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THE EFFECTIVENESS OF HEALTH FOOD STORY THROUGH FINGER PUPPET MEDIA ON NUTRITION KNOWLEDGE OF PRESCHOOL CHILDREN AT PANORAMA KIDS PEKANBARU KINDERGARTEN

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ABSTRACT

Children's knowledge about healthy food is helpful to make the right food choices and maintain their eating patterns. However, children's general learning is still low, causing children to consume food carelessly. Providing knowledge about healthy food to preschool children can be done through nutrition education, one of which is the Finger Puppet method. This study aims to determine the effect of Health Food Story through Finger Puppet Media on the Nutritional Knowledge of Preschool Children in Panorama Kids Kindergarten Pekanbaru. This type of research used quantitative with a quasi-experiment with a one-group pretest-posttest design. This research was conducted in March to August 2022 at Panorama Kids Kindergarten Pekanbaru. The sample in this study was 25 children with a total sampling technique. The instrument used was a questionnaire sheet and finger puppet. Data analysis used the Dependent T-Test. The comparison of increasing children's knowledge before the Finger Puppet method was applied was less than 92% and 8% was enough. In contrast, the proportion after using the Finger Puppet method is less than 8%, enough 12%, and good 80%. The results of the statistical test showed a p-value of $0.000 < 0.05$, so it could be concluded that there is an influence on children's nutritional knowledge before and after the Finger Puppet method was applied. It was hoped that with this research parents or teachers can use Finger Puppet media in giving health education to preschool children.

Keyword: Finger Puppet, Health Food Story, Nutrition Knowledge

INTRODUCTION

Children aged 4-6 years are part of early childhood which is terminologically referred to as preschool children (Indrawan dan Wijoyo, 2020). Preschool-age is a very sensitive period to the environment and this period is referred to as the golden period of child development, the window of opportunity, and the critical period. Therefore this period requires adequate nutrition both in quality and quantity (Supriatin dan Nusya, 2018).

The development of preschool is influenced by several factors such as health maintenance, nutrition, and psychosocial stimulation. At preschool age, children move actively play with their friends, are interested in learning new things, and continuously practice what they have just learned. Children have a fairly high level of activity, so high intake is needed in order to achieve a balance between the amount of intake and the energy expended and optimal child health (Dejestya, 2016).

Various studies show nutritional problems that occur in children, research conducted by Purbowati, et al (2017) showed that 5% of children experience malnutrition, while 17% experience excess nutrition or obesity. In addition, research conducted by Ramadhani, et al

(2017) showed that out of 10 respondents, 6 of the respondents were undernourished and 4 other respondents were well nourished.

According to UNICEF data for 2019, the prevalence of under-five nutritional status in Asia shows a prevalence rate of 68% malnutrition, 55% stunting, and 47% over nutrition (UNICEF, 2019). According to WHO (World Health Organization, 2016) around 7.7% or 52 million children under 5 years globally experience malnutrition, the highest percentage of children under 5 years of age with malnutrition is in Southern Asia at 15.4% and in Asia southeast 8.9%. Malnutrition in preschool children can also be found in developing countries, one of which is Indonesia

According to Basic Health Research (Riskesdas) in 2018, in Indonesia, 9.6% of preschoolers were underweight, and 37.2% were malnutrition. In Pekanbaru, there are 14% of preschool children with underweight, and 4.3% malnutrition (Riskesdas, 2018).

Factors that contribute to the nutritional status of preschool children include unbalanced eating patterns, history of infectious diseases, level of knowledge, economic level, and low intake of calories and protein (Fatmawati, 2008). Eating problems in children generally are eating difficulties. This is important to note because it can inhibit optimal growth and development in children. For a child, eating can be used as a medium to educate children to be able to accept, like, choose good food, and also to determine the amount of food that is sufficient and of good quality. Various understandings require a knowledge base about healthy, nutritious food to meet daily consumption (Santoso and Ranti, 2004).

One of the children's abilities in choosing food consumption can be through nutrition education methods to help children to be more careful in choosing the food they consume (Syahroni, M H A, 2021). Children's knowledge about healthy food or Health Food is very useful so that children can make the right food choices and children can maintain their eating patterns. However, children's knowledge, in general, is still low, causing children to consume food carelessly. Giving knowledge about healthy food or Health Food to preschoolers can be done through nutrition education which is held in schools including in kindergartens. One of the activities in learning that can carry out to facilities knowledge about healthy food or Health Food is the learn while playing, one of which is by Storytelling (Novianti, S, 2018).

Storytelling for early childhood aims for children to be able to listen by concentrating and expressing their feelings about what is being told. The purpose of giving storytelling is to train children in comprehension, thinking, and concentration. It helps the development of children's fantasies or imagination, creating a pleasant and intimate atmosphere between parents or educators and children (Kemendiknas, 2010). According research by Darajat, et al (2018) shows that the fairy tale method or storytelling which contains guidelines for balanced nutrition is very effective in increasing children's knowledge.

Finger Puppets are one of the media that apply to learn while playing which is very suitable for parents and children to play, facilitating interaction and communication and training children's creativity. This storytelling media looks very funny and is very effective in growing children's interest in activities carried out by parents or educators. (Madyawati, L, 2016)

Based on an early survey conducted on 25 November 2021 at Panorama Kids Kindergarten Pekanbaru, information was obtained that there were 35 students aged 5-6 years. The researcher chose Panorama Kids Kindergarten in Pekanbaru because there were many children who had unhealthy and irregular eating patterns. Based on an interview with a teacher at Panorama Kids Kindergarten in Pekanbaru, it was stated that the provisions the children brought were fast food

such as indomie, nuggets, and snacks. Problem Solving requires the right method so that children at Panorama Kids Kindergarten Pekanbaru can increase their knowledge about the benefits of healthy food or healthy food, namely by using finger puppets or finger puppets.

