

The Effect of Giving Education with Power Point Leaflet Media and Isi Piringku Video on Increasing Knowledge of Balanced Nutrition in Students at SMP Negeri 7 Nabire Province Central Papua

Ithe Kogoya^{1*}, Nur Susan Iriyanti Ibrahim², Gandhi Pratama³

¹⁻³Nutrition Study Program, Sekolah Tinggi Ilmu Kesehatan Persada Nabire, Papua, Indonesia

Correspondence email : kogoyaenumbinak@gmail.com*

Abstract: Nutritional problems in school children include malnutrition and overnutrition due to lack of education, so there needs to be education on the contents of my plate related to balanced nutrition. One of the program efforts that can be implemented by the government so that people live healthy and well-nourished is by providing education on the "Isi Piringku" movement. An effective way to increase knowledge of balanced nutrition so that students can apply a healthy diet. Objective: This study aims to analyze the effectiveness of education on the media Power Point, Leaflets, Videos on the Contents of My Plate on Increasing Knowledge of Balanced Nutrition at SMP Negeri 7 Nabire. Method: Using a Pre Experiment Design research design with a One Group Pretest-Posttest Design approach. The sample in this study amounted to 54 students using the types of media Power Point, Leaflets, Videos which were divided into 3 experimental groups. Results: there is an effect of providing education on the Contents of My Plate on increasing knowledge of Balanced Nutrition through Power Point, Leaflet, Video media through a Test Paired Samples Test one of them is Video media ($P = 0.000$) on Students at SMPN 7. Conclusion: that educational media assistance Power Point, Leaflet, Video, can influence to increase knowledge of Students at SMP Negeri 7 Nabire. Suggestion: For further research can continue the research by developing Power Point media, Leaflet, Video and other educational media.

Keywords: Nutrition Education, Balanced Nutrition, Fill My Plate, Knowledge.

1. INTRODUCTION

The success of a country's development is determined by the quality of its human resources (HR). Human strength includes physical strength, mental strength, health with a high level of success. Nutrition is an important aspect that determines the quality and dignity of humans, the quality of human resources is an important aspect in the implementation of sustainable nutrition programs, health problems with nutrition play an important role in human power, namely the main capital of the country with success. The nation is a way to improve human resources and education (Fathimi, 2022).

Adolescents according to Law Number 25 of the Ministry of Health of the Republic of Indonesia in 2014, the population is between 10 and 18 years old. When someone enters puberty, their child will also experience it. At this stage, experiencing physical growth and mental, emotional, spiritual growth. psychological. Lack of proper nutrition during this period can cause stunted or disrupted growth in adolescents (Ministry of Health, 2014).

Adolescence is a period of transition from childhood to adulthood, between the ages of 13 to 20 years, which is a period where humans experience mental and physical growth and development patterns from childhood to adulthood. Changes that arise through economic and

social aspects with a characteristic change in behavior during adolescence are changes in intake behavior, towards healthy intake behavior (Rahmalia, S, 2015).

Nutrition education is a type of intervention that can provide young people with information about healthy eating patterns. A balanced diet is a daily food composition that contains nutrients in various types and amounts, according to the body's needs, and pays attention to the concept of food diversity, exercise, maintaining cleanliness, maintaining body weight, and eating patterns. Nutrition education is a type of intervention that can be given to young people about healthy eating patterns. A very common health problem suffered by adolescents is overeating. Globally, 17.3% of children aged 10 to 19 years are malnourished (Statista, 2019). While the prevalence of malnutrition in adolescents The highest figure occurs in Southeast Asia at 27.3% (Wati, Lidiawati and Bintoro, 2019).

Riskesdas 2018 data in Indonesia shows that 25.7% of adolescents aged 13-15 years have short and very short nutritional status. In addition, there are 8.7% of adolescents aged 13-15 years with thin and very thin conditions. Meanwhile, the prevalence of overweight and obesity of 16.0% in adolescents aged 13-15 years shows the need to improve the eating habits of the younger generation in Indonesia. Riskesdas 2018 data in Papua Province shows that the prevalence of nutritional status in adolescents according to the BMI/U index is 2.13% very thin, 4.44% thin, 15.62% obese, 6.70% Obese. Meanwhile, Nabire Regency shows that the prevalence of nutritional status in adolescents according to the BMI index according to age is 0.71% very thin and 6.56% thin.

