

# CHILD NURSING CARE IMPLEMENTATION OF FEEDING RULES AND FLASH CARDS AS AN EFFORT TO INCREASE MOTHER'S KNOWLEDGE OF THE NUTRITIONAL STATUS OF TODDLER: CASE REPORT



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## ABSTRACT

**Introduction:** The golden age is a critical and important period, but this age is also prone to nutritional disorders and disease. Nutrition is one of the factors that determines success in achieving optimal growth and development. Food that is poor in quality and quantity will cause malnutrition. Therefore, it is necessary to provide feeding rules and flash cards. **Purpose:** Know and identify the provision of feeding rules and flash cards on the knowledge and nutritional status of children. **Methods:** The case study was conducted on three year old children in Grendeng, North Purwokerto, Banyumas Regency with the implementation of Evidence Based Practice (EBP) within one week. Knowledge measurement was carried out before and after implementation. **Discussion:** Providing feeding rules for six meetings in one week can increase the mother's knowledge. Before implementing the questionnaire results and after implementing the post test results 3/5 with indicators of nutritional. **Conclusion:** Providing feeding rules during six meetings within a week is effective in increasing knowledge by increasing nutritional status indicators.

**Keywords:** Feeding rules, Flash card and Nutrition

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## INTRODUCTION

The age of 3-5 years, which is called the golden age, is a critical and important period, but at this age it is also prone to nutritional disorders and disease. Nutrition for children under five is very important because it is the foundation of a healthy life. Apart from that, nutrition for young children is also important in terms of their strength and intellectual abilities. If the environment provides the right stimuli, then this period is the right time for individuals to gain optimal experience, skills and abilities (Davidson, 2020).

Nutrition is defined as a process by which an organism uses food that is consumed normally through the digestive processes of absorption, transportation, storage, metabolism and release of nutrients to

maintain life, growth and normal function of body organs and to produce energy (Novianti, 2022). Meanwhile, nutritional status is an important factor in contributing to the quality of children's development and growth (Fauzan, 2021).

According to Casando (2022), food that is poor in quality and quantity will cause malnutrition. Malnutrition has both short-term and long-term impacts. According to data from the 2019 Indonesian Nutritional Status Survey (SSGBI), the prevalence of underweight (BB/U) toddlers was 16.3%, stunted toddlers (TB/U) 27.7% and wasted toddlers (BB/TB) 7.4%. Meanwhile, according to the Indonesian Nutritional Status Study (SSGI) in 2021, the prevalence of underweight (BB/U) nutritional status was 17.0%, stunting toddlers (BB/U) was 24.4% and wasting toddlers.

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Even though the prevalence of cases of nutritional problems has decreased from the previous year, this figure is still quite high, when compared with the Indonesian government's target of 14% by 2024. Feeding children means preparing food in good quantity and quality, and giving food to children patiently in a cheerful atmosphere, especially when the child loses his appetite. The feeding pattern adopted by parents plays a very important role and they are always faced with difficult choices between habits and new behavior. This condition influences the mother's behavior during the child feeding stage. To overcome feeding problems in children, apart from providing appropