



The Effect of Media Songs and Props on Increasing Interest in Eating Nutritious Food for Children

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Abstract. This study aims to determine how the influence of media songs and props on increasing interest in eating nutritious food for children. The research method used is a descriptive qualitative method with data collection techniques through questionnaires filled out by 12 early childhood children consisting of four boys and eight girls. This research was conducted in 3 stages, namely (1) pre-test, (2) socialization through songs and props; (3) final test. The results showed there was a change in children's interest in eating nutritious foods, as well as a decrease in children's interest in eating foods that were categorized as less nutritious. This means, the media song and props are quite successfully used in early childhood. From each result of data analysis, it can be seen that the media song and props have a positive impact on increasing interest in eating nutritious food at an early age in Cigugurgirang, Parongpong, Indonesia. With this research, it is expected to increase children's interest in consuming nutritious food so their Nutritional Adequacy Rate (RDA) will be fulfilled.

1. Introduction

Early childhood who are in a period of growth really need nutritious food intake. Nutritious food is a balanced food that can meet human needs [1]. The food intake consumed will affect their daily activities, which also plays an important role in their growth and development. This is in line with Mayar who in her research concluded, nutrition does play an important role for the growth and development of early childhood [2]. In addition, Uce stated that providing nutritious food will be very beneficial for optimizing children's growth and development. Poor nutrition can not only hamper their physical development and growth but can also affect their intellectual and psychological development [3].

But in reality, there are still many young children who do not want to eat nutritious food, especially vegetables. The consumption of fruits and vegetables in children is very low, this is evidenced by the results of observations and interviews with parents and guardians of students at the Yadiaksa Islamic Kindergarten, where out of 15 children interviewed, there were only four children who liked vegetables [4]. In addition, research conducted by Sari

showed 50 children (59.5%) had difficulty eating vegetables, and the remaining 34 children (40.5%) did not have difficulty eating vegetables [5].

There are many factors influence a child's desire to eat nutritious foods, such as preferences, good knowledge, and a supportive attitude. Socialization needs to be carried out to increase knowledge about the benefits and impacts of less consumption of fruits and vegetables [6]. Then, there is also a significant relationship between attitudes, nutritional knowledge, availability, media exposure, and parental income on fruit and vegetable consumption behavior [7]. In addition, other research shows there is a relationship between socio-cultural norms and values with fruit and vegetable consumption behavior in students [8]. There are also other factors related to fruit and vegetable consumption such as gender, nutritional knowledge, skills in preparing fruits and vegetables, availability of fruits and vegetables at home, parental support, and peer support [9].

Given the importance of vegetables as nutritious food for children, it is important to consume them, therefore what must be done is how to make children want to eat vegetables. One way to increase children's motivation is by several methods, for example through interesting games and in accordance with the problems faced by early childhood [10]. There is also Israeli who in his research used the method of playing Vegetable Eating Motivation (VEM) on the behavior of eating vegetables in preschool children, where the results showed there was an increase in children's interest in eating vegetables [11]. Moreover, nutrition education can also be done using picture storybook media which is a form of Entertainment Education (EE) which can be used as a way to increase children's fruit and vegetable intake while allowing direct interaction between children and parents [12]. In this research, we choose props that can be used as a tool for role playing. The roleplaying method is a method that is carried out by demonstrating the situation accompanied by the characters involved in the situation [13].

Media is a tool used as an intermediary in stimulating all aspects of development in early childhood, both aspects of moral and religious values, physical motor aspects, language aspects, social-emotional aspects, cognitive aspects, and artistic aspects [14]. So it can be concluded that the media is a tool used to distribute information. A media song is a tool in the form of a song used as an intermediary for the distribution of information to be conveyed. Currently, various kinds of media are used as a tool to exchange information, including songs, which can also be packaged into lyric videos. Song video media is a fun learning for students, because they can learn and play at the same time, so they will not get bored quickly [15].

Through songs, it is hoped that children can absorb the information they want to convey about the nutritious food menu, thus enabling them to eat nutritious food after they listen to the song. This is in line with Putri who argues that one of the media who can be used to adjust the characteristics of school children is by using the media song [16].

While teaching aids are objects or equipment used to implement lessons so the expected goals of teaching and educating can be achieved. Teaching aids for early childhood education are effective learning tools to advance aspects of child development [17]. Nowadays, many children are classified as not liking to eat vegetables even though vegetables are nutritious foods can make the body healthier. In fact, nutritious food is an essential thing for the health of children. In this study, the song media is expected to influence children's awareness of the importance of eating nutritious food for their immunity.

Previous studies about song media affecting children's awareness of eating nutritious food confirmed, song media could advertise and increase children's awareness of eating more nutritious food. Research conducted by Wardhani stated, nutrition education songs effectively increase children's knowledge about vegetable and fruit consumption [18]. In addition, research conducted by Yulsimaulina found differences in fruit and vegetable intake before and after nutrition education with the singing method for children [19]. Then, there is also research conducted by Virmando who explained singing and playing cards is an education that has a learning plan with the concept of learning while playing. Sensory-based nutrition education activities can promote the desire to eat vegetables and fruit [20].