Nutrition is a very basic need for humans, food is needed to support life and provide fuel for various body processes to achieve quality of life. Diet is also seen as an important factor in determining health and preventing disease. Everyone needs to consume a variety of foods to meet their nutritional needs. According to the General Guidelines for a Balanced Diet (PUGS), the composition of the dish should include rice, side dishes, vegetables and salads which are very important, namely the main food as a source of energy, side dishes as a source of energy. protein and fat, vegetables and salads as sources of minerals and vitamins (Hoffman et. al., 2020).

One of the program efforts that can be implemented by the government so that people live healthy and well-nourished is by providing education on the "Isi Piringku" movement, the purpose of this education is to regulate food composition with portions that are in accordance with recommendations. "Isi Piringku" is a balanced nutritional guideline that can be campaigned by the Ministry of Health of the Republic of Indonesia since 2017. In "Isi Piringku" it not only explains the types of food, but emphasizes the portion rules that are

good to consume in one meal which are contained on one plate. Isi Piringku teaches 2 important messages, namely diversity and balance in eating (Fitriani, 2021).

Data from the Kimi Health Center UPTD from the results of the health examination of students of SMP Negeri 7 in 2024 showed that there were 15 students who were malnourished, 30 students with normal nutrition, and 6 students with overnutrition. Data from the principal of SMP Negeri 7 stated that students had never received education on the contents of my plate before, so it was deemed necessary and important to carry out this education for all students (Kimi Health Center UPTD, 2024).

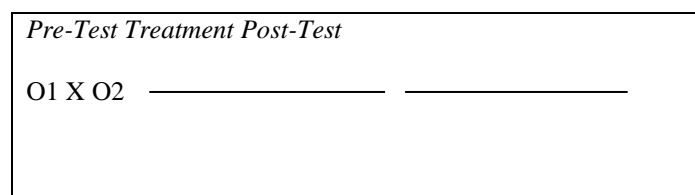
Based on the description above, nutritional problems are still found in the adolescent group at SMP Negeri 7 and education on the contents of my plate has never been carried out, so the researcher feels the need to carry out education on the contents of my plate in order to increase knowledge of balanced nutrition so that students know and understand what the contents of my plate are in balanced nutrition so that it can be applied directly in everyday life to maintain good nutritional status.

2. METHOD

This study uses Quantitative. The type of research applies a quantitative approach is the method used in conducting sample and population research based on certain data. Research data in the form of numbers that can be calculated using statistical analysis of computer test tools to test hypotheses (Sugiyono, 2022).

This study uses a pre-experimental design with a One Group pre-test-post-test design approach. This study involves a paradigm where a group receives treatment and observes the results, and conducts a pretest to determine the initial conditions before being given treatment. will be more accurate because it can be compared with the conditions before the behavior occurs. In the research workflow used, the research class (O1) Treatment (X) in the form of providing balanced nutrition education is then continued Then a posttest is carried out (O2).

One-Group Pretest- Posttest Design



(Source: Sugiono, 2013)

The research was conducted on the search and determination of the title from January to February and the research was carried out from May to June 2024 at SMP Negeri 7 Nabire. The population is a group of subjects who are the target of the research. The subject of the research can be humans (Al-faida Nur, 2023). The population in this study was 155 students from grades VII to IX of SMP Negeri 7 Nabire. The sample in this study used non-Random Sampling, which was 54 students in grade VII of SMP Negeri 7 Nabire. The determination of the sample was based on conditions where grade VII had never received nutrition education before. While grades VIII and IX had received education in the previous year.

The research instrument is a tool that will be used to obtain research data, namely the method of data collection is a questionnaire containing a list of structured questions used to collect data on students' knowledge of balanced nutrition. In addition to the questionnaire, the instruments used also consist of PPT media, leaflets and educational videos of the contents of my plate which will be used to educate each group of research samples. The data used are primary data and secondary data.

