

Balanced Nutrition Education for Class 3 SDN Cikeruh I Jatinangor District, Sumedang Regency

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ABSTRACT

Nutritional problems in early childhood are very vulnerable to children's health development. In general, a person's nutrition is determined by behavior and habits carried out since childhood. If the knowledge and education provided are appropriate, then nutritional problems which are currently becoming urgent problems, such as stunting, wasting, and underweight can be prevented and addressed properly. Nutritional status is an illustration of the adequacy of the body's metabolic system's needs in carrying out its functions. Two possible causes of nutritional problems occur in children, namely lack and excess nutrition. Early childhood is an easy time to implement and teach about good nutrition and can be implemented well because this is something they forget to monitor. The aim of this education is that students understand good nutrition and can implement the importance of balanced nutrition. The way to socialize this educational activity can be done through lectures, questions and answers, simulations, and watching videos at school. An interactive and informative approach is very important to make participants actively involved in the learning process. The number of participants who took part in this activity was 28 students, both male and female. The results of this educational activity were measured by assessing the participants' knowledge before and after the education. The previous score was only 58 and after the education it increased to 88, where there was an increase in knowledge of 30 points after the activity. with this social action activity to reduce the prevalence of stunting which is detrimental to children's future because balanced nutrition plays an important role in the growth and development, health and welfare of children in the future. Teachers and people are expected to monitor the food consumed by students and their children so that children are healthy and develop according to their age and become good successors of the nation.

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INTRODUCTION

Nutritional problems, especially among school-age children, are still quite high and school children are one of the most vulnerable populations in terms of nutrition. Undernutrition and excess nutrition in children will hurt, harm the country's economic growth potential. Children who do not get adequate nutrition will lag in their physical, mental, and intellectual development. Lack of food intake and high levels of infectious diseases are two direct causes of malnutrition which are influenced by many and quite complex factors (Rahmy, 2020)et al.,). School-age (between the ages of 5-14 years) is a period of rapid growth and development. Physical activity, such as playing, exercising, or helping parents at work, continues to increase at this age. For children's growth and development to be optimal, nutritional intake is needed both in terms of quantity and quality. Because many contextual influences have a significant impact on food behavior at this age, nutrition is usually imperfect (Nuryanto, 2014)et al.,). A balanced diet according to needs accompanied by choosing the right food ingredients will give birth to good nutritional status. Food intake that exceeds the body's needs will cause excess weight and other diseases caused by excess nutrients. On the other hand, food intake that is less than required will cause the body to become thin and susceptible to disease (Panjaitan, 2019)et al.,). Edukasi Gizi Seimbang dalam Upaya Mewujudkan Kantin Sehat di SD Jogorogo 4 Ngawi (Yuni, et al 2024 Nutritional problems in elementary school age children are currently still quite high, so it is an appropriate target to improve nutrition, because the function of the brain organ in childhood begins to form so that it develops quickly, so that there are no deviations during the growth and development of children, especially young children. school age, thus adequate nutrition is needed (Rahmiwati, 2018) et al.,).

Information and Education Communication (KIE) regarding Balanced Nutrition Guidelines (PGS) for school children in their growing period is expected to increase knowledge and change the attitudes of children who previously did not know about balanced nutrition. This is also not far from family support, especially from mothers who often feed their entire family (Sofianita, 2018)et al.,). Lack of nutrition knowledge is one of the variables that influences a person's nutrition. Individuals' ability to apply nutritional information in daily life is also hampered by a lack of knowledge, therefore providing nutritional education as early as possible is one strategy to increase the knowledge of individuals, families, and the community. Nutrition education can be provided to school children through counseling, posters, brochures, or booklets (Nuryanto, 2014) et al.,).

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METHODS

An educational approach to nutrition for school children is an important step in efforts to prevent and overcome this problem. Providing knowledge about nutrition for school children is not only provided by schools, parents and the community need to know about it too. This approach can be carried out in various ways, ranging from formal education in schools to special training programs for at-risk groups or individuals. One effective approach is to integrate an understanding of consent into educational curricula. According to (Rovendra, 2021), a method is a model of how someone can carry out teaching and learning activities to achieve a good learning process.

