stigma surrounding divorce, and how couples cognitively appraise and cope with marital challenges (Mawarzhah, 2025). These findings highlight the importance of strengthening couples' understanding and readiness before marriage.

In practice, marital life is often confronted by various stressors, including those related to reproductive and mental health, particularly among women. Challenges such as reproductive disorders and infertility are not purely biomedical; they are embedded within psychological and social contexts that can affect couple relationships. Semenyna (2024) emphasizes that infertility assessment and treatment outcomes depend on the relative contribution of somatic, psychological, and social factors, underscoring the need for a biopsychosocial approach. In the premarital context—where expectations about pregnancy and parenthood may be idealized and insufficiently informed—appropriate education becomes essential.

Epidemiologically, reproductive health concerns among women of reproductive age are also prevalent. Mansour (2023) reports that approximately one in eight women aged 15–49 seek medical assistance to achieve conception, suggesting that fertility-related issues are common life experiences. Empirical evidence further shows that infertility can affect emotions, relationships, and sexual health. The Sexuality and Emotions in Infertility Questionnaire (SEIq) has been used to capture the interrelated sexological, psychological, and relational dimensions among couples undergoing assisted reproductive technologies (Cocchiario et al., 2020). This evidence suggests that limited informational and psychological preparedness for reproductive challenges may intensify relational strain.

In Indonesia, marital challenges are reflected in national divorce statistics. The national statistics agency (BPS) reports that during 2020–2024, divorces were predominantly “contested divorces” filed by wives, peaking at 516,000 cases in 2022 (Badan Pusat Statistik, 2025). Although total divorce numbers declined in subsequent years, the continued predominance of contested divorces indicates recurring and unresolved marital stressors. This situation reinforces the urgency of preventive and promotive efforts prior to marriage to strengthen couples' readiness, including reproductive health awareness and relational communication. In response to this need, premarital seminars that integrate education on women's reproductive health, fertility awareness, mental health, and relational competencies are viewed as a relevant promotive intervention within the preconception context.

However, to ensure that such educational programs can be continuously improved, it is necessary to evaluate their implementation—particularly participants' experiences, satisfaction with event delivery, and perceptions of the speakers as sources of information. Therefore, this article focuses on evaluating a preconception/premarital seminar by measuring participants' satisfaction with event components (e.g., the theme,

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punctuality, snacks/refreshments, and organizer services) and their ratings of the speakers. This evaluation is expected to provide practical feedback for organizers to improve seminar quality as part of preconception education and to strengthen participant acceptance and engagement in premarital preparation programs.

Method

This survey uses a quantitative descriptive method. Quantitative research with a descriptive format aims to explain and summarize various conditions, situations, or variables that arise in the community that is the object of research based on what happens (Bungin, 2019). The respondents in this survey were all 39 participants of the Serasa Sehatin Seminar: “Prepare Your Future Start Now: Marriage.” The survey method involved distributing questionnaires to respondents using Google Forms. Of all the seminar participants, 23 respondents filled out the questionnaire. The data obtained from the questionnaire was then processed, and the frequency distribution and percentage were calculated. The results were presented in tabular form and interpreted descriptively. The questionnaire given in the survey contained elements of variables measuring participant satisfaction. The following are the variables used as a reference for creating the questionnaire:

- Seminar theme
- Punctuality
- Atmosphere
- Completeness of material
- Attitude of the organizer
- Facilities
- Mastery of material
- Method of presenting material
- Benefits of the material
- Interaction with participants by the presenter
- Use of teaching aids
- Snack consumption
- Service
- Clarity of seminar information
- Venue

Research and Discussions

1. Result

The result evaluation of the Serasa Sehatin Event demonstrated overall favorable participant perceptions regarding both content quality and speaker performance. Descriptive analysis indicated that the majority of evaluation indicators achieved mean scores within the moderate to high categories, suggesting a generally positive reception of the event as a collaborative health education initiative.

Categorization of Mean Score Interpretation

- 1) Low (1.00–2.24): Reflects a condition that remains substantially below the expected standard, indicating the need for considerable improvement and intensified corrective actions.

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- 2) Moderate (2.25–3.74): Indicates a developing condition that has begun to form but lacks consistency and stability, suggesting meaningful potential for further enhancement.
- 3) High (3.75–5.00): Represents an optimal and positive condition, reflecting high performance and favorable participant perceptions.