To prove the hypothesis in this study, a statistical test was conducted using the SPSS 16 program. The analysis in this study used 2 types of analysis, namely univariate analysis and bivariate analysis.

3. RESULTS AND DISCUSSION

Results

1. Overview of Research Location

The research was conducted from May 3 to June 30, 2024. The location of this research is in the Teluk Kimi District, Kimi Village, RT/RW010/003, Address Jalan Poros Samabusa KM 13 with a school location of 200 mx 200 m = 40,000 m² located at SMP Negeri 7 Nabire, which was established on October 1, 2004, Central Papua Province.

This research was conducted at SMP Negeri 7 Nabire, Kimi Village, Teluk Kimi District, Nabire Regency, the research activities were carried out from May to June 2024 with a population of all grade 1 students with the criteria set by the researcher. A sample of 54 respondents was given a questionnaire, which had been prepared.

2. Respondent Characteristics

Respondent characteristics are criteria that can be applied to research items to properly focus on research sources. The characteristics of respondents in this survey are as follows:

a. Student Gender

Gender is the difference between men and women, appearance, appearance, biology since birth (Afra F., 2023). The following is the distribution of respondent data based on the characteristics of respondents according to their gender.

Table 4.1 Respondent Characteristics Based on Gender

Student Gender	F	%
Man	26	48.1
Woman	28	51.9
Total	54	100.0

Source: Primary Data 2024

According to Table 4.1, it is known that of the 54 student respondents, the highest gender was female, namely 28 people or 51.9%, while the lowest gender was male, namely 26 people or 48.1%.

b. Age

According to the Big Indonesian Dictionary (KBBI) age is a number held after birth (Anastasia, 2013). This study targeted all students of class I of SMP Negeri 7 Nabire. The following is a table of sample frequency distribution based on student age.

Table 1 Respondent Characteristics Based on Student Age

Student age	F	%
12 years old	1	1.9
13 years old	28	51.9
14 years	16	29.6
15 years	7	13.0
16 years	2	3.7
Total	54	100.0

Source: Primary Data 2024

Table 1 shows that out of 54 respondents studied, most of the students who were respondents were 13 years old, which was 51.9%. Furthermore, there was only 1 student aged 12 years or 1.9%. Other ages were respectively 16 people aged 14 years (29.6%), 7 people aged 15 years (13.0%), and 2 people aged 16 years (3.7%).

c. Parents' job

Work is the main activity carried out by humans. helping to support daily needs (Yulianto, S, H, 2023). Parents' jobs consist of father's and mother's jobs. The following is the distribution of data based on father's job.

Table 2 Respondent Characteristics Based on Father's Occupation

Father's occupation	F	%
Farmer	17	31.5
Fisherman	8	14.8
civil servant	3	5.6
Indonesian National Armed Forces/Indonesian National Police	4	7.4
Self-employed	22	40.7
Total	54	100.0

Source: Primary Data 2024

According to Table 2, it is known that out of 54 respondents studied, most of their fathers have jobs as entrepreneurs, namely 22 people with a percentage of 40.7%. While the lowest presentation is fathers working as civil servants as many as 3 people (5.6%). Furthermore, the father's jobs in sequence are as farmers 17 people (31.5%), as fishermen 8 people (14.8%), and as TNI/POLRI 4 people (7.4%). The following is the distribution of data based on mother's job:

Table 3 Respondent Characteristics Based on Mother's Occupation

Mother's Job	F	%
housewife	36	66.7
Farmer	11	20.4
Fisherman	1	1.9
civil servant	5	9.3
Self-employed	1	1.9
Total	54	100.0

Source: Primary Data 2024

According to Table 3, it is known that 54 respondents studied, most of their mothers work as housewives, namely 36 people with a percentage of 66.7%. While the lowest presentation is mothers working as Entrepreneurs and Fishermen, each with 1 person (1.9%). Furthermore, the mothers' jobs are respectively as farmers 11 people (20.4%) and as civil servants 5 people (9.3%).

