

Communication Between Midwives and Pregnant Women in Fluor Albus Education: Qualitative Perspective

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Abstract:

Fluor albus is a common condition that occurs in pregnant women and can be caused by hormonal changes, infections, or poor hygiene. If not appropriately treated, fluor albus can increase the risk of infection in the reproductive tract, which can affect the health of the mother and fetus. Midwife communication plays an important role in providing practical education to improve the understanding and behavior of pregnant women in dealing with fluor albus. This study aims to analyze the communication between midwives and pregnant women in fluor albus education and identify effective methods in improving the understanding of pregnant women. This study used a qualitative approach with a phenomenological method. Data were collected through in-depth interviews with 10 midwives and 15 pregnant women who had received fluor albus education in antenatal services. Data analysis was carried out using thematic analysis techniques. The results showed that midwife communication methods involving verbal communication, educational media, and direct demonstrations improved the understanding of pregnant women. However, obstacles such as limited consultation time, varying levels of education, and social stigma related to fluor albus are still challenges in educational communication. This study concludes that effective communication between midwives and pregnant women can improve the understanding and behavior of mothers in dealing with fluor albus. Communication training for midwives and the use of digital technology in health education are recommended to increase the effectiveness of information delivery.

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INTRODUCTION

Fluor albus, commonly known as vaginal discharge, refers to the secretion of fluid from the vagina, which can vary in consistency, color, and odor (Trilisnawati et al., 2021). While physiological fluor albus is considered normal during pregnancy due to hormonal changes, pathological fluor albus may indicate an underlying infection that requires prompt attention and treatment. Distinguishing between physiological and pathological conditions is crucial for maintaining maternal and fetal health. However, many pregnant women lack sufficient knowledge about these differences, leading to potential delays in seeking appropriate care. This highlights the importance of practical education regarding fluor albus, particularly during prenatal consultations (Haruna et al., 2023).

Midwives are pivotal in educating pregnant women about fluor albus (Nasution et al., 2024). As primary healthcare providers in maternal care, midwives are often the first point of contact for pregnant women seeking guidance on reproductive health issues (Bradfield et al., 2022). Their ability to communicate effectively can significantly influence how well pregnant women understand the nuances of vaginal discharge, including when it is normal and when it signals a problem (Yount-

Tavener & Fay, 2023). By fostering open and transparent communication, midwives can empower pregnant women to make informed decisions about their health and seek timely interventions if necessary (Beulen et al., 2021). Despite this critical role, there remains limited research exploring the communication dynamics between midwives and pregnant women in the context of fluor albus education.

Effective communication in healthcare settings is essential for building trust, ensuring comprehension, and promoting adherence to medical advice (Tran, 2020). In the case of fluor albus education, midwives must tailor their communication strategies to accommodate varying levels of health literacy among pregnant women. Factors such as cultural beliefs, language barriers, and individual experiences with vaginal discharge can shape how information is received and interpreted (Atallah & Redón, 2023). Understanding these factors is vital for developing communication approaches that resonate with pregnant women and address their specific needs (Ngotie et al., 2023). However, studies examining the effectiveness of midwifery communication in this area remain scarce, leaving gaps in knowledge about best practices.

This qualitative study explores the communication dynamics between midwives and pregnant women regarding fluor albus education. By delving into the perceptions and experiences of both parties, the research seeks to uncover insights into what facilitates or hinders effective communication in this context (Kwame & Petrucka, 2021). The study identifies key elements that contribute to successful educational interactions, such as clarity of information, empathy, and responsiveness (Xie & Derakhshan, 2021). Additionally, it examines the challenges midwives face in conveying complex health information and how pregnant women perceive and act upon the guidance they receive (Ray et al., 2022). Such an exploration is expected to provide valuable insights into the intricacies of patient-provider communication.

Understanding the factors influencing communication effectiveness can pave the way for targeted improvements in midwifery practice (Mattison et al., 2021). For instance, findings from this study could inform the development of training programs designed to enhance midwives' communication skills, particularly in addressing sensitive topics like vaginal discharge (Aktas & Pasinlioğlu, 2021). Furthermore, the results may guide the creation of educational materials that are culturally relevant and easily comprehensible for diverse populations. Equipping midwives with better tools and strategies can significantly enhance the quality of care provided to pregnant women, ultimately improving maternal and neonatal outcomes.

The significance of this research extends beyond the immediate context of fluor albus education. It underscores the importance of effective communication in promoting health literacy and empowering patients to take charge of their well-being. In an increasingly emphasized era of patient-centered care, understanding how healthcare providers can optimize patient interactions becomes paramount. This study contributes to the growing body of literature on communication in healthcare, offering practical implications for midwifery practice and maternal health education (Creedy et al., 2021).

This study addresses a critical yet underexplored aspect of midwifery care: the role of communication in educating pregnant women about fluor albus. By examining the perspectives and experiences of midwives and pregnant women, the research aims to shed light on the multifaceted nature of effective health communication. The findings are anticipated to serve as a foundation for developing evidence-based strategies that enhance the quality of midwifery education and support better health outcomes for mothers and babies (Bogren et al., 2022). Ultimately, this work reinforces the notion that effective communication is not merely a skill but a cornerstone of quality healthcare delivery (Sharkiya, 2023).