Table 1

Respondent Characteristics			
	Participant Identifier	Occupational Background	Age (Years)
N	23	23	23
Missing	0	0	0
Mean			26.2
Median			25
Standard Deviation			5.70
Minimum			20
Maximum			41

A total of 23 participants were included in the analysis, with complete data available for all variables and no missing values. The mean age of respondents was 26.2 years (SD = 5.70), with a median age of 25 years. Participant ages ranged from 20 to 41 years, indicating a relatively young adult population with moderate age variability. The homogeneity of the sample size across variables suggests consistency in data collection and supports the reliability of subsequent descriptive analyses

Table 2

Event Characteristics

	Event Theme Relevance	Punctuality of Event Implementation	Event Atmosphere	Organizer Professionalism	Facility Adequacy	Venue Appropriateness	Clarity of Event Information
N	23	23	23	23	23	23	23
Missing	0	0	0	0	0	0	0
Mean	4.74	4.52	4.48	4.61	4.39	4.52	4.61
Median	5	5	5	5	5	5	5
Standard Deviation	0.449	0.593	0.593	0.499	0.722	0.593	0.499
Minimum	4	3	3	4	3	3	4
Maximum	5	3	5	5	5	3	5

Overall, participants reported highly favorable perceptions of the event characteristics, with all indicators achieving mean scores within the high category (3.75–5.00). Event theme relevance received the highest mean score (M = 4.74, SD = 0.45), indicating strong alignment between the event content and participant expectations. Organizer professionalism and clarity of event information also demonstrated high evaluations (M = 4.61 for both).

Although punctuality, venue appropriateness, and event atmosphere showed slightly higher variability (SD range: 0.59–0.72), their mean scores remained consistently high (M range: 4.48–4.52). These findings reflect effective event management and a conducive learning environment, contributing positively to participant satisfaction.

Table 3
 Evaluation of Reproductive Health Content and Performance of the Obstetrician–Gynecologist

	Completeness of Material	Subject Matter Mastery	Presentation Delivery	Perceived Usefulness of Material	Participant Engagement	Utilization of Instruction Media
N	23	23	23	23	23	23
Missing	0	0	0	0	0	0
Mean	4.61	4.83	4.83	4.78	4.70	4.65
Median	5	5	5	5	5	5
Standard Deviation	0.499	0.388	0.388	0.422	0.470	0.487
Minimum	4	4	4	4	4	4
Maximum	5	5	5	5	5	5

The evaluation of reproductive health content delivered by the obstetrician–gynecologist revealed uniformly high participant satisfaction across all assessed dimensions. Subject matter mastery and presentation delivery achieved the highest mean scores ($M = 4.83$, $SD = 0.39$), underscoring the speaker’s expertise and effective communication skills.

Perceived usefulness of the material ($M = 4.78$, $SD = 0.42$) and participant engagement ($M = 4.70$, $SD = 0.47$) further indicate that the session was not only informative but also interactive and relevant. The narrow range of standard deviations suggests consistent positive perceptions among participants, reinforcing the overall quality of the reproductive health session.

Table 4
 Evaluation of Psychological Health Content and Performance of the Psychologist

	Completeness of Material	Subject Matter Mastery	Presentation Delivery	Perceived Usefulness of Material	Participant Engagement	Utilization of Instruction Media
N	23	23	23	23	23	23
Missing	0	0	0	0	0	0
Mean	4.61	4.78	4.70	4.70	4.70	4.74
Median	5	5	5	5	5	5
Standard Deviation	0.499	0.422	0.470	0.470	0.470	0.449
Minimum	4	4	4	4	4	4
Maximum	5	5	5	5	5	5

Like the reproductive health session, the psychological health presentation was evaluated very positively. All indicators demonstrated mean scores within the high category, with subject matter mastery ($M = 4.78$, $SD = 0.42$) and utilization of instructional media ($M = 4.74$, $SD = 0.45$) receiving particularly strong ratings.

Completeness of material and perceived usefulness both achieved mean scores of 4.61 and 4.70, respectively, indicating that participants regarded the content as comprehensive and applicable. The consistency of high median scores (median = 5 across all indicators) reflects a uniformly favorable participant experience and supports the effectiveness of psychological health education delivered during the event

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Table 5

Evaluation of Supporting Services and Event Facilities		
	Snack Quality	Overall Service Quality
N	23	23
Missing	0	0
Mean	4.35	4.57
Median	4	5
Standard Deviation	0.714	0.590
Minimum	3	3
Maximum	5	5

Supporting services and facilities were also rated positively by participants. Overall service quality achieved a high mean score ($M = 4.57$, $SD = 0.59$), indicating general satisfaction with service provision during the event. Snack quality, while still within the high category ($M = 4.35$, $SD = 0.71$), showed slightly greater variability, suggesting minor differences in individual preferences.

Despite this variation, both indicators met high-performance standards, suggesting that logistical and service-related aspects of the event adequately supported the overall participant experience.