d. Parent Education

Education is the act of knowing how to create a legacy from generation to generation (BP. A. R, et al, 2022). Parental education is distinguished by father's and mother's education. The following is the distribution of data based on father's education:

Table 4.Respondent Characteristics Based on Father's Education

Father's Education	f	%
TS	8	14.8
SD	10	18.5
JUNIOR HIGH SCHOOL	14	25.9
SENIOR HIGH SCHOOL	15	27.8
PT	7	13.0
Total	54	100.0

Source: Primary Data 2024

According to Table 4, it is known that of the 54 respondents studied, most of the fathers had education up to high school level, namely 15 people with a percentage of 27.8%. While the lowest presentation was fathers with education up to college level, namely 7 people (13%). Furthermore, the father's education was in sequence junior high school as many as 14 people (25.9%), elementary school, namely 10 people (18.5%), then no school, namely 8 people (14.8%). The following is the distribution of data based on mother's education.

Table 5 Respondent Characteristics Based on Mother's Education

Mother's Education	f	%
TS	15	27.8
SD	14	25.9
JUNIOR HIGH SCHOOL	7	13.0
SENIOR HIGH SCHOOL	13	24.1
PT	5	9.3
Total	54	100.0

Source: Primary Data 2024

According to Table 5, it is known that out of 54 respondents studied, more than 15 mothers did not attend school with a percentage of 27.8%. While the lowest percentage is mothers with education up to college level, namely 5 people (9.3%). Furthermore, the mother's education in sequence is elementary school as many as 14 people (25.9%), high school, namely 13 people (24.1%), and junior high school, namely 7 people (13.0%).

3. Univariate Analysis

This analysis is a method of analyzing data on a variable by itself, each variable is analyzed without any relation to other variables (Senjaya, Sukma, et al.).

a. Pretest and Posttest treatments use Power Point, Leaflet and Video media.

According to the Big Indonesian Dictionary, treatment is an act, movement, action, way of carrying out or doing something (Sofian, Ahmad. 2022). Pretest posttest can also be interpreted as an activity to test the level of students' understanding of what will be delivered, so a 10% pre-test will be carried out before learning activities. The exam will be carried out with 20% of the questions given after the presentation of the lesson/study (Magdalena, Ina, et al. 2021).

Table 6 Treatment of PPT, Leaflet, and Video Media

Treatment	F	%
PPT	18	33.3
Leaflets	18	33.3
Video	18	33.3
Total	54	100.0

Source: Primary Data 2024

According to Table 6, the treatment of PPT, leaflet, and video media was 18 people each with a percentage of 33.3% each.

1. Pretest Treatment

a) PPT

PPT or Microsoft Power Point is presentation software that has become an industry standard in various fields, from business to education (Senjaya, Sukma, et al. 2022).

Table 7 Pretest treatment provides education on the contents of my plate to increase knowledge of balanced nutrition using PPT media.

<i>PretestPPT</i>	F	%
Good	0	0
Enough	3	16.7
Not enough	15	83.3
Total	18	100.0

Source: Primary Data 2024

According to table 7. namely the number of 54 respondents from the level of knowledge about the education of the contents of my plate regarding balanced nutrition, with the number of respondents with a sufficient level of knowledge being 3 students and the percentage being 16.7%, then the number of respondents with a low level of knowledge being 15 students (83.3%).

b) Leaflets

Leaflets is a short production tool in the form of paper and small in size. This post often contains information about something that you want to share with the public. Typically, a tab contains 200 to 400 characters or letters, arranged to support the tab content and includes images. Below are the functions of a leaflet that you need to know (Dewi, Erlita Khrisinta, and Suryani Sere Pardosi, 2020).

Table 8 Pretest treatment provides education on the contents of my plate to increase knowledge of balanced nutrition using leaflet media.

