



The Effect of Nutrition Education Using Picture Media on Vegetable and Fruit Consumption in Early Childhood

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Abstract

Edukasi gizi merupakan aspek yang sangat penting dalam memilih makanan anak, dan kebiasaan makan sayur dan buah mulai dikenalkan sejak usia dini. Penelitian ini bertujuan untuk mengetahui pengaruh edukasi gizi menggunakan media gambar terhadap konsumsi sayur dan buah pada anak usia dini. Metode yang digunakan adalah pendekatan kuasi eksperimen yang melibatkan 30 anak PAUD yang dibagi menjadi dua kelompok: Kelompok eksperimen mendapatkan edukasi gizi dengan menggunakan media gambar, dan kelompok kontrol hanya mendapatkan ceramah. Hasil penelitian menunjukkan bahwa kelompok eksperimen mengalami peningkatan pengetahuan dan frekuensi konsumsi sayur dan buah yang signifikan ($p < 0,001$), sedangkan kelompok kontrol tidak menunjukkan perubahan yang signifikan. Kesimpulan dari penelitian ini menegaskan bahwa penggunaan media visual dalam edukasi gizi memiliki pengaruh dalam meningkatkan kebiasaan makan yang sehat pada anak.

Kata kunci: Edukasi gizi, media gambar, konsumsi sayur dan buah, anak usia dini

Abstract

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Nutrition education plays a crucial role in selecting children's food, and introducing the habit of eating vegetables and fruits at an early age is essential. This study aims to determine the effect of nutrition education using picture media on the consumption of vegetables and fruits in early childhood. The method employed was a quasi-experimental approach involving 30 children from Early Childhood Education, who were divided into two groups. The experimental group received nutrition education using picture media, while the control group received lectures only. The results showed that the experimental group experienced a significant increase in knowledge and the frequency of consumption of vegetables and fruits ($p < 0.001$). In contrast, the control group showed no significant change. The conclusion of this study confirms that the use of visual media in nutrition education has a positive effect on improving healthy eating habits among children.

Keywords: Nutrition education, picture media, consumption of vegetables and fruits, early childhood

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INTRODUCTION

Nutrition education is a crucial aspect of early childhood development, particularly in shaping healthy eating habits. According to Arifin & Rahmawati (2020), effective nutrition education can enhance children's understanding of the importance of consuming vegetables and fruits. Children who receive good nutrition education tend to have a healthier diet (Nugroho & Widiastuti, 2020; Nurhayati, N., Wijayanti, E. B., & Pramono, 2023). According to Kementerian

Kesehatan Republik Indonesia (2021), the importance of nutrition education in preventing nutrition problems among children is emphasized. This study aims to investigate the impact of nutrition education using picture media on the consumption of vegetables and fruits in early childhood.

The low consumption of vegetables and fruits among children is a serious concern, given its impact on long-term health, according to [Rahmawati and Haryanto \(2022\)](#) It is noted that many children do not meet the recommended daily consumption of vegetables and fruits. This can lead to health problems such as obesity and malnutrition. Therefore, it is important to identify factors that influence children's eating habits, including the nutrition education received ([Sari & Utami, 2020](#))

The role of parents in supporting children's nutrition education is also very important, according to [Sulastri and Ahmad Tarmizi \(2017\)](#) Emphasises that parents who are actively involved in children's nutrition education can improve healthy eating habits at home. This study demonstrates that parental support can enhance the positive effects of nutrition education that children receive at school, underscoring the importance of collaboration between schools and parents to achieve optimal nutrition education goals.

Research shows that image-based nutrition education can increase children's awareness of the importance of vegetables and fruits, according to [Setiawan and Lestari \(2021\)](#), found that children involved in a picture-based nutrition education programme showed increased knowledge and positive attitudes towards vegetable and fruit consumption, suggesting that creative and innovative approaches to nutrition education can have a significant impact on children's eating behaviour, making it important for nutrition education programmes to adopt interactive and fun methods, to increase children's interest in learning about nutrition ([Eka Daryati et al., 2024](#))

In nutrition education, it is essential to consider approaches that cater to the unique characteristics of young children ([Nugroho & Widiastuti, 2020](#)). Suggest that interactive and fun methods, such as the use of picture media, can increase children's interest in learning about nutrition by exploring how picture media can be effectively utilized in nutrition education for early childhood. Previous research has shown that children exposed to high-quality nutrition education tend to develop healthier eating habits ([Nurhayati, N., Wijayanti, E. B., & Pramono, 2023](#)). It was found that children who received structured nutrition education showed increased consumption of vegetables and fruits. Therefore, it is important to evaluate the effectiveness of existing nutrition education programs ([Lestari & Pratiwi, 2022](#)). Stated that evaluation of nutrition education programmes can provide insight into aspects that need to be improved to achieve better results.