The purpose of this study was to find out how the influence of song media and props on increasing interest in eating nutritious food in children, considering songs can also be used as a fun learning media for early childhood. The novelty of this research is (1) the song used to introduce anything including nutritious food, not just fruits and vegetables, (2) Props can also be used as role-playing tools so they are more enthusiastic about deciding which nutritious food to eat, (3) teach children to memorize easily about any nutritious food in a fun way through songs.

2. Method

2.1. Research Subject

The research subjects are early childhood children who live in Cigugurgirang, Parongpong, Kabupaten Bandung Barat, Indonesia. Respondents in this study amounted to 12 people consisting of four boys or 33.3% and eight girls or 66.7% (see Figure 1).

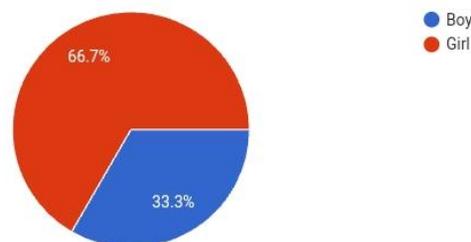


Figure 1. Percentage of Respondent's Gender

2.2. Research Design Analysis

Research data collection was carried out by distributing questionnaires by reading to early childhood who live in Cigugurgirang, Parongpong, Kabupaten Bandung Barat, Indonesia. To be exact, at RA Ridhaus Sholeh. There are 3 stages in data collection, namely (1) pre-test, (2) socialization through songs and props; (3) post-test. The data processing approach used is a qualitative approach. We made 20 questions pre-test and post-test. Table 1 shows the pre-test and post-test questions in this study. Making questions focused on socializing about nutritious food. The types of pre-test and post-test questions are types of questions with answers to yes or no, and choosing A or B and not being given a score/number (see Table 1).

Table 1. Pre-test and post-test questions

No	Question	Answer
1	I often eat vegetables	Yes/No
2	I often eat fruits	Yes/No
3	I often eat fried food	Yes/No
4	I often eat noodles	Yes/No
5	I often eat junk food	Yes/No
6	I often drink bubble tea	Yes/No
7	I often drink milk	Yes/No
8	I often drink juice	Yes/No
9	I often drink water	Yes/No
10	I often drink coke	Yes/No
11	Which one do you prefer to eat?	A/B
		
12	Which one do you prefer to eat?	A/B
		
13	Which one do you prefer to eat?	A/B
		
14	Which one do you prefer to eat?	A/B
		
15	Which one do you prefer to drink?	A/B
		
16	Which one do you prefer to drink?	A/B
		

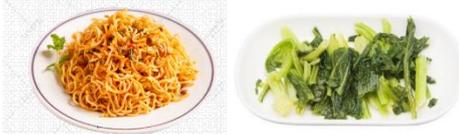
17 Which one do you prefer to drink? A/B



18 Which one do you prefer to eat? A/B



19 Which one do you prefer to eat? A/B



20 Which one do you prefer to eat? A/B



3. Results and Discussion

The research method used is a descriptive qualitative method by going through 3 stages, namely (1) pre-test, (2) socialization through song and props, (3) post-test. We will conduct socialization with 12 children in early childhood about what is included in nutritious food and how it affects us. This will give them information that nutritious foods are good for health, in the hope of increasing their interest in eating nutritious food. Table 2 shows the results of respondents answers regarding the questionnaires have been distributed, along with the explanations (see Table 2).

Table 2. Respondents answers to each pre-test and post-test questions.

No	Pre-test	Post-test	Descriptions
1.	25%	91.7%	Five children (25%) often eat vegetables and during the post-test it increased to 11 children (91.7%).
2.	75%	91.7%	Seven children (75%) often eat fruit and during the post-test it increased to 11 children (91.7%).
3.	83.3%	16.7%	Ten children (83.3%) often eat fried food and during the post-test it decreased drastically to only two people (16.7%).
4.	91.7%	66.7%	Eleven children (91.7%) often eat noodles and during the post-test it decreased to eight people (66.7%).
5.	83.3%	50%	Ten children (83.3%) often eat fast food and during the post-test it decreased to six children (50%).
6.	66.7%	33.3%	Eight children (66.7%) often drink bubble tea and during the post-test it decreased to four children (33.3%).