The determining factor for the success of health promotion, which needs to be considered is the target that will be used in implementing health promotion. Targets in health promotion consist of individuals and groups and society. In this case, we chose a group, namely a group of school children who are currently in elementary school, where nutritional problems in school children are still high and will affect the growth and development of these children as successors and intelligent children of the nation. Therefore, they must know about the threatening nutritional problems and how to overcome them. The target taken was class 3 which consisted of 28 participants. We chose a group format using the lecture method. The lecture method is an oral explanation and narrative by the service team in front of students and in front of the class. In this method the presenter dominates and becomes the subject of learning, while the students become passive objects receiving what the presenter conveys. According to (Idi & Idi, 2013) lectures are interactions between teachers and students through oral communication. The reason we chose the lecture method is because this method is suitable for large classes with a capacity of 20-30 participants, saves time by providing material simultaneously to all participants and can be enriched with interesting media such as PPT, posters and videos. To provide education, it begins with a preparation stage where the service team carries out an initial assessment of SDN 3 Cikeruh Jatinangor, as well as conducting surveys and discussions. The next stage is implementation, this stage begins with conducting a pre-test. Before education is carried out, participants do a pre-test and post-test after the education is carried out. Then monitoring and evaluation is carried out which can be seen from the results of the respondents' pre-test and post-test, namely to determine whether or not there is an increase in knowledge between before and after being given education or the results of education that has been implemented and preparing a report.

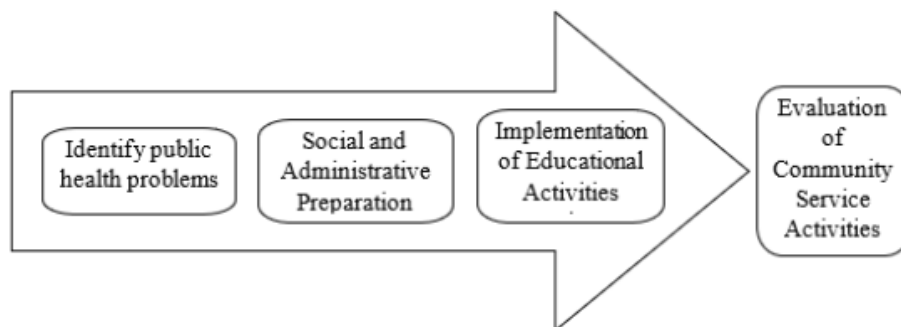


FIGURE 1. Activity Method Flow

RESULT

The Nutrition Education Activity for Primary School children was attended by 28 students, who participated enthusiastically in the activity, both when teaching the material and playing the video and game. The result of the pre-test was 58 points, after the learning and the end of the activity, the post-test was done with a value of 88 points, so there was an increase of 30 points before the promkes and after the promkes.

Yang paling mencolok/sangat ceria dan berbahagia dari perilaku anak-anak adalah saat game merak sangat senang karena baik yang getta champaign atau tidak ultimani dibahan tasiya. So that motivation untuk merubah kulak yang yang baik yang yang dengan dengan food dan yang yang yang tinggi sekali dengan alasan takut bedoh dan sick.

