

Retensi pengetahuan, sikap, dan perilaku pasca pelatihan gizi seimbang pada siswa kelas 5 dan 6 di 10 sekolah dasar terpilih kota Depok tahun 2012b = Retention of knowledge, attitudes, and behavior of after nutrition balanced education for student class 5 And 6 In 10 selected elementary school In Depok City, West Java

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Abstrak

Penelitian ini bertujuan untuk melihat retensi pengetahuan, sikap, dan perilaku pasca pelatihan gizi seimbang pada tahun 2012 dengan jumlah responden penelitian sebanyak 669 orang yang terdiri dari siswa kelas 5 dan 6 dari 10 SD terpilih di Kota Depok, Jawa Barat. Penelitian ini dilaksanakan pada bulan Maret sampai dengan Mei 2012, menggunakan metode campuran (mixed methode) atau mengkombinasikan kualitatif dan kuantitatif dengan desain crossectional. Analisis yang digunakan adalah Uji T dan analisa kualitatif. Hasil penelitian ini ialah terdapat perbedaan perubahan pengetahuan, sikap, dan perilaku gizi seimbang Post test I dan Post test II terhadap pengetahuan total gizi seimbang ($p=0,000$), pengetahuan sumber zat gizi ($p=0,000$), pengetahuan fungsi zat gizi ($p=0,000$), sikap total gizi seimbang ($p=0,000$), sikap konsumsi ($p=0,000$), sikap tabu dan persepsi ($p=0,000$), sikap olah raga dan air putih ($p=0,000$), praktik gizi seimbang ($p=0,000$), perilaku sarapan ($p=0,000$), dan perilaku frekuensi ($p=0,001$). Sikap dan perilaku gizi seimbang Post test II terhadap pendidikan Ayah ($p=0,000$).

Pengetahuan gizi seimbang Post test II terhadap pekerjaan Ibu ($p=0,000$). Serta, perubahan perilaku total gizi seimbang Post test II terhadap pendidikan Ibu ($p=0,000$). Selain itu, paparan informasi gizi seimbang yang dilakukan 1 semester 2 kali oleh guru mempengaruhi retensi pengetahuan dan sikap ke arah positif, sedangkan untuk aspek perilaku belum sepenuhnya terlihat. Siswa kelas 5 dan 6 mempunyai retensi baik setelah 16 bulan diberikan intervensi pengetahuan dan sikap gizi seimbang, namun untuk retensi perilaku belum sepenuhnya terlihat perubahan ke arah positif. Agar retensi perilaku gizi seimbang dapat meningkat, maka direkomendasikan untuk menambah frekuensi pembelajaran melalui media yang mudah diingat siswa secara berkesinambungan di lingkungan SD maupun orangtua siswa dan membuat pedoman membaca Pedoman Gizi Seimbang.

.....This aims study to see the retention of knowledge, attitudes, and behavior of after nutrition balanced education in 2012 with the number of survey respondents as many as 669 people consisting of students in grade 5 and 6 of the 10 selected Elementary Schools in the Depok city, West Java. The study was conducted in March through May 2012, using mixed methods or a combination of qualitative and quantitative with crossectional design. The analysis used T test and qualitative analysis. The results of this study is that there are differences significant in changes in knowledge, attitudes, and behavior of balanced nutrition post test I and post test II for total balanced nutrition knowledge ($p = 0.000$), knowledge of nutrient sources ($p = 0.000$), knowledge of nutrient function ($p = 0.000$), total balanced nutrition attitude ($p = 0.000$), consumption attitudes ($p = 0.000$), taboo attitudes and perceptions ($p = 0.000$), attitude and water sports ($p = 0.000$), the practice of balanced nutrition ($p = 0.000$), the behavior of breakfast ($p = 0.000$), and the behavior of the frequency ($p = 0.001$). Attitudes and behavior of balanced nutrition post test II's for education father ($p = 0.000$).

Balanced nutrition knowledge post test II to work mother ($p = 0.000$). As well, total behavior change post test II balanced nutrition for mother education ($p = 0.000$). In addition, exposure to information balanced nutrition made 1 semester 2 times by the teacher affects the retention of knowledge and attitude towards positive, while for the behavioral aspects not yet fully visible. Students grades 5 and 6 have good retention after 16 months of intervention provided balanced nutrition knowledge and attitudes, but for the retention behavior is not fully visible change in the positive direction. So that the retention behavior of balanced nutrition can be improved, it is recommended to increase the frequency of learning through the media that is easy to remember the students on an ongoing basis within the school and the parents of students and make reading the guidelines Balanced Nutrition Guidelines.