<i>Pretest Leaflet</i>	F	%
Good	0	0
Enough	8	44.4
Not enough	10	55.6
Total	18	100.0

Source: Primary Data 2024

Based on Table 8, the number of 54 respondents is the result of the level of knowledge about the contents of my plate education regarding balanced nutrition, with the largest number of respondents with a sufficient level of

knowledge being 8 students (44.4%), then the smallest number of respondents with a low level of knowledge being 10 students (55.6%).

c) Video

Video is an effective interactive learning media that combines audio-visual components in the form of images, sound, graphics, text, and other interactive elements in conveying messages and information to its audience. This video is designed to stimulate active interaction from students, so that they are interested in participating directly in the learning process. With interactive videos, students will be more enthusiastic and understand the learning material (Magdalena, Ina, et al, 2020).

Table 9 Pretest Treatment providing education on the contents of my plate to increase knowledge of balanced nutrition using video media

<i>Pretest</i> Video	f	%
Good	0	0
Enough	1	5.6
Not enough	17	94.4
Total	18	100.0

Source: Primary Data 2024

According to table 9. the number of 54 respondents is the result of the level of knowledge about the education of the contents of my plate regarding balanced nutrition, with the number of respondents with a sufficient level of knowledge of 1 person and a percentage of 5.6%, then the number of respondents with a low level of knowledge of 17 people and a percentage of 94.4%.

2. *Post test*

a. PPT

PPT or Microsoft Power Point is a presentation software that has become an industry standard in various fields, from business to education.(Senjaya, Sukma, et al. 2022).

Table 10 Posttest treatment provides education on the contents of my plate to increase knowledge of balanced nutrition using PPT media.

Posttest PPT	F	%
Good	6	33.3
Enough	7	38.9
Not enough	5	27.8
Total	18	100.0

Source: Primary Data 2024

According to table 10, the number of 54 respondents is the result of the level of knowledge about the education of the contents of my plate regarding balanced nutrition, with the largest number of respondents with a good level of knowledge, namely 6 students and the percentage is 33.3%, then the smallest number of respondents with a low level of knowledge is 5 students and the percentage is 27.8%.

b. Leaflets

Leaflets are short production tools in the form of paper and small in size. These posts often contain information about something that you want to share with the public. Typically, tabs contain 200 to 400 characters or letters, arranged to support the tab content and include images. Below are the functions of leaflets that you need to know (Dewi, Erlita Khrisinta, and Suryani Sere Pardosi., 2020).

Table 11 Posttest treatment provides education on the contents of my plate to increase knowledge of balanced nutrition using leaflet media.

<i>Posttest Leaflet</i>	f	%
Good	7	38.9
Enough	6	33.3
Not enough	5	27.8
Total	18	100.0

Source: Primary Data 2024

Based on Table 11, the number of 54 respondents is the result of the level of knowledge about the contents of my plate education regarding balanced nutrition, with the largest number of respondents with a good level of knowledge, namely 7 students and the percentage is 38.9%, then the smallest number of respondents with a poor level of knowledge is 5 students and the percentage is 27.8%.

c. Video

Video is an effective interactive learning media that combines audio-visual components in the form of images, sound, graphics, text, and other interactive elements in conveying messages and information to its viewers. This video is designed to stimulate active interaction from students, so that they are interested in taking part directly in the learning process. With interactive videos, students will be more enthusiastic and understand the learning material (Magdalena, Ina, et al, 2020).

Table 12 Post-test treatment provides education on the contents of my plate to increase knowledge of balanced nutrition using video media.

<i>Posttest</i> Video	F	%
Good	5	27.8
Enough	7	38.9
Not enough	6	33.3
Total	18	100.0

Source: Primary Data 2024

Based on Table 12, the number of 54 respondents is the result of the level of knowledge about the contents of my plate education regarding balanced nutrition, with the largest number of respondents with a good level of knowledge being 5 students (27.8%), then the smallest number of respondents with a poor level of knowledge being 6 students (33.3%).

