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Development Of Animation Videos To Improve Nutrition Awareness Of Elementary School Students In Rantau Rasau District

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ABSTRACT

The development of animated videos as a learning media for nutrition for elementary school students in the Rantau Rasau District has proven to be effective and feasible to use. This is supported by several important findings. First, the validation results showed very good quality, with the assessment of media experts reaching a value of 46 and material experts reaching a value of 45 (both in the "Very Good" category with a range of 40-50). Second, trials in small groups showed a positive response with 80% of students giving a good rating and 20% of students giving a very good rating, with an overall average of 47.70. Furthermore, in the large group trial, consistent results were obtained with 66.7% of students giving a good rating and 33.3% giving a very good rating. Based on these results, it can be concluded that the animated video developed is not only valid in terms of content and media, but also practical in its implementation as a learning tool. This learning media has succeeded in achieving its goal of improving students' understanding of balanced nutrition and healthy eating patterns, as well as presenting nutritional information in an interesting and easy-to-understand way for elementary school students in Rantau Rasau District.

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B. Acquisition of data;
C. Analysis and interpretation of data;
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INTRODUCTION

Health is one of the fundamental aspects that affect children's growth and development, especially during elementary school age, where physical, mental, and cognitive development occurs rapidly (Komari., 2025). Children at this age need a balanced nutritional intake to support the growth process and ensure that they can carry out learning activities optimally (Ilhami, 2024). However, in Indonesia, nutritional problems in children are still a serious challenge that needs to be addressed comprehensively. Based on data from the 2018 Basic Health Research (Riskesdas), around 19% of elementary school-aged children are malnourished (Friska et al., 2024). This condition has the potential to hinder children's physical and mental development,

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which in turn can affect their academic achievement at school (Nathaniela et al., 2025). Malnutrition also increases the risk of children experiencing long-term health problems, such as stunting and anaemia, which will impact their quality of life in the future (Laily & Indarjo, 2023).

In terms of the problem of adolescent nutritional status, the results of the 2018 Riskesdas showed that Tanjung Jabung Timur Regency had a percentage of adolescents aged 5-12 years with short nutritional status (TB/A) of 29.06%, the highest along with Kerinci, Muaro Jambi, and Merangin Regencies. Adolescents aged 13-15 years with short nutritional status (TB/A) had a higher percentage, namely 52.48%, nutritional status based on BMI compared to age, the percentage of adolescents in Tanjung Jabung Timur Regency with thin nutritional status was 9.44%, fat nutritional status was 13.73%, and adolescents with obese nutritional status were 3.93% (Guspianto et al., 2023). In MTS Al-Washliyah 19 Percut teachers who were given nutrition education on balanced nutrition based on local food, the average value of teacher knowledge about meeting nutritional needs based on local food increased by 67.32 Standard Deviations (p-value = 0.000) (Guspianto et al., 2023).

Rantau Rasau District, located in Tanjung Jabung Timur Regency, Jambi Province, is one of the areas facing serious challenges related to nutrition problems. This area is dominated by people with varying socio-economic backgrounds, and the level of access to health services and nutrition education is still limited. Based on initial observations, nutritional awareness among elementary school students in Rantau Rasau District is still low, which is reflected in unbalanced food consumption patterns and a lack of understanding of the importance of adequate nutritional intake. Along with the increasingly urgent need to increase nutritional awareness among students, a creative, effective, and fun educational approach is one solution that can be attempted. In this case, the use of animated video-based learning media is considered a potential method. Animated videos can convey messages visually and interactively, making them easier to understand and attract children's interest. This media can also help simplify complex concepts related to nutrition so that students can more easily digest and apply them in their daily lives.

The use of animated videos in nutrition education has been proven effective in improving students' understanding of the importance of balanced nutrition (Anggraeni Putri & Kurniasari, 2022). The use of animation-based learning media not only increases student involvement in the learning process but also has a positive impact on behavioural change, especially in terms of choosing healthy foods (Hasibuan et al., 2024). Based on the results of the 2022 Survei Status Gizi Indonesia (SSGI), the prevalence data for children with underweight nutritional status in 2022 in Indonesia was 17.1% (Kemenkes RI, 2022). This figure is 0.1% higher than in 2021 which reached 17% (Kemenkes RI, 2022). In Jambi Province, the prevalence of children with malnutrition status in 2022 decreased to 13.8% (Kemenkes RI, 2022) from 2021 which reached 16.7% (Kemenkes RI, 2022), while the number of stunting cases in Jambi Province in August 2023 was 6,274 cases. This number decreased from February 2023 which was 7,025 cases.

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METHODS

This study adopted a research and development (R&D) approach. The teaching materials development model used is ADDIE, which is known for its systematic steps in instructional development. The purpose of this study is to improve students' understanding of the importance of balanced nutrition and healthy eating patterns, encourage students to apply nutritional knowledge in everyday life and convey information about nutrition in an interesting and easy-to-understand way for children. The method used refers to the ADDIE Model (Analysis, Design, Development, Implementation, Evaluation) which is a very systematic and integrated approach to designing educational products. The instrument used in data collection in this study was a questionnaire. The instrument in this study was an assessment sheet regarding the feasibility of this animated video. The instrument was prepared to determine the quality of the product. The assessment was carried out by material experts, and media experts, as well as a questionnaire response from students. Data analysis techniques are a way to find out the results of the research conducted. Data obtained through trial activities are classified into two, namely quantitative and qualitative data. Qualitative data in the form of criticism and suggestions put forward by media experts, material experts, and students.

