

ABSTRAK

Latar belakang: Kelebihan berat badan dan obesitas pada anak merupakan masalah kesehatan global yang masih menjadi tantangan di Indonesia. Prevalensi obesitas pada anak usia 7-12 tahun di Kabupaten Kulon Progo mencapai 9,53%. Salah satu penyebab obesitas pada anak sekolah dasar adalah pola makan yang buruk serta rendahnya konsumsi buah dan sayur dan kurangnya edukasi gizi serta peran aktif dari orang tua untuk menyediakan buah dan sayur di rumah. Keterlibatan orang tua memiliki peran yang penting untuk mendukung kebiasaan makan anak.

Tujuan: Mengetahui pengaruh edukasi gizi melalui video *pop-up book* dengan keterlibatan orang tua terhadap frekuensi konsumsi buah dan sayur anak.

Metode: Penelitian kuantitatif dengan desain penelitian *quasi experimental* menggunakan *non-equivalent control group pretest-posttest design* dengan kelompok intervensi (n=43) dan kelompok kontrol (n=47). Edukasi diberikan kepada anak menggunakan video *pop-up book* atau *leaflet* sebanyak 2 kali secara luring di kelas, sedangkan orang tua mendapatkan edukasi secara daring melalui grup WhatsApp sebanyak 4 kali. Analisis data dilakukan menggunakan *Chi-square/fisher exact*, *Wilcoxon Signed Ranks*, *Mann Whitney U*, *Multivariate analysis of variance* (Manova) dan *Analysis of covariance* (Ancova) ($p < 0,05$).

Hasil: Terdapat perbedaan niat perubahan perilaku pada anak dan orang tua yang lebih tinggi setelah dilakukan edukasi pada kelompok intervensi ($p=0,025$ dan $p=0,029$). Rerata skor frekuensi konsumsi buah dan sayur secara keseluruhan menunjukkan kenaikan pada kedua kelompok setelah 14 hari dilakukan edukasi, terdapat perbedaan yang signifikan rerata skor frekuensi konsumsi sayur sebelum dan setelah edukasi pada kelompok intervensi ($p=0,001$). Tetapi, hasil uji *Mann Whitney U Test* menunjukkan bahwa tidak terdapat perbedaan yang signifikan pada kedua kelompok. Hasil analisis Manova menunjukkan pengaruh edukasi yang signifikan hanya pada niat perubahan perilaku orang tua dan anak ($p=0,037$ dan $p=0,043$), sedangkan dari seluruh variabel luar yang dianalisis, hanya pendidikan ibu yang memiliki pengaruh terhadap pengetahuan orang tua ($p=0,021$). Terdapat perbedaan pendidikan ibu pada 2 kelompok yang dapat menjadi variabel kovariat. Hasil analisis lanjutan menggunakan uji Ancova menunjukkan bahwa tidak terdapat perbedaan yang signifikan pada skor pengetahuan setelah edukasi antara kelompok intervensi dan kontrol setelah mengontrol skor pengetahuan sebelum edukasi dan pendidikan ibu $F(1,86) = 0,456$; $p=0,533$).

Kesimpulan: Edukasi gizi melalui video *pop-up book* pada anak dengan keterlibatan orang tua tidak meningkatkan frekuensi konsumsi buah dan sayur secara statistik pada anak setelah edukasi, tetapi meningkat sebelum dan sesudah edukasi.

Kata kunci: edukasi gizi, video *pop-up book*, keterlibatan orang tua, buah dan sayur, anak sekolah dasar

ABSTRACT

Background: Overweight and obesity in children are global health issues that remain a challenge in Indonesia. The prevalence of obesity among children aged 7–12 years in Kulon Progo Regency reaches 9.53%. One of the causes of obesity in elementary school children is poor eating habits, low consumption of fruits and vegetables, and a lack of nutrition education, as well as the absence of active parental involvement in providing fruits and vegetables at home. Parental involvement plays a crucial role in supporting children's eating habits.

Objective: Assessing the effect of nutrition education through pop-up book videos with parental involvement on the frequency of fruit and vegetable consumption in children.

Method: This quantitative study used a quasi-experimental research design with a non-equivalent control group pretest-posttest design with an intervention group (n=43) and a control group (n=47). Education was provided to children using pop-up book videos or leaflets twice offline in class, while parents received education online through a WhatsApp group four times. Data analysis was performed using Chi-square/Fisher's exact test, Wilcoxon Signed Ranks, Mann-Whitney U, multivariate analysis of variance (Manova) and analysis of covariance (Ancova) ($p < 0.05$).

Results: There was a higher difference in behavioral change intentions among children and parents after education was provided to the intervention group ($p = 0.025$ and $p = 0.029$). The average frequency scores for fruit and vegetable consumption showed an increase in both groups after 14 days of education. There was a significant difference in the average frequency scores for vegetable consumption before and after education in the intervention group ($p = 0.001$). However, the results of the Mann Whitney U Test showed that there was no significant difference between the two groups. The MANOVA analysis results showed that the education had a significant effect only on the intention to change the behavior of parents and children ($p = 0.037$ and $p = 0.043$), while among all the external variables analyzed, only the mother's education had an effect on parental knowledge ($p = 0.021$). There was a difference in maternal education between the two groups, which could serve as a covariate. Further analysis using the ANCOVA test showed that there was no significant difference in knowledge scores after education between the intervention and control groups after controlling for pre-education knowledge scores and maternal education ($F(1,86) = 0.456$; $p = 0.533$).

Conclusion: Nutrition education through pop-up video books for children with parental involvement did not significantly increase the frequency of fruit and vegetable consumption in children after education, but the frequency increased before and after education.

Keywords: nutrition education, pop-up book video, parental involvement, fruits and vegetables, primary school children