Pengaruh Pemberian Game Kartu Digital Gizi Seimbang "Hi, Banana!" Terhadap Peningkatan Pengetahuan Gizi pada Anak Sekolah Dasar di Pondok Kelapa Jakarta Timur Tahun 2021 = The Influence of Playing Balanced Nutrition Digital Card Game "Hi, Banana!" on the Improvement of Nutrition Knowledge in Elementary School Children on Pondok Kelapa East Jakarta 2021

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Abstrak

Meningkatkan pengetahuan gizi pada anak menjadi landasan penting yang menentukan perilaku makan dan status gizi yang baik sejak usia dini, hingga mengurangi mortalitas dan morbiditas dari masalah gizi dan kesehatan di masa depan. Saat ini, intervensi melalui teknologi telah melahirkan game edukasi sebagai upaya potensial untuk menjangkau populasi muda, sehingga penelitian ini dibuat secara khusus untuk dapat membuktikan pengaruh pemberian pesan gizi seimbang lewat media game kartu digital “Hi, Banana!” dalam meningkatkan pengetahuan gizi yang pada anak usia sekolah dasar. Dengan menggunakan desain penelitian pre-experimental one group pretest and post-test, intervensi dengan game “Hi, Banana!” dilakukan pada 50 siswa dari kelas 3,4, dan 5 di SDN 03 Pondok Kelapa Jakarta Timur dengan mengukur pengetahuan sebelum diberikannya intervensi (pretest), memberikan game selama seminggu untuk dimainkan, mengukur pengetahuan sesudah intervensi di akhir minggu ke-1 (post-test 1), dan menguji retensi serta mengukur pengetahuan setelah retensi di akhir minggu ke-2 (post-test 2). Intervensi ini dilakukan selama 2 minggu antara bulan Mei-Juni 2021. Hasil yang diperoleh menunjukkan adanya perbedaan signifikan rata-rata nilai pengetahuan gizi dari pretest ke post-test 1 dan pretest ke post-test 2, tanpa perbedaan signifikan pengetahuan dari post-test 1 dan post-test 2, yang mengindikasikan peningkatan dan retensi pengetahuan gizi berdasarkan intervensi. Selain itu, rata-rata nilai pengetahuan gizi pada anak juga memiliki perbedaan signifikan jika dilihat berdasarkan keterpaparan informasi dan durasi pengoperasian internet, serta keterpaparan informasi gizi pada orang tua dan tingkat pendidikan pada orang tua yang mendukung dan mendampingi anak selama intervensi. Tidak ada perbedaan pengetahuan gizi yang signifikan berdasarkan jenis kelamin, usia, kelas, frekuensi dan durasi kontak dengan game.
.....Improving nutritional knowledge is an important foundation to help shaping eating behavior and proper nutrition status since young age, while also reducing mortality and morbidity from nutrition and health-related disease in the future. Currently, technological-based nutrition intervention has brought upon educational games with a potential to reach younger population age. Thus, this research was created to challenge the effectivity of balanced nutrition message provided in the digital card game, “Hi, Banana!” to increase nutritional knowledge for school-age children. Using research design of pre-experimental one group pretest and post-test, intervention with the game “Hi, Banana!” aimed at 50 students from grade 3, 4, and 5 in 03 Pondok Kelapa State Elementary School in Jakarta Timur by measuring knowledge before intervention (pretest), playing the game for a week, measuring post-intervention nutritional knowledge at the end of week 1 (post-test 1), doing retention and measuring post-retention nutritional knowledge at the end of week 2 (post-test 2). This intervention was done in duration of 2 weeks between May until June, 2021. There were significant differences in the children’s average nutritional knowledge seen between pretest and

post-test 1, also between pretest and post-test 2, with no significant difference in nutrition knowledge found in post-test 1 to post-test 2, which indicated an increase and retention of nutritional knowledge based on the intervention. In addition, the average nutritional knowledge of children significantly different between groups categorized by information exposure and duration of daily internet operation in children, as well as exposure to nutrition information and education level for parents who support and accompany children during the intervention. There were no significant differences in nutritional knowledge based on gender, age, class, frequency and duration of contact with games.