METHOD

This study uses a qualitative approach with a phenomenological method to deeply understand the communication experience between midwives and pregnant women in education about fluor albus. The phenomenological approach was chosen because it allows researchers to explore the meaning of participants' subjective experiences in a particular context. This study has obtained ethical approval from STIKES Eka Harap.

Participants in this study were midwives who actively provide antenatal care and pregnant women who have received education about fluor albus in the Unit IX area of Rimbo Ulu District, Tebo Regency, Jambi. The participants were selected through a purposive sampling technique, with the following inclusion criteria: 1) Midwives with at least 2 years of experience in antenatal care, and 2) Pregnant women in the second or third trimester who have received education about fluor albus. The number of participants was determined based on data saturation until no new information emerged during data collection.

Data were collected through semi-structured, in-depth interviews and participant observation. Interviews were conducted face-to-face at a mutually agreed location, with open-ended questions encouraging participants to share their experiences freely. Each interview was recorded with the participant's consent and lasted 45-60 minutes. Participant observation was conducted during the education sessions between midwives and pregnant women, focusing on the verbal and non-verbal interactions. Field notes were taken to document observation findings.

Data analysis was conducted using the Colaizzi method, which included the following steps: 1) Reading the entire transcript to understand the entire content of the interview, 2) Identifying significant statements relevant to the communication experience in fluor albus education, 3) Formulating the meaning of the significant statements, 4) Grouping the meaning into themes that describe the essence of the participants' experiences, 5) Compiling a complete description of the phenomenon being studied based on the themes that have been identified, 6) Integrating the description into an essential structure that represents the core of the communication experience between midwives and pregnant women, and 7) Validate the findings by inviting participants to review the analysis results and ensure they are consistent with their experiences.

This study applied source triangulation by comparing data from interviews and observations to ensure the credibility and validity of the data. In addition, member checking was carried out by asking participants to review the interview results to ensure the accuracy of the researcher's interpretation. Peer debriefing was also done by involving colleagues in the data analysis process to reduce researcher bias.

RESULT

Participant Characteristics

This study involved 10 midwives who actively provided antenatal care and 15 pregnant women who had received education about fluor albus. The midwives' ages ranged from 27 to 45 years, with work experience ranging from 3 to 15 years. Meanwhile, the pregnant women's ages ranged from 20 to 35 years, with pregnancies in the second and third trimesters.

Main Themes

The thematic analysis produced several main themes that reflect communication patterns between midwives and pregnant women in fluor albus education:

1. Pregnant Women's Understanding of Fluor Albus

Most pregnant women still have a limited understanding of fluor albus. Some of them assume that all vaginal discharge is normal and does not require medical treatment, while others are worried but do not know the proper steps to handle it. This indicates the need for more intensive and structured education.

2. Communication Methods Used by Midwives

Midwives use various communication methods in fluor albus education, including:

- 1) Verbal communication through individual counseling during ANC examinations.
- 2) Use of educational media, such as leaflets and posters.
- 3) Direct demonstration in providing examples of good genital area care.
- 4) A more personal interpersonal approach to build pregnant women's trust.

3. Barriers to Educational Communication

Some of the challenges faced by midwives in providing fluor albus education include:

- 1) Lack of consultation time due to the high number of patients in antenatal care.
- 2) Diverse levels of education and understanding among pregnant women require adjustments in information delivery.
- 3) Cultural factors and traditional beliefs, where some pregnant women believe more in alternative medicine than medical advice.

4. Responses and Changes in Pregnant Women's Behavior

Most pregnant women who received education showed an increased understanding of fluor albus. They became more aware of the difference between physiological and pathological vaginal discharge and began to implement a clean and healthy lifestyle according to the midwife's advice. However, there are still some pregnant women who are reluctant to discuss vaginal discharge because of taboos or embarrassment.

Implications of Findings

These findings indicate that communication between midwives and pregnant women in fluor albus education is important in increasing awareness and preventive actions against pathological fluor albus. Effective education can improve pregnant women's understanding and compliance in maintaining their reproductive health. Therefore, strengthening communication strategies through more interactive educational media and a more inclusive cultural approach is highly recommended.

DISCUSSION

The study results indicate that communication between midwives and pregnant women in fluor albus education significantly improves pregnant women's understanding and health behavior.

Pregnant Women's Understanding of Fluor Albus

Most pregnant women in this study exhibited a limited understanding of fluor albus, particularly in distinguishing between physiological and pathological vaginal discharge. This knowledge gap often led them to overlook symptoms that could signal infections, such as abnormal odor, color, or consistency, thereby increasing the risk of untreated conditions (Kalantar-Zadeh et al., 2024). The confusion between normal pregnancy-related discharge and pathological manifestations highlights a critical need for targeted educational interventions. By addressing misconceptions and providing clear, culturally sensitive information, healthcare providers can empower pregnant women to recognize warning signs early and seek timely medical care, ultimately reducing the risk of complications for both mother and fetus.