RESULTS AND DISCUSSION

Results

This study was conducted in three schools divided into small-scale trials (one school) and large-scale trials (two schools). The research address is in Bandar Jaya Village and Marga Mulya Village, Rantau Rasau District. This study was conducted from 3 to 17 December 2024. The subjects of this study were students from grades 4 to 6 in 3 schools divided into small-scale trials of 30 students and large-scale trials of 48 students. Based on the results of the media validity by media experts, data was obtained and analyzed, and the results of the animated video validity test were obtained with a value of 46 in the Very Good category with a range of 42-50.

This means that the expert stated that the animated video on the assessment scale was said to be valid and could be used as a learning medium, while for the results of the material validity by the material expert, data was obtained and analyzed, the results of the animated video material validity test were obtained with a value of 45. This means that the expert stated that the animated video material on the assessment scale was Very good, which is included in the very good range of 42-50 and is worthy of being tested.

The researcher presents the procedure and results of the trial on a small scale by collecting 30 students as respondents. These 30 students were selected based on having the same characteristics. Furthermore, they were asked to provide suggestions/ comments, and the following are the results of respondents' assessments of animated video media through tables and diagrams.

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Table. 1
Student Response Results to Animated Video Media

Range	Category	f1	Percentage
13-25	Very less	0	0%
26-38	Enough	0	0%
39-51	Good	9	80%
52-65	Very Good	21	20%
Amount		**30**	**100%**

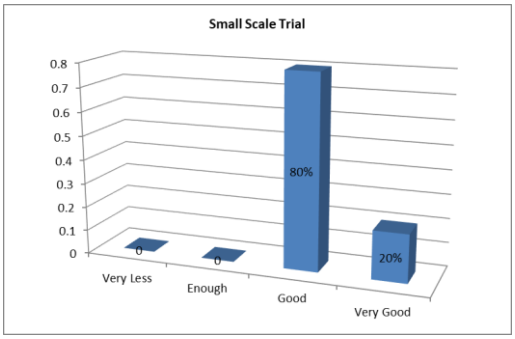

Image 1.
Student Response Results of Small-Scale Trials Towards Animated Video Media

The table and diagram above explain that based on the results of the small-scale trial, the response results from 30 students who got a good score were 24 students with a percentage of 80%, who got a very good score were 6 students with a percentage of 20%. This means that animated videos in the learning process are included in the very good category with an overall average of 47.70. then a large-scale trial was conducted in two different schools, the researcher presented the procedure and results of the trial in the trial by collecting one class as respondents. These 48 students are heterogeneous. The following are the results of the assessment of field trial respondents to animated video media materials.

Table. 2
Student Response Results to Animated Video Media

Range	Category	f1	Percentage
13-25	Very less	0	0%
26-38	Enough	0	0%
39-51	Good	32	66.7%
52-65	Very Good	16	33.3%
Amount		**30**	**100%**

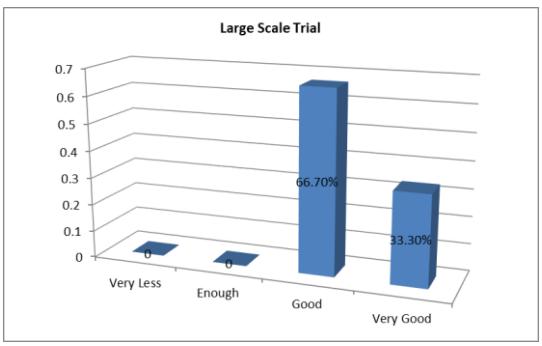

Image 2.
Student Response Results of Large-Scale Trials Towards Animated Video Media

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The table and diagram above explain that, based on the results of large-scale trials, the results obtained from 48 people who got a good score were 32 students with a percentage of 66.7%, who got a very good score were 16 students with a percentage of 33.3%. This means that animated videos in the learning process are included in the very good category with an overall average of 50. This means that animated video media in the learning process is included in the very good category and can be used as a learning medium.

Discussion

Researchers argue that with the current developments where all groups have used electronic media as their needs and become an attraction, including students who have used electronic media such as laptops and smartphones. The majority of students spend time using electronic devices to play games and social media compared to making time to read books. So researchers use electronic media to develop learning media. With the aim that students can also learn by using animated videos that researchers have developed.

This developed product will be carried out following the procedures developed by Robert Maribe Branch, the research model is the ADDIE model with five stages, namely: analysis (needs analysis and work analysis), design (product design), development (product development), implementation (product implementation with small group and large group trials), and evaluation (product evaluation). Student analysis is very important and can be used as a description for developing animated videos. Based on student analysis, it is obtained that students need animated videos that aim to add to the learning experience that is not only obtained from theory but from facts/reality through animated videos with straightforward work procedures.

The purpose of making media is to test whether the product that has been developed is practical and easy to use by its users. Animated video media to develop materials, to see the practicality of the product that has been designed, the product is assessed by students in a trial on a small group of students in grades 4, 5 and 6 of Elementary School as many as 30 students in one school, namely SDN 210 / X Bandar Jaya, and a large group trial of 48 students from grades 4, 5, and 6 in two schools, namely SDN 073 / X Bandar Jaya and SDN 221 / X Marga Mulya.

The product is assessed through a response questionnaire that will be given to students after the product is displayed. The results of the assessment carried out by students accompanied by physical education teachers are very good, then the results of the response questionnaire that has been filled out by students both in small and large scale trials obtained very good results. It can be concluded that the animated video obtained a very good interpretation.

CONCLUSION

Based on the results of the research and discussion, the following research conclusions can be put forward: the development of animated videos can help

elementary school students in Rantau Rasau District to have good nutritional awareness that has been validated by media experts, material experts are declared valid and feasible to be used in the learning process. The development of animated videos can help elementary school students in Rantau Rasau District is declared practical to be used in the learning process, and to help improve the nutritional awareness of elementary school students in Rantau Rasau District.

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