RESEARCH METHODS

This study used a quantitative research type with a quasi-experimental research design with a one-group design with a pretest-posttest was conducted to determine the effectiveness of finger puppet to nutrition knowledge of preschool children. The sample of this study was 20 preschool children in Panorama Kids Pekanbaru Kindergarten were taken by total sampling.

This was quantitative analytic research using a quasi-experiment with one-group pretest-posttest design. Pretest and posttest was conducted to determine the effectiveness of healthy food stories through Finger Puppet Media on the Nutrition Knowledge of Preschool Children.

Research instrument used finger puppet and knowledge questionnaire. Finger puppets are used as media for storytelling about healthy food. The questionnaire of knowledge consists of 14 questionnaires used to explore children's knowledge of nutrition. It has been tested the validity and reliability of 20 preschool children and all statement of the questionnaire was declared valid ($r_{\text{count}} 0,552 - 0,728 > r_{\text{table}} 0,468$) with *cronbach alfa* was 0,736.

Data collection was taken by assessing the initial information on the nutritional knowledge of preschool children (pretest). Giving storytelling intervention with finger puppets once a week for 3 weeks. Explore the knowledge of preschool children after being given an intervention (posttest). The data analyze used paired sample t test with p value 0,05.

RESULTS AND DISCUSSIONS

Table 1. Frequency Distribution of Knowledge before Intervention of Finger Puppet in Panorama Kids Kindergarten Pekanbaru (n=20, 2022)

Category	f	%
Less	18	90
Enough	2	10
Good	-	-
Total	20	100

Based on the results of the knowledge research before the intervention Finger Puppet Method at Panorama Kids Kindergarten Pekanbaru, it shows that most of the children are 90% in less category.

The level of less knowledge in this study is a condition where children still do not know about foods that contain the nutrients their bodies need and their benefits for their health. The low level of knowledge of children's nutrition is related to the methods given by parents and teachers in providing information about healthy and nutritious food.

Providing knowledge about healthy food or Health Food to preschoolers can be done through nutrition education held at schools such as coloring or school worksheets with pictures of fruit and vegetables or telling stories but without the use of media that attracts children's attention.

One of the activities in learning that can be enshrined as a vehicle and means to provide knowledge about healthy food or Health Food is the learning method while playing, namely telling stories with finger puppets (Novianti, 2018). One of the children's abilities to choose food consumption can be through nutrition education methods to help children to be more careful in choosing the food they consume (Syahroni, 2021).

Table 2. Frequency Distribution of Knowledge after Intervention of Finger Puppet in Panorama Kids Kindergarten Pekanbaru (n=20, 2022)

Category	f	%
Less	2	8
Enough	3	12
Good	20	80
Total	25	100

Based on Table 2 showed that level of knowledge preschool children after intervention in the good category 80%. The results of the research are in line with Maysaroh's research (2015) where the results of his research show that the level of knowledge of children is in the good category of 79% so it is concluded that the storytelling method with Finger Pupets can function as a tool to support the process of learning knowledge and values in children.

Table 3. The effect of finger puppets on the nutrition knowledge of preschoolers in Panorama Kids Kindergarten Pekanbaru (n=20, 2022)

	N	SD	SE	p value
Pre test	20	6,7901	1,5183	0,000
Post test		15,3840	3,4400	

Based on the results of statistical tests using the paired sample T-test, it was obtained a p value of 0.000, so it can be concluded that there was an effect between before and after intervention of the finger puppet Method toward nutrition knowledge of preschool children. This is in line with research by Putriani (2017) which states that children's nutritional knowledge can be increased if using methods that are fun for children.

The results of this study are also in line with Israeli, et al (2021) that playing Vegetable Eating Motivation (VEM) have effect to knowledge of preschool children. It is line with Supriatin's research, et al (2018) storytelling method can increase vegetable and fruit consumption on preschool children. The other research was done by Destiani, et al (2017) proved that education with media finger puppet have effect toward consumption of vegetable and fruit on kindergarten children.

Finger Puppets or Finger Puppets are one of the media that apply learning while playing which is very suitable for parents and children to play, facilitating interaction and communication and training children's creativity. This storytelling media looks very funny and is very effective in growing children's interest in activities carried out by parents or educators (Madyawati, 2016).

In theory, in acquiring knowledge, children do not only need how to practice. But it also requires a tool as a supporting facility so the knowledge gained is truly meaningful. One of the children's ability to choose food consumption can be through nutrition education methods to help children to be more careful in choosing the food they consume (Syahroni, 2021).

In the opinion of own researchers that the increased nutritional knowledge of preschool children in Panorama Kids Kindergarten through the Finger Puppet method proves that this method is one of the right methods for increasing nutritional knowledge in preschool children because children respond well when storytelling was delivered so the children get new knowledge. Providing education through finger puppet children can interact or dialogue during activities so knowledge of children has increase

CONCLUSION

The results of the research on the Effect of Health Food Story Through Finger Puppet Media on Nutritional Knowledge of Preschool Children in Panorama Kids Kindergarten Pekanbaru can be concluded that There is an Effect of Health Food Story Through Finger Puppet Media on Nutritional Knowledge of Preschool Children in Panorama Kids of Pekanbaru.

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