4. Bivariate Analysis

This analysis is an analysis to determine whether there is an Effect of Providing Education on the Contents of My Plate on Increasing Balanced Nutrition Knowledge Pretest and Posttest through PPT, Leaflet, Video media (R Sugesti, S, Anggraini, 2023).

a. PPT

Table 13 Respondents' Knowledge before and after conducting the My Plate Education on Balanced Nutrition, through PPT media

Variables	N	Mean	<i>P-value</i>
Pre Test	18	2.83	0.01
Post Test	18	1.94	

Source: *Paired Samples T-Test*

Based on table 13, it shows the average value in PPT media before giving education is 2.83, measured after education is given, the average value is 1.94. The results of the Paired Samples T-Test Statistical Test $P = 0.01$, which shows the influence of PPT media on knowledge at SMP Negeri 7 Nabire Regency.

b. Leaflets

Table 14 Respondents' Knowledge before and after conducting the My Plate Education on Balanced Nutrition, through Leaflet media

Variables	N	Mean	<i>P-value</i>
Pre Test	18	2.56	0.02
Post Test	18	1.89	

Source: *Paired Samples T-Test*

Based on table 14, the mean value in Leaflet media before providing education is 2.56, measured after education is carried out, the mean value is 1.89. From the Paired Samples T-Test Statistical Test $P = 0.02$, it indicates that there is an influence of PPT media on knowledge at SMP Negeri 7 Nabire Regency.

c. Video

Table 15 Respondents' Knowledge before and after conducting the My Plate Education on Balanced Nutrition, through Video Media

Variables	N	Mean	<i>P-value</i>
<i>Pre Test</i>	18	2.94	0.00
<i>Post Test</i>	18	2.06	

Source: *Paired Samples T-Test*

Based on table 15, the mean value in PPT media before providing education is 2.94, in the measurement after the education was carried out, the mean value was 2.06. From the Paired Samples T-Test Statistical Test, $P = 0.00$, which indicates that there is an influence of PPT media on knowledge at SMP Negeri 7, Nabire Regency.

Discussion

The effect of education on the contents of my plate on increasing knowledge related to balanced nutrition before and after providing nutrition education with 3 types of PPT, Leaflet, and Video media. Based on research conducted by providing education through 3 media about balanced nutrition consisting of 54 respondents and 10 questions, it is concluded based on the average value of knowledge before and after the implementation of education on the contents of my plate on balanced nutrition from the power point media there was an increase.

The average value of knowledge before the implementation of the Isi Piringku education regarding balanced nutrition was 2.83, while the average value of knowledge after the Isi Piringku counseling was implemented increased to 1.94. From the statistical test, it was obtained ($p\text{-value} = 0.01$) from the Paired Samples T-Test. So it can be concluded that there is a difference in knowledge after the implementation of the education on the contents of my plate regarding balanced nutrition through power point media.

The results of a study similar to Salsabila (2019) on education using Power Point media increased knowledge and consumption of vegetables and fruits, it was found that after receiving education on eating through Power Point presentations, knowledge increased. Where education on the contents of my plate regarding knowledge of balanced

nutrition is a way to convey messages, the more messages obtained, the broader the knowledge.

My Plate Education was responded well, so that it would be useful for the knowledge of students of SMP Negeri 7 Nabire. In line with the research of Febriana et. al., (2018) which has a $p\text{-value} = 0.000$ which means that education using power point media has an effect on the results of students' learning interest before and after the intervention at SMA Negeri 1 Bumiayu.

Based on the average value of knowledge before and after the implementation of the Isi Piringku education on balanced nutrition on Leaflet media, there was an increase. The average value of knowledge before the implementation of the Isi Piringku education on balanced nutrition was 2.56 while the average value of knowledge after the implementation of the Isi Piringku education increased to 1.89 from the Statistical Test obtained ($p\text{-value}=0.02$) from the Paired Samples T-Test.

Students will increase their knowledge in teaching textbooks and video media because of the reasons they use media. In the research of Andriani, S. and Cornisari, R. (2022), school children are interested in new things, so nutrition education should be provided through interesting videos so that it is easy to get a conversation about a balanced diet, especially habits. is. Suitable for elementary school children. According to research by Hikmawan Suryanto and Supaati (2021), increasing student knowledge due to the presence of advertisements can make students pay attention to listening to the information provided.

Then based on the average value of knowledge before and after the implementation of the Isi Piringku education on balanced nutrition on video media increased. The average value of knowledge before the implementation of the Isi Piringku education on balanced nutrition was 2.94 while the average value of knowledge after the implementation of the Isi Piringku education increased to 2.06 from the Statistical Test obtained ($p\text{-value}= 0.00$) from the Paired Samples T-Test of the study conducted using Video media that there was an effect of increasing knowledge with analysis ($p\text{-value} = 0.00$). One way to prevent the emergence of nutritional problems for students is by providing education as a means of conveying the communication message that you want to convey based on many methods and media. Education is carried out with the help of media to make it easier for respondents to receive and understand the topics presented, and one of them can help. This study was conducted for 1 week using video media. The questionnaire given to respondents was adjusted based on video as a medium for nutritional education so that the

questions were answered properly according to the contents of the nutritional education video.

The results of a study similar to Haya and Wahyu (2021) showed that there was a significant difference before and after the implementation of good nutrition education and video methods in one week. This study is based on the research of Tissa et al., (2020) showing that teaching the contents of my plate using video media with knowledge affects Balanced Nutrition. The importance of video media for language that has the power to explain something that is difficult to explain with just pictures and words (Puspita, Eza Tama, et al., 2021).

Students' knowledge also increases according to the characteristics of the respondents, namely the type of work of their parents, so that it affects the knowledge of each person. According to Abduh et al., (2023) this can be strengthened by the research of A. Handayu (2023) namely education has an effect on work and parental education, from the T-test coefficient of 1.327 then a significant value of 0.006.

4. CONCLUSION AND SUGGESTION

Conclusion

Based on the results of research conducted at SMP Negeri 7 Nabire, Central Papua Province, as follows:

1. There is an Influence of Providing Education on the Contents of My Plate on Increasing Knowledge of Balanced Nutrition through Power Point Media. Based on the results of the Paired Samples T-Test statistical test which gives $p = 0.01$ or $p > 0.05$.
2. There is an Influence of Providing Education on the Contents of My Plate on Increasing Knowledge of Balanced Nutrition through Leaflet Media. Based on the results of the Paired Samples T-Test statistical test which gives $p = 0.02$ or $p > 0.05$.
3. There is an Influence of Providing Education on the Contents of My Plate on Increasing Knowledge of Balanced Nutrition through Video Media. Based on the results of the Paired Samples T-Test statistical test which gives $p = 0.00$ or $p > 0.05$, it can be concluded that video media is more effective than power point and leaflet media.

Suggestion

1. For Educational Institutions

This research can increase the scientific references used to conduct research on the influence of providing education on the contents of my plate on increasing knowledge of balanced nutrition through Power Point, Leaflet and Video media.

2. For Health Centers

Maintain and improve existing health programs. Conduct education on the contents of my plate through Power Point, Leaflet and Video media so that students gain more knowledge of balanced nutrition regarding health.

3. For Further Research

This research can be continued by developing Power Point media, Leaflets and Videos as well as other educational media in providing nutrition education so that it is easy for students to understand.

BIBLIOGRAPHY

- Abd Rahman, BP, Munandar, SA, Fitriani, A., Karlina, Y., & Yumriani, Y. (2022). Definition of education, educational science and elements of education. *Al-Urwatul Wutsqa: Islamic Education Studies*, 2(1), 1–8.
- Al-Faida, N. (2023). *Nutrition Research Methodology*. Central Java: PT Nasya Expanding Management.
- Anggraini, S., & Sugesti, R. (2023). The relationship between diet patterns, sleep quality, and ANC compliance with preeclampsia in the Toboali Health Center work area, South Bangka in 2022. *Sentri: Scientific Research Journal*, 2(6), 1908–1916.
- Apdi, P. (2022). Increasing public knowledge about the role of balanced nutrition with the composition of My Plate contents during the COVID-19 pandemic.
- Dewi, E. K., & Pardosi, S. S. (2020). Analysis of advertising effectiveness through brochures on gold savings products at PT Pegadaian KCP Serbelawan Simalungun. *Scientific Journal of Management and Business*, 7(1), 63–77.
- Faridi, A., Vidyarini, A., & Prasetya, A. Y. (2023). The relationship between knowledge, breakfast habits, and breakfast macronutrient intake with nutritional status in adolescents. *Journal of Nutrition Research*, 11(2), 106–113.
- Fathimi. (2022). The influence of balanced nutrition education on nutritional knowledge of students of Karya Pengalihan Keritang High School, Indragiri Hilir Regency.
- Fitriani. (2021). The influence of using the My Plate teaching aid on the knowledge and skills of toddler mothers regarding child feeding in Ipu Mea Village. Retrieved from [URL needed].