DISCUSSION

The implementation of community service activities in the form of education about balanced nutrition for Cikeruh elementary school children, is carried out in the form of filling out a pre-test and post-test question sheet of 10 questions, and providing education to children regarding the introduction of balanced nutrition, the function of food in the body, 4 pillars of balanced nutrition, types of nutrients, and an introduction to the contents of my plate. Educational activities were carried out by providing counseling to 28 children at SDN Cikeruh I. According to (Nugroho, 2018) most of the nutrition education methods that are often used are the lecture method. This method is carried out to increase nutritional knowledge in school children. In the lecture method, the instructor will be more dominant in providing material, while the respondent will be more dominant in listening. However, this method is more efficient and simpler to do. Nutrition education through counseling for children must be carried out using attractive media so that the delivery of the material can be accepted more easily. The educational media used in service activities is poster media. According to (Siregar, 2020) et al., posters are a form of media that contains health information with a clear visual combination and aims to influence a person or group to be interested in the material object being informed. Posters as a health promotion media have the advantage of increasing awareness, trust, and attitudes towards health. One effort to prevent the emergence of nutritional problems in school children is by providing education about balanced nutrition which consists of 4 principles, namely food diversity, clean living behavior, physical activity, and monitoring body weight regularly. Food diversity at each meal is visualized with the contents of my plate which consists of 1/3 plate of staple food, 1/3 plate of vegetables, 1/3 of side dishes and fruit. Balanced Giza Guidelines are a daily arrangement of food and drinks with types and quantities that suit the body's needs by taking into account the principles of food diversity, Amalia's activities, et al., Pelatihan Apoteker Cilik dan Edukasi Makanan Sehat Bergizi pada Siswa SD di Desa Kemanisan, (Abdillah Mursyid et al., 2023) *Abdimas Umtas: Jurnal Pengabdian Kepada Masyarakat LPPM-Universitas Muhammadiyah Tasikmalaya* Volume: 6 Nomor: 2 E-ISSN: 2614 – 8544. undernutrition and overnutrition (Rahmy, 2020) et al.,). Monitoring and evaluation are seen based on the results of the pre-test and post-test scores which has been filled in by the participant. The results of this research are in line with research (Maslakah & Setyaningrum, 2020) that there is an influence before and after being given education using flashcard media on children's knowledge about general guidelines for balanced nutrition, namely in the treatment group of respondents who had a level of knowledge in the good category, the percentage increased 7 times compared to pre test, while in the control group the percentage only increased 2.8 times compared to the pre test. According to research results (Ronitawati, 2020) et al.,), there was an increase in the knowledge of children at SDN Cikeruh I about balanced nutrition after education was carried out. This can be seen from the results of the post-test, where there were fewer questions and wrong answers compared to when almost all answered correctly in the pre-test. Knowledge can be obtained in various ways, such as attending education, training, seminars or reading. Knowledge is closely related to education and education cannot be separated from the teaching and learning process. Nutrition education through counseling for school-age children must be carried out using attractive media so that the delivery of the material can be accepted more easily (Kartini, 2019) et al.). Nutritional knowledge is one of the indirect causes of malnutrition. Increasing knowledge through nutrition education can prevent malnutrition and improve a person's behavior in consuming food according to their nutritional needs. Good knowledge is one of the factors that influences a person's attitudes and behavior (Rahmy et al., 2020).

Lack of nutritional knowledge among the community will create huge problems and have an impact on reducing the quality of health (Maslakah, 2017) & Setiyaningrum. Balanced Nutrition Guidelines (PGS) are guidelines that contain daily food arrangements that contain nutrients in types and quantities that suit needs. PGS recommends four pillars related to nutritional behavior to be implemented every day. The four pillars of balanced nutrition are consuming a variety of foods, having a clean and healthy lifestyle (PHBS), doing physical activity, and monitoring body weight regularly to maintain a normal body weight. The problem of food consumption that is not in accordance with PGS can be influenced by low nutritional knowledge and practices. PGS outreach for school children is needed to overcome this problem. School children are a target group of people who are easy to accept and apply new information. PGS socialization activities provided from an early age will have a big impact on children's health in the future (Sirajuddin, 2019) et al.,).

CONCLUSION AND RECOMMENDATION

Service activities will be carried out on Friday, November 3 2023 at SDN Cikeruh at 08.00-10.00 WIB. The activity was carried out for 45 minutes using the lecture, discussion, and outreach method for 28 participants using posters, PPT and video media. The conclusion obtained from the implementation of this service activity was that as many as 28 students with the final results of the post-test gained an increase in knowledge after education, namely 30 points, with changes in behavior, and on the following day the students did not eat non-nutritious food, which used dyes, drinks that use artificial sweeteners and coloring agents as well as bringing food and drinks from home that are healthy and nutritionally balanced. Thus, health promotion regarding nutrition for elementary school children at SDN Cikeruh, Jatinangor District, Sumedang Regency was declared successful. It is hoped that the principal and teachers of SDN Cikeruh 3 can propose to establish a healthy school canteen so that children can have healthy snacks and are not susceptible to disease. Please pay attention to and maintain behavioral habits that are starting to change, where school children are bringing healthy food and drinks.

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APPENDIX

The children's activities are taking part in lectures on balanced nutrition, pretest posttest, playing games attaching pictures that include nutritious food

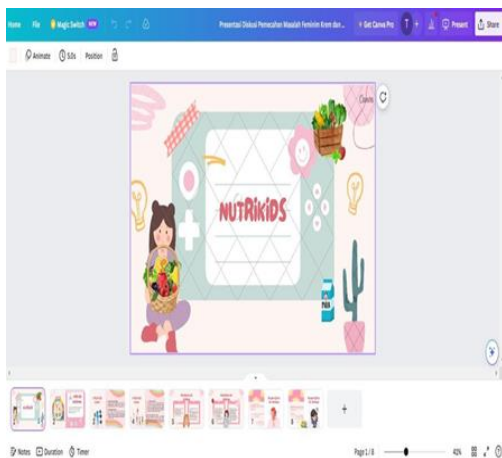


FIGURE 2. Activities Documentation