Nutrition education in early childhood is a crucial aspect that plays a significant role in forming healthy eating habits from a young age. Despite various nutrition education programs, the consumption of vegetables and fruits among children remains relatively low, indicating a gap between the knowledge provided and their daily eating habits. The use of picture media as a tool in nutrition education has not been fully optimised, even though this medium has proven to be

effective in increasing children's understanding and interest in healthy food consumption (Rasheed, 2023). The role of parents as supporters of nutrition education at home is also under-emphasised, so collaboration between schools and families has not been optimal. Lastly, there is a limited comprehensive evaluation of existing nutrition education programs, so there is limited information available to improve programs and make them more interactive and enjoyable for children. More interactive programs can increase children's motivation to learn about nutrition, so it is essential to involve parents in the educational process (Mahmudah & Jamaludin, 2024).

Picture media as a tool in nutrition education has been proven effective in improving children's understanding of healthy food (Lestari & Pratiwi, 2022). Stated that the use of visual media can attract children's attention and make it easier for them to understand nutritional information. Previous research also shows that children who are exposed to image media tend to be more interested in trying healthy foods (Pramudita & Setiawan, 2021). The use of visual media in nutrition education can be an effective strategy for increasing the consumption of vegetables and fruits among children. The implications of using visual media are significant, as it can help educators design more engaging and interactive programs, thereby motivating children to learn about nutrition.

While picture media has a positive impact on increasing the consumption of vegetables and fruits in early childhood, approaches based on learning Theory also need to be considered. Explains that constructivist learning Theory can be applied in nutrition education to help children build their knowledge about healthy food. By using picture media, children can more easily understand nutrition concepts and associate them with daily food choices (Pramudita & Setiawan, 2021).

This research cannot be ignored, as many young children still do not meet the recommended daily consumption of vegetables and fruits, potentially leading to long-term health problems such as obesity and malnutrition. Ineffective nutrition education approaches risk undermining efforts to prevent nutrition problems among children. Therefore, there is a need to develop more innovative nutrition education programmes, especially those based on interactive image media, to increase interest and effectiveness of learning. Additionally, the integration of support from the school and family environments is necessary for nutrition education to have a lasting impact on children's eating habits. Evaluation of programmes based on local social and cultural contexts is also important to ensure that interventions are appropriate and effective. This study will also consider external factors that influence children's consumption of vegetables and fruits (Rahmawati & Haryanto, 2022)

This study is expected to contribute to the development of more effective nutrition education programs for early childhood and provide practical recommendations for educators and parents to increase the consumption of vegetables and fruits in this age group (Setiawan & Lestari, 2021) Stated that collaboration between schools and families is very important in supporting

children's nutrition education, with the results of this study expected to provide useful insights for the development of better nutrition education policies and programmes in the future.

METHODOLOGY

Type Of Research

This study employed a quasi-experimental design with a pretest-posttest approach, which allows for the measurement of changes in the experimental group compared to the control group without full randomization (Nayeri et al., 2024). The pretest-posttest approach measures baseline conditions and changes in vegetable and fruit consumption after the intervention. This design also controls for outside variables to maintain the internal validity of the study.

Time And Place of Study

The study was conducted from October to December 2024 at the Lab School Early Childhood Education Centre, Bengkulu University, Bengkulu City. This location was chosen because it is representative and supports the implementation of the intervention. The implementation time was adjusted to align with the institution's operational schedule and the readiness of the sample. It is recommended that this be recorded in detail according to actual conditions, ensuring consistency between the intervention and data measurement.