Communication Methods Used by Midwives

Midwives employ various communication methods, including verbal communication, educational media, and direct demonstrations, which have proven effective in enhancing pregnant women's understanding of fluor albus (Marbun et al., 2024). Interpersonal communication between healthcare providers and patients plays a critical role in ensuring the clarity and receptiveness of health information, as it allows for tailored explanations and addresses individual concerns (Govindaraju, 2021). Complementing verbal instruction, educational materials such as leaflets and posters serve as visual aids that reinforce key messages, simplify complex concepts, and cater to diverse learning preferences. Combining interactive dialogue with tangible resources helps pregnant women grasp the differences between physiological and pathological discharge, recognize warning signs, and adopt preventive measures. By integrating these strategies, midwives can bridge knowledge gaps, foster patient empowerment, and promote proactive healthcare behaviors, ultimately contributing to safer pregnancies and reduced risks of complications (Tahira & Fatima, 2024).

Barriers to Educational Communication

The study identified several barriers, such as limited consultation time and varying educational backgrounds among pregnant women, which reflect broader challenges in effective health communication. Multifaceted solutions are proposed to address these issues, including implementing group education sessions to maximize resource efficiency and foster peer-to-peer learning. Additionally, leveraging digital health applications can provide flexible, accessible, and scalable platforms for disseminating information about fluor albus (Husni et al., 2023). These technologies enable tailored educational content, interactive features, and on-demand access, accommodating diverse literacy levels and learning preferences (Roa González, et al., 2025). By integrating group-based learning with digital tools, healthcare providers can bridge knowledge gaps, enhance patient engagement, and ensure equitable access to critical health information, ultimately improving maternal health outcomes.

Responses and Changes in Pregnant Women's Behavior

This study revealed that pregnant women who received education from midwives demonstrated heightened awareness and began adopting healthier lifestyle practices, underscoring the value of culturally tailored and individualized health education in driving behavioral change. However, the persistent social stigma surrounding vaginal discharge remains a significant barrier, discouraging some women from openly discussing their symptoms or seeking timely care (Bradfield et al., 2022). To address this, healthcare providers must adopt communication strategies that are not only culturally sensitive but also actively work to dismantle stigma through empathetic, nonjudgmental dialogue (Scherr et al., 2023). By integrating community-based approaches, leveraging trusted local networks, and incorporating culturally resonant metaphors or analogies, midwives can foster safer spaces for dialogue. Such targeted interventions are essential to ensure equitable access to care and empower all pregnant women, regardless of cultural or social barriers, to prioritize their reproductive health.

Implications of Findings

The findings of this study suggest that enhancing midwives' communication capacity through specialized training can significantly strengthen the effectiveness of fluor albus education for pregnant women. Equipping midwives with advanced interpersonal and instructional skills can better address knowledge gaps, clarify misconceptions, and tailor information to diverse cultural and

educational backgrounds (Mramel et al., 2024). Furthermore, integrating digital educational media—such as interactive apps, videos, or online platforms—alongside community-based approaches, such as peer-led workshops or culturally adapted outreach programs, offers a multifaceted strategy to improve accessibility and comprehension of reproductive health information (Feroz et al., 2021). These combined efforts empower pregnant women to recognize physiological versus pathological conditions and foster proactive health-seeking behaviors, ultimately contributing to reduced risks of infections and improved maternal-fetal outcomes. Such holistic strategies highlight the potential of blending technological innovation with community engagement to bridge gaps in maternal health education.

CONCLUSION

This study underscores effective communication between midwives and pregnant women in enhancing maternal understanding and proactive management of *fluor albus*. By employing diverse communication methods—such as verbal instruction, educational media, and hands-on demonstrations—midwives can significantly improve pregnant women's ability to differentiate between physiological and pathological vaginal discharge, recognize warning signs, and adopt preventive measures. These strategies bridge knowledge gaps and empower women to make informed decisions about their reproductive health.

However, challenges such as time constraints during consultations and varying educational backgrounds among pregnant women persist, hindering the uniform delivery of health information. To address these barriers, specialized communication training for midwives and integrating digital health tools—such as mobile applications, telehealth platforms, and interactive content—offer promising solutions. Digital innovations can provide flexible, scalable access to information while accommodating diverse literacy levels and cultural contexts, enhancing antenatal education's reach and impact.

Furthermore, the study highlights the need for culturally sensitive communication strategies to combat the social stigma surrounding vaginal discharge, which often discourages open dialogue and timely care-seeking. Future research should explore innovative, community-driven approaches incorporating local beliefs, languages, and traditions into health education. By combining technological advancements with culturally adaptive methods, healthcare providers can foster trust, reduce stigma, and ensure equitable access to critical reproductive health knowledge.

Strengthening midwifery communication practices and embracing holistic, patient-centered educational models are essential to improving maternal health outcomes. This study advocates for a paradigm shift in antenatal care, where effective communication and technological integration work synergistically to empower pregnant women, mitigate risks, and promote healthier pregnancies for all.

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