2. Discussion

High Participant Satisfaction as Validation of Unmet Educational Needs

The central finding of this evaluation is the consistently high satisfaction reported across indicators, particularly for theme relevance and perceived usefulness. In program evaluation terms, high satisfaction can be interpreted as a marker of perceived educational need, especially given that respondents were predominantly young adults (mean age 26.2), a group situated within the prime reproductive and premarital phase. The overwhelmingly positive appraisal suggests that participants perceive meaningful gaps in accessible, structured knowledge about premarital and preconception preparation. Importantly, this pattern implies that general health information available in the public domain may be insufficient; participants appear to value organized, credible, and application-oriented education delivered in a focused learning setting (Rinekasari, 2025)

The Medical Imperative: Reproductive Health Preparedness for Women

The medical session delivered by an Obstetrician–Gynecologist received the highest ratings for subject mastery, highlighting the importance of professional credibility in premarital health education. Participants’ strong evaluation indicates that clinically accurate information is perceived as both trustworthy and directly applicable to health planning prior to pregnancy. At a broad level, the content reinforces preconception priorities such as early risk recognition and modifiable factors (e.g., nutrition readiness, screening awareness, and chronic condition management). This supports the role of premarital seminars as an entry point for preventive reproductive health literacy rather than reactive care during pregnancy.

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Shared Responsibility: The Role of Men in Pre-marital Health

Participant engagement also reflected the importance of male involvement in premarital health. The high ratings for material completeness suggest that participants appreciated a holistic framing of reproductive health as a shared couple responsibility, not solely a women's burden. This perspective is relevant for encouraging joint decision-making related to screening, prevention, fertility planning, and supportive partnership dynamics in future pregnancy and parenting (Shawe et al., 2015).

The Role of Facilitating Factors in Health Promotion

Beyond content, the findings underscore that program effectiveness is shaped by the learning environment and delivery quality. Consistently high scores for facilities, learning atmosphere, presentation methods, and organizer services indicate that participants perceived the setting as supportive and conducive to learning. For adult learners, clear delivery, comfort, and well-managed logistics reduce barriers to engaging with complex or sensitive medical and psychological topics. These enabling conditions likely strengthened trust in the program and increased participant willingness to absorb and apply the information. (Hopipah, 2025).

Alignment of Psychological Themes with Participant Characteristics

The majority of participants were young adults, with a mean age of 26.2 years. From a developmental psychology perspective, this age group corresponds to the emerging adulthood phase, which is characterized by increased psychological demands related to identity formation, emotional regulation, and adaptation to academic, occupational, and social pressures (Arnett, 2015). Therefore, the psychological health themes addressed in the "Serasa Sehatin Event" were highly relevant to the psychosocial needs of the participants.

The high mean scores for material completeness ($M = 4.61$) and perceived usefulness ($M = 4.70$) suggest that participants were able to meaningfully relate the content to their personal experiences. This finding aligns with adult learning theory, which emphasizes that learning among adults is most effective when content is problem-centered and directly applicable to real-life contexts (Knowles et al., 2020).

Psychological Benefits: Awareness, Emotional Regulation, and Coping Capacity

Psychological health education functions not merely as a mechanism for knowledge transmission but also as a promotive and preventive mental health intervention. The high level of perceived usefulness reported by participants suggests that the program generated tangible psychological benefits, including heightened awareness of mental health issues, deeper emotional insight, and an improved understanding of practical stress management strategies. These outcomes indicate that psychological education can facilitate early self-recognition of emotional challenges and encourage adaptive responses before mental health concerns escalate.

Within this framework, psychoeducational interventions contribute to strengthening mental health literacy, reducing psychological barriers to help-seeking, and enhancing individual coping capacities. Participant satisfaction can therefore be interpreted as evidence that the intervention successfully addressed fundamental psychological needs, particularly the need for self-understanding, emotional regulation,

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and a sense of perceived control over psychological well-being. Such needs are especially salient during major life transitions, where individuals are more receptive to reflective learning and behavior change.

Consistent with this perspective, recent evidence highlights that interventions incorporating cognitive-behavioral principles, resilience-building, mindfulness practices, and the promotion of healthy lifestyles are effective in improving mental health and overall well-being among adult populations. These approaches emphasize skill development, self-awareness, and adaptive coping, aligning closely with the psychological benefits reported by participants in this study (Saijonkari, 2023). When embedded within structured educational programs, such strategies can serve as accessible and scalable tools for mental health promotion and prevention.

