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BOOK OF ABSTRACT


The 1st SEAMEO INTERNATIONAL
CONFERENCE ON FOOD AND NUTRITION

Virtual Conference on


Ensuring Quality Early Life
for Productive Human Resources
Post Covid-19 Pandemic:
Updates on Early Childhood Care,
Nutrition and Education Research
and Program Evaluations

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Nutrition Exposure Using Color Book Media to Improve Knowledge About My Science Content in Elementary School Children in Suryodiningrat 1 State Elementary School

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Abstract

Background: Most of >5 ages Indonesian people less consume fruit and vegetables. In Yogyakarta City-special region Yogyakarta, only 6.56% people match the requirement daily intake fruit and vegetables. A vary education method was important for children on nutrition knowledge.

Objective: to compare the effectivity of drawing and leaflet educational to increase children knowledge of fruits and vegetables.

Method: This research type is quasy experimental with pre and post test research design using a control group which was conducted on 58 elementary school children in Yogyakarta City in 2020. Subjects were divided into 2 intervention groups (coloring and leaflets). The intervention was held 2 times, the second meeting was held after one

week. The pre-test knowledge questionnaire was filled in by direct participants. Data were analyzed using independent sample t test in SPSS.

Results: Nutrition education using coloring books can increase the average score of children by 42.2 ($p = 0.0001$), while nutrition education with leaflets only increases the average score of 1.8 ($P = 0.096$). The mean score of children's knowledge in the coloring group was significantly higher than in the leaflet group ($p = 0,000$).

Conclusion: Nutrition education using coloring book media is more effective to increase children's knowledge compared to nutrition education using leaflet media.

Keywords: Fruit, Vegetables, Knowledge, Children

The Effects of Catfish Wet Noodles on Energy-Protein Intake and Weight Gain for Elementary School Student in Pekanbaru

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ABSTRACT

Wet noodles generally contain carbohydrates but lack of other nutrients. The strategy to

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Abstract

Objective: To compare the effect of drawing and leaflet education to increase children's knowledge of fruits and vegetables. |

Method: This was a quasy experimental with pretest and posttest with control group design, conducted on 58 elementary school children at Yogyakarta City in 2020. Subyek were assigned into two intervention groups (drawing and leaflet). A classical session was held for the intervention group for a week. The pre-post test knowledge questionnaire fills out by the participant. Data were analyzed by independent sample t-test using SPSS

Result: The drawing education increased the mean score of knowledge children by 42.2 (p 0.001), while the leaflet was no significant (1.8, p 0.096). Also, the mean score of children knowledge in the drawing group was significantly higher than the leaflet group (p= 0.000)

Conclusion: The result indicates that drawing education was more effective to increase children knowledge.

Keywords: fruits, vegetables, knowledge, children

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Introduction

Based on the Global Nutrition Report 2016, Indonesia was the fifth biggest chronic malnutrition as many as 36,4%. While Riskesdas 2018 showed that as many as 95% and 90% Indonesian dan Yogyakarta people aged ≥ 10 years old consume fewer fruits and vegetables. Fruits and vegetables have a strong association with obesity (Schoder, 2010), DM (Du et al, 2017), cancer (Turati et al, 2015), CVD, hypertension, and stroke (Boeing, 2012). Fruit and vegetables serve some nutrition to increase body immune, carbs, and fiber to decrease some risk factors of NCDs.

Children were period of playing while learning, they are the age group that should receive all positive education including nutrition and health. Interesting learning needs to be given so that they do not feel pressured by the burden of learning. Drawing and coloring fruits and vegetables was an interesting method to introduce vary, nutritional content, and its benefits for health (Yuniarti, 2015). Quillin and Thomas 2015 showed that drawing gives some opportunity to much learn such as visual, affection, memorizing, remembering, understanding, and evaluating.

This aim was to determine the effect of drawing as an educational my plate to knowledge and perception of elementary school children.

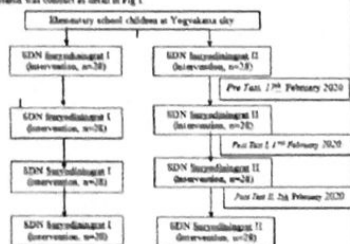
Metode

This was a quasy experimental using a pre-post using a control group design located in Yogyakarta, 2020. The dependent variable was drawing to learn intervention, while control was leaflet during a week. Subject were elementary school children as many as a total subject at first class (28 students) SDN 1 Suryodiningrat I as an intervention group and SDN Suryodiningrat II as a control group. Knowledge was observed by structure questionnaire, valued 1-10 points. The data were analyzed using an independent sample t-test.

Result

All of the subject were first grade, 28 children were from SDN 1 Suryodiningrat I (intervention group) and SDN II Suryodiningrat as a control group.

The research was conduct as detail in Fig 1



Drawing increase student's knowledge and perception higher than leaflet significant statistically, p-value 0.000 respectively (Fig 2).

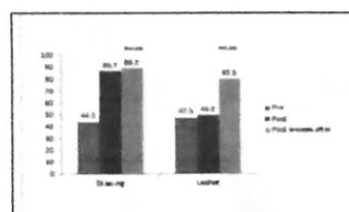


Fig 2. Increase of student knowledge on my plate-balance nutrition

Discussion

This study shows that drawing and leaflet increase children's knowledge of my plate nutrition-balanced after the intervention, but leaflet increase knowledge higher than drawing a week after the intervention. It's because leaflet is easier to carry, foldable, and readable and long term promotion than drawing book. This research support to the previous research in West Java, Indonesia, Yurista (2013) Quillin and Thomas (2015) to help the student on understanding biology material, Heideman et al (2017) on easying visual representation biology, memorizing a and generating visual

models, Bobek and Tyrensky (2016) showed the benefit of drawing as a powerful tool to generate visual and expression.

Conclusion

Both drawing and leaflet intervention increase children's knowledge. But the drawing group increases children's knowledge higher than the leaflet group. The leaflet gives more benefit for long term promotion than drawing. Combine of drawing and the leaflet can be a powerful health promotion media to increase knowledge toward better future behavior