Research Target (Population and Sample)

The population consists of all early childhood students in the institution. A sample of 30 children was selected using purposive sampling based on the criteria of age, readiness, and parental consent. The sample was divided into two groups: 15 children in the experimental group, who received nutrition education using picture media, and 15 children in the control group, who received no intervention. This division was designed to compare the effects of the interventions in a valid manner.

Data Collection Techniques and Instrument Development

Data were collected through a pretest and a posttest to measure the consumption of vegetables and fruits before and after the intervention. Instruments included observation of children's eating behavior with checklists and questionnaires for parents regarding consumption at home. The picture media intervention was conducted twice a week for 4 weeks, with a duration of 30 minutes per session, involving teachers and parents as companions.

Data Analysis Technique

Pretest and posttest data were analyzed using comparative statistical tests, such as an independent t-test, to determine significant differences between the experimental and control groups. This test was chosen based on the quantitative data, which met the assumptions of normality and homogeneity of variance. The level of significance is typically set at 0.05, allowing for valid conclusions about the effectiveness of the intervention.

RESULTS AND DISCUSSION

RESULTS

The study involved 30 children, randomly divided into two groups: an experimental group that received nutrition education through pictures and a control group that received lectures only, each consisting of 15 children. To ensure equality of baseline characteristics between the two groups before the intervention, a sample description was conducted, which included important demographic variables such as gender, parental education, and parental economic status. This information is crucial for assessing the homogeneity of the sample, enabling a valid and reliable comparison of the intervention results.

Table 1. Description of Experimental and Control Groups

Characteristics	n (experimental)	f	n (control)	f
Gender				
- Male	8	53,30%	7	46,70%
- Female	7	46,70%	8	53,30%
Parents' Education				
- Primary School	3	20,00%	4	26,70%
- Junior High School	4	26,70%	3	20,00%
- High School	5	33,30%	5	33,30%
D3 / S1	3	20,00%	3	20,00%
Parents' Economy				
- High	5	33,30%	5	33,30%
- Medium	5	33,30%	5	33,30%
- Low	5	33,30%	5	33,30%

Based on Table 1, it is evident that the basic characteristics of participants in the experimental and control groups are relatively balanced. The average age of children in both groups is almost the same, with a balanced distribution of gender as well. Additionally, the distribution of parental education and parental economic status also indicates equality between the two groups.

Table 2. Mean of Pretest and Posttest

	n	Average (min-max)	Total
pretest	30	68,2 (58-81)	2,05
Post test	30	77,1 (66-88)	2,31

The table shows a comparison of the average pretest and posttest scores of 30 participants. In the pretest, the average score obtained was 68.2, with a range of scores from 58 to 81, from the lowest to the highest. After the intervention or learning was carried out, the posttest results showed a significant increase, with the average score reaching 77.1 and a score range of 66 to 88. The total

pretest and posttest scores are also shown to provide a comparative picture of changes in participants' knowledge or abilities, from these results it is necessary to determine the differences in the results of the experimental and control groups so that the use of the validity of parametric statistical analysis to be used in this study, will first be tested Normality using the Shapiro Wilk test on pretest and posttest score data.

Table 3. Normality Table

	Shapiro-Wilk		
	Statistics	df	Sig.
Pretest	0,957	30	0,456
Pretest	0,972	30	0,678

Based on the results of the normality test using the Shapiro-Wilk test, the significance value for both variables is greater than 0.05; it can be concluded that the pretest and posttest score data are normally distributed, thus fulfilling the normality assumptions required for further parametric statistical analysis.

The normality test of the pretest and posttest score data was conducted using the Shapiro-Wilk test to ensure that the data were normally distributed. A significance value (p) > 0.05 indicates the data fulfils the assumption of normality, as shown in the following table.

Table 2. Homogeneity Table

Variant	Levene's (F)	df1	df2	p
Pretest	0,12	1	28	0,73
Posttest	0,45	1	28	0,51

Based on the Levene's Test results presented in the table above, the significance values (p -value) for the pretest and posttest variables are 0.73 and 0.51, respectively, both of which are greater than 0.05. This indicates that the variance of the pretest and posttest scores between the experimental and control groups is not significantly different, or in other words, the variance between groups is homogeneous, so analysts can use parametric tests, such as the t test with the assumption that the normality test results (p) > 0.05.

The unpaired t -test was used to compare the mean change in scores between the experimental and control groups. The assumptions of normality and homogeneity of variance were checked beforehand to ensure the validity of the test results. The test results will indicate whether the intervention had a significant effect on the improvement in scores.

Table 4. Results of the mean difference between experimental and control groups

Group	n	Mean $\pm$ sb	Mean difference (95%CI)	p
Experiment	15	2.63 $\pm$ 0.23	2,43(2.07-2,79)	0,001
Control	15	0.20 $\pm$ 0.00		

Based on the t-test results, there was a significant difference ($p < 0.001$) between the experimental ($M = 2.63$, $SD = 0.23$) and control ($M = 0.20$, $SD = 0.00$) groups, with a mean difference of 2.43 (95% CI: 2.07-2.79). As the variance was not homogeneous ($p < 0.001$), a t-test without the assumption of homogeneity was used. To evaluate the effectiveness of the intervention, a comparison was made between the mean change in outcome in the experimental group and the control group. Data were collected before and after treatment, and the average difference was calculated for each Group. The following graph presents the mean change, along with its standard deviation, to provide a visual representation of the intervention's impact.

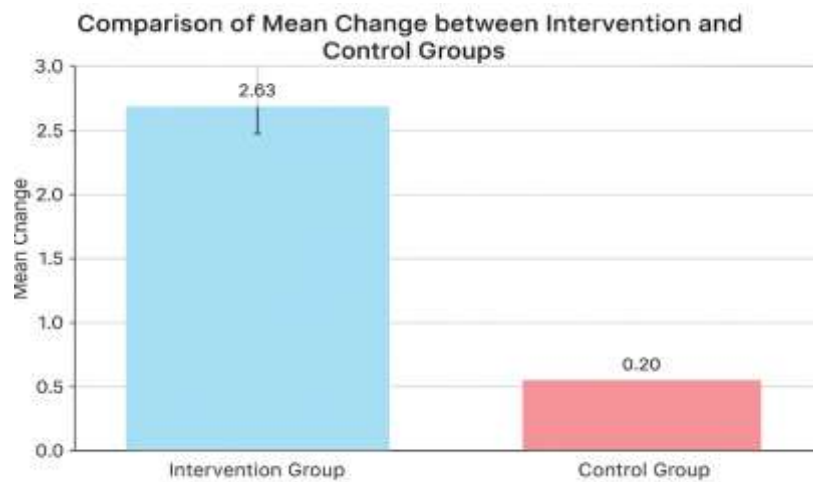


Figure 1. Mean comparison graph

Based on the graph, the experimental group showed a significantly higher average change of 2.63 with a standard deviation of 0.23. Meanwhile, the control group experienced an average change of 0.20 with no variation (standard deviation 0.00). This significant difference indicates that the intervention had a positive and measurable effect, yielding better results than the group that did not receive treatment.

DISCUSSION

Nutrition education provided to early childhood through picture media has proven effective in increasing the consumption of vegetables and fruits. The results of this study found a significant average difference ($M = 2.63$; $SD = 0.23$ for the experimental group and $M = 0.20$; $SD = 0.00$ for the control group, with $p < 0.001$), indicating that nutrition education interventions using picture media can change children's consumption habits. This finding is in line with a study that noted a reduction in the prevalence of malnutrition following a more structured and visual nutrition education intervention (Endang Sawitri et al., 2023).

The importance of media in nutrition education cannot be ignored. The use of game-based educational books also increases children's knowledge and attitudes towards vegetable and fruit consumption. Audiovisual media, such as animation, can improve children's understanding of

balanced nutrition, in line with the visual approach to nutrition education used in this study (Andriyani & Kurniasari, 2022).

The results obtained in this study showed a considerable difference in nutrition knowledge between the group that received education with pictures and those that did not. This is in line with previous literature that emphasises the importance of using educational media, as reported by Oktaria et al (2023) Who recommended routine nutrition education interventions to address obesity, by targeting children's knowledge, not just eating behaviours, we can mitigate the urgent need to reduce obesity, which has become a serious problem across age groups, including children. Community-based nutrition education, which incorporates parental involvement in the educational process, has demonstrated significant improvements in children's knowledge of healthy eating (Nugraha et al., 2021).

Referring to the research presented, this study found that nutrition education methods that integrate visualisation can improve children's nutritional knowledge and consumption habits, in line with (Sunarti, 2013) This showed an increase in children's nutritional intake with the *school feeding* model. These findings underscore the importance of innovation in counselling methods, explaining that nutrition education approaches rely not only on Theory but also on practices that are fun and engaging for children.

Previous research by (Putri Milenia & Herdhianta, 2022) Explained that the use of flashcard media also increased children's awareness of balanced nutrition consumption, showing better knowledge after the intervention. These results show that the use of different media still provides an opportunity to improve understanding and application of good nutrition; furthermore, in a study by (Hestuningtyas & Noer, 2014) It was stated that nutritional consultations carried out on an ongoing basis had a significant impact on children's diets. This reflects that continuity in education is important, and that nutrition education in a long-term format yields more positive results. This study validates the continuity approach in counseling and confirms the importance of continuity in nutrition education, not just in one session, but as a continuous scope of education.

It is essential to assess the approaches employed by previous researchers, considering both the media used and the patterns of parental involvement. Broadening the range of media and deepening parental involvement in children's education are crucial to educating children both in and out of school. Through innovations in this approach, such as games and interaction techniques, the results of this study are expected to provide deeper insights for more effective nutrition education strategies in the future (Bouterakos et al., 2020)

The research differs in methodology from that of Azhari and Fayasari (2020), who employed a multimedia approach that combined lectures and animated videos. In contrast, this study focused exclusively on the use of picture media. This difference can be explained by the Theory of Constructivism, which states that meaningful learning experiences are strongly influenced by how

information is presented and internalized by individuals. In this approach, visualization serves to facilitate an understanding of more complex concepts that often cannot be achieved with traditional teaching methods.

Research by [Nurwahidah et al \(2023\)](#), focusing on exploration-based learning on fruit and vegetable consumption among primary school children, also supports the positive finding that modifications in educational methods can improve children's nutritional intake. Children's engagement in an active and fun learning process was evident in this study, aligning with the importance of classroom interactions in the development of children's nutritional understanding.

Limitations of this study include the relatively small sample size and limitations in measuring external variables that may influence the results, such as family socioeconomic circumstances and parental involvement in child nutrition education. This could potentially introduce bias in the results, which should be considered when interpreting the findings ([Antwi et al., 2020](#)). As a guide for future research, it is recommended that the sample size be expanded and longitudinal studies be conducted to evaluate the long-term impact of the nutrition education intervention.

The findings have significant implications for both public health policy development and educational practice in schools. From a policy perspective, the findings encourage the formulation of school-based nutrition education programs that not only focus on counseling but also integrate media that appeal to children into the primary education curriculum, with the hope of increasing children's love for vegetables and fruits as part of a healthy diet. Additionally, it is essential to educate parents on the importance of providing healthy food to their children, particularly by incorporating vegetables and fruits into their home meals ([Yurni & Sinaga, 2018](#)).

Implementation of more co-operative interventions between schools and parents, to create a supportive learning environment for children. Nutrition education not only contributes theoretically but also provides tangible benefits to children's health and society as a whole, given the importance of balanced nutrition in children's growth and development ([Aziza & Farhat, 2023](#)).

Based on these results, it can be proposed that a combination of nutrition education strategies involving various media, such as pictures, audiovisuals, and direct interaction with parents, would support better learning in children. Parents' involvement in educating children about the importance of eating vegetables and fruits, as well as actively participating in choosing healthy foods at home, are key factors that cannot be separated from effective nutrition education just as revealed by ([Rahmiati, 2021](#)), where environmental factors and social support play a crucial role in shaping children's food choices.

CONCLUSION

This study demonstrates that nutrition education through visual media is effective in increasing the consumption of vegetables and fruits among early childhood populations. A significant difference was observed between the experimental and control groups, indicating that the visual approach was effective in changing children's eating habits. The effectiveness of this intervention is reinforced by previous studies that emphasise the importance of educational media, parental involvement, and a sustainable approach in nutrition education.

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