Taken together, these findings reinforce the role of psychological health education as a multidimensional intervention that extends beyond informational outcomes. By fostering emotional insight, coping skills, and psychological resilience, psychoeducational programs can meaningfully contribute to the promotion of mental well-being and the prevention of psychological distress, particularly when delivered in a supportive and structured learning environment.

Psychologist Competence and Non-Clinical Therapeutic Alliance

The high evaluation of subject matter mastery ($M = 4.78$) reflects strong participant confidence in the psychologist's professional competence. In mental health education contexts, perceived expertise and professional credibility are central to the establishment of trust, which in turn enhances participants' openness and receptivity to psychologically oriented content (Norcross & Lambert, 2019). When learners perceive facilitators as knowledgeable and competent, they are more likely to engage meaningfully with sensitive topics and to internalize the educational messages delivered.

In addition, the consistently high ratings for presentation delivery and participant engagement (both $M = 4.70$) indicate that the psychologist adopted a communication style characterized by clarity, empathy, and interactivity. Such an approach contributes to the creation of a psychologically safe learning environment, where participants feel respected, understood, and comfortable expressing thoughts or concerns. Psychological safety is a key enabling factor for effective learning, particularly in non-clinical educational settings that address emotionally salient issues.

A further critical component in fostering psychological safety is the accessibility and approachability of the facilitator. An educator who is perceived as open, responsive, and supportive encourages active participation and reduces perceived power distance, thereby strengthening learner engagement and trust. This aligns with emerging evidence emphasizing that approachable and accessible preceptors play a vital role in cultivating supportive learning environments and optimizing educational outcomes in mental health education contexts (Hardie, 2025).

Instructional Methods and Cognitive–Emotional Stimulation

The effective use of instructional media ($M = 4.74$) significantly contributed to participant engagement and comprehension. Psychological concepts are often abstract and introspective; therefore, the integration of visual aids, structured examples, and illustrative case scenarios plays a crucial role in facilitating understanding. Cognitive load

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theory suggests that well-structured, multimodal information delivery reduces cognitive overload and enhances knowledge processing and retention (Sweller et al., 2019). Accordingly, appropriate instructional media not only enhance participant satisfaction but also support deeper cognitive and emotional learning.

Role of Facilities and Learning Environment in Psychological Comfort

Participant satisfaction with psychological content was not solely determined by the quality of instructional delivery, but was also strongly influenced by the adequacy of facilities and supporting services. The high evaluation of logistical and environmental aspects suggests that the event setting provided sufficient physical comfort and a sense of psychological safety, both of which are essential conditions for effective engagement in mental health education. A well-organized and comfortable physical environment can minimize situational stressors, enhance concentration, and support participants' capacity to remain engaged with complex and emotionally sensitive material.

Within mental health education contexts, such supportive environments play a critical role in fostering openness, reflection, and sustained participation. When participants feel physically at ease and psychologically secure, they are more likely to engage in reflective learning processes, express personal insights, and actively interact with psychological content. This underscores the importance of considering environmental and logistical factors as integral components of educational quality, rather than as peripheral or purely administrative concerns.

However, despite the overall positive evaluation of the learning environment in this study, existing evidence indicates that significant aspects of learner welfare often remain insufficiently addressed in educational and clinical settings. Ensuring a psychologically safe learning environment requires continuous attention to participants' well-being, including emotional support, accessibility, and responsiveness to individual needs. Addressing these dimensions is essential for sustaining psychological safety and optimizing learning outcomes, particularly in settings that involve sensitive mental health topics (Ezeme, 2024).

Participant Satisfaction as a Psychological Outcome of the Program

The consistency of median scores of 5 across all indicators reflects uniformly high levels of participant satisfaction. In health program evaluation, satisfaction is considered a proximal outcome that reflects the appropriateness of program design, implementation quality, and alignment with participant psychological needs (Glasgow et al., 2019). Moreover, high satisfaction may increase behavioral intentions, such as applying learned psychological strategies in daily life or participating in future mental health initiatives. Thus, participant satisfaction serves not only as an evaluative indicator but also as a predictor of sustained psychological impact.

Conclusion

This study concludes that professionally delivered reproductive health education, supported by effective teaching aids and a well-organized learning environment, significantly improves participants' understanding of complex reproductive health concepts. The seminar content constitutes a core component of preconception care, particularly for prospective brides, by enhancing awareness of women's health status.

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prior to conception as a key determinant of maternal and perinatal outcomes. Improved knowledge enables early identification and management of modifiable risk factors, including nutritional deficiencies, infectious diseases, and chronic conditions, thereby contributing to the prevention of adverse pregnancy outcomes. Overall, the findings underscore the importance of high-quality, clinically accurate reproductive health education as a strategic approach to strengthening preconception health preparedness and long-term maternal and child well-being.

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