7.	75%	83.3%	Nine children (75%) often drink milk and during the post-test it increased to 10 children (83.3%).
8.	75%	100%	Nine children (75%) often drink juice and during the post-test it increased to 12 children (100%).
9.	58.3%	100%	Seven children (58.3%) often drink mineral water and during the post-test it increased to 12 children (100%).
10.	66.7%	16.7%	Eight children (66.7%) often drink soft drinks and it decreased to two children (16.7%).
11.	0%	75%	None of children (0%) chose option A (vegetables) which represents a healthy food, but they preferred option B (burger). During the post-test, it increased to nine children (75%) who chose option A.
12.	33.3%	91.7%	For children (33.3%) chose option A (fruits) which represents a healthy food, and they preferred option B (ice cream). During the post-test, it increased to 11 children (91.7%) who chose option A.
13.	16.7%	100%	Two children (16.7%) chose option A (tempeh) which represents a healthy food, and they preferred option B (hot dog). During the post-test, it increased to 12 children (100%) who chose option A.
14.	16.7%	91.7%	Two children (16.7%) chose option B (egg) which represents a healthy food, and they preferred option A (noodles). During the post-test, it increased to 11 children (91.7%) who chose option B.
15.	50%	100%	Six children (50%) chose option A (mineral water) which represents a healthy drink, and they preferred option B (syrup). During the post-test, it increased to 12 children (100%) who chose option A.
16.	50%	83.3%	Six children (50%) chose option B (milk) which represents a healthy drink, and they preferred option A (coke). During the post-test, it increased to 10 children (83.3%) who chose option B.
17.	41.7%	91.7%	Five children (41.7%) chose option B (juice) which represents a healthy drink, and they preferred option A (bubble tea). During the post-test, it increased to 11 children (91.7%) who chose option B.
18.	25%	83.3%	Three children (25%) chose option B (egg) which represents a healthy food, and they preferred option A (hot dog). During the post-test, it increased to 10 children (83.3%) who chose option B.
19.	0%	75%	None of children (0%) chose option B (vegetables) which represents a healthy food, but they preferred option A (noodles). During the post-test, it increased to 9 children (75%) who chose option B.
20.	8.3%	83.3%	One child (8.3%) chose option A (tempeh) which represents a healthy food, and they preferred option B (ice cream). During the post-test, it increased to 10 children (83.3%) who chose option A.

Based on the data above, we can see there is an increase in children's interest in eating nutritious foods. It can be seen in every answer to the questionnaire has been given. In part one, there must be an increase in children's interest in eating nutritious foods such as vegetables and fruit. In addition to nutritious food, there is also an increase in children's consumption of drinking nutritious drinks such as milk, juice, and mineral water. There is also a decrease in children's interest in eating foods that can be categorized as less nutritious such as fried foods, noodles, and fast food. In addition to food, there is also a decrease in

children's interest in drinking beverages that can be categorized as unhealthy, such as boba and coke. Although the results show some children already eat healthy food, after socialization through the media songs and props, there was an increase in the number of children eating healthy food and drinks. This is in line with other studies which show there is an effect of nutrition counseling using music videos on food consumption behavior in children. With nutrition counseling, a person can understand the importance of food and nutrition so they can behave and act according to nutritional norms [15].

In the second type of question, there is also a change in children's interest in eating nutritious food. At the time of the pre-test, most children chose foods were not nutritious but such as burger, ice cream, hot dog, and noodles. Likewise with drinks, most children prefer drinks such as boba, flavored drinks, and coke. And after the socialization, during the post-test it was seen there were some children who switched to choosing nutritious foods such as vegetables, fruits, tempeh, and eggs. Same thing with drinks. At the time of the pre-test, many children prefer to drink flavored drinks, soft drinks, and boba compared to mineral water, milk, and juice. However, there were still changes in the children's choice of the two foods or drinks were provided at the time of the post-test. Education in kindergarten children through singing in accordance with the children's character will shape the psychological development that facilitates their creativity. Learning while singing is an effective way to get students to learn to express themselves through instruments, as well as through creative movements and dances to create joy in the future [20].

This research is also in line with the research conducted by Yulsimaulina which concluded there were differences in vegetable intake before and after nutrition education with the singing method in Pontianak Islamic Kindergarten children, so it is recommended that nutrition education with the singing method increase the intake of vegetables and fruit needs to be socialized and disseminated by the teacher council, especially in kindergarten and early childhood education [19]. Overall, it is clear there is an increase in children's interest in eating nutritious foods, and a decrease in interest in eating non-nutritious foods. The results from each data analysis above show the media song and props positively impact increasing interest in eating nutritious food in early childhood in Cigugurgirang, Parongpong, Indonesia.

4. Conclusion

The research has been conducted aims to determine the influence of song media and props on increasing interest in eating nutritious food in children. There are three main steps carried out in this study, namely (1) pre-test, (2) socialization through songs and props; (3) post-test. The results showed an increase in children's interest in eating nutritious food, as seen in the change in children's choices from choosing less nutritious foods to switching to nutritious and healthy foods. This means, the use of media songs and props can be used for early childhood because the lyrics of the song contain the meaning of nutritious food and what nutritious foods should be eaten daily by humans. This will help them realize the importance of consuming nutritious food every day.

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