

## THE EFFECTS OF USING FOOD ADDITIVES FLASH CARDS ON ELEMENTARY SCHOOL STUDENTS' KNOWLEDGE

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**Background :** The age of elementary school is the period when children are starting to increase their appetite. The effort to control elementary school students from unsafe food can be done through education. Using the right media in education can increase their knowledge about unsafe food. A media that can be use is food additive flash cards.

**Objective :** To understand the influence of using flash cards about food additives on elementary school students' knowledge.

**Method :** Quasi Experimental Research with pre-test and post-test with control group design. Experimental groups are given flash cards media and control groups are given power point slides. To test the hypothesis, the researcher used paired T-test and independent T-test.

**Results :** In the flash cards group, there is a value difference of pre-test and post-test scores ( $p = 0,005$ ). In the power point group, there is a value difference in the pre-test and post-test score ( $p = 0,000$ ). The "no value difference" on the knowledge between flash cards group and power point group is proven through the score ( $p = 0,691$ ). The "no value difference" on the effectiveness of flash cards media and power point media is proven through the score ( $p = 0,585$ ). Statistically, the result was not really meaningful. But descriptively, flash cards are proven able to increase students' knowledge on food additives compared to power point media. Judging by the average of the post-test score, flash cards group is higher than the power point group (14.48 : 14.16).

**Conclusion:** *There is a difference on students' knowledge before and after given flash cards. There is also a difference on students' knowledge before and after given power point media.* Descriptively, there are some increase of knowledge between the flash cards group and the power point media group, but statistically it does not show any value difference. There is no significant difference on the effectiveness of both of the media.

**Keywords :** Knowledge, food additives, flash cards, power point

# **PENGARUH PENGGUNAAN KARTU BERGAMBAR TERHADAP PENGETAHUAN BAHAN TAMBAHAN PANGAN PADA SISWA SEKOLAH DASAR**

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**Latar Belakang :** Usia anak sekolah dasar memang sedang senang jajan karena di masa ini terjadi peningkatan nafsu makan. Upaya membentengi anak sekolah dasar dari pangan tidak aman dapat dilakukan dengan edukasi. Edukasi dapat menambah pengetahuan apabila menggunakan media yang tepat. Salah satu media tersebut yaitu kartu bergambar tentang bahan tambahan pangan.

**Tujuan :** Mengetahui pengaruh penggunaan kartu bergambar tentang pengetahuan bahan tambahan pangan pada siswa sekolah dasar.

**Metode :** Penelitian eksperimental semu dengan desain *pre-test* dan *post-test with control group design*. Kelompok eksperimen diberikan media kartu bergambar dan kelompok kontrol diberikan media *powerpoint*. Untuk menguji hipotesis digunakan uji *paired t-test* dan uji *independent t-test*.

**Hasil :** Pada kelompok media kartu bergambar ada perbedaan nilai skor *pre-test* dan *post-test* ( $p=0,005$ ). Pada kelompok media *powerpoint* ada perbedaan nilai skor *pre-test* dan *post-test* ( $p=0,000$ ). Tidak terdapat perbedaan nilai pengetahuan antara kelompok media kartu bergambar dan kelompok media *powerpoint* dibuktikan dengan nilai ( $p=0,691$ ). Tidak terdapat perbedaan keefektifitasan media kartu bergambar dan media *powerpoint* ( $p=0,585$ ). Secara statistik memang tidak bermakna tetapi secara deskriptif media kartu bergambar mampu menambah pengetahuan siswa tentang bahan tambahan pangan dibandingkan media *powerpoint*. Dilihat dari rata-rata skor *post-test*, kelompok media kartu bergambar lebih tinggi dari kelompok media *powerpoint* (14,48 : 14,16).

**Kesimpulan :** Ada perbedaan pengetahuan siswa sebelum dan sesudah pemberian media kartu bergambar. Ada perbedaan pengetahuan siswa sebelum dan sesudah pemberian media *powerpoint*. Secara deskriptif ada peningkatan pengetahuan antara kelompok media kartu bergambar dan media *powerpoint*, namun secara statistik tidak menunjukkan perbedaan nilai. Tidak ada perbedaan efektivitas yang signifikan.

**Kata Kunci :** Pengetahuan, Bahan Tambahan Pangan, Kartu Bergambar, *Powerpoint*