- Hidayati, N. (2024). My Plate program, teaches students not to just eat until they're full. Retrieved from <https://muhammadiyahsolo.com/20240115/program-isi-piringku-ajaran-siswa-tak-asal-makan-kenyang-4963>.
- Hoffman, et al. (2020). Increasing public knowledge about the role of balanced nutrition with the composition of My Plate contents during the COVID-19 pandemic.
- Islam, M., et al. (2024). The effect of nutrition education using leaflets and videos of the Ministry of Health on knowledge of My Plate contents in school-age children at SDN 21 Sanggalea, Maros Regency. *Ghidza: Journal of Nutrition and Health*, 8(1), 113–117.
- Julneti. (2022). Analysis of factors influencing nutrition education actions in students. Retrieved from <https://jrnal.iicet.org/indeks.php/jrti>.
- Lestari. (2020). Relationship between the level of mother's knowledge about nutrition and the nutritional status of toddlers aged 1–3 years in the Marga Health Center work area. Retrieved from https://repository.itekes-bali.ac.id/medias/journal/DESAK_MADE_MIRAYANTI.pdf.
- Magdalena, I., et al. (2021). Analysis of the use of pre-test and post-test techniques in mathematics subjects in the success of learning evaluation at SDN Bojong 04. *Nusantara*, 3(2), 150–165.
- Ministry of Health of the Republic of Indonesia. (2018). *Results of RIKESDAS 2018 Papua Province*. Jakarta: Ministry of Health of the Republic of Indonesia.
- Namira, S., & Karina, S. M. (2022). Differences in knowledge and eating behavior before and after being given counseling on My Plate to adolescents at the Class I Special Child Development Institution in Tangerang in 2022. *National Scientific Meeting Persagi*, 4(2022), 393–402.
- Notoatmodjo. (2014). Relationship between the level of mother's knowledge about nutrition and the nutritional status of toddlers aged 1–3 years in the Marga Health Center work area. Retrieved from https://repository.itekesbali.ac.id/medias/journal/DESAK_MADE_MIRAYANTI.pdf.
- Puspita, E. T., et al. (2021). The effect of balanced nutrition education using video media on the knowledge and attitudes of adolescent girls during the COVID-19 pandemic at SMP Negeri 10, Bengkulu City in 2021. (Unpublished thesis). Poltekkes Kemenkes Bengkulu.
- Rahmalia, S. (2015). The relationship between eating behavior and nutritional status in adolescent girls. (Unpublished thesis). Riau University.
- Rahmawati, F. (2022). Nutrition education brochure & PowerPoint on balanced nutrition guidelines (PGS) Class VII Mts Hayatul Ilmi. *Indonesian Journal of Health Development*, 4(1), 46–53.
- Samsidar, T., & Manalu, J. P. (2022). Tutorial on making animated video media: Learning history with Microsoft PowerPoint. (2022).

- Senjaya, S., et al. (2022). Family support for PLHIV who have open status in Garut Regency. *Scientific Horizon Journal*, 2(3), 1003–1010.
- Sofian, A. (2022). Case review: Neglect and mistreatment of children. Retrieved from <https://business-law.binus.ac.id/2022/05/25/ulas-kasus-penelantaran-dan-perlakuan-salah-pada-anak>.
- Wulandiani, T. C. (2003). The influence of balanced nutrition education on nutritional knowledge of students of Karya Pengalihan Keritang High School, Indragiri Hilir Regency.
- Yuniarti, & Susanto. (2021). Increasing public knowledge about the role of balanced nutrition with the composition of My Plate contents during the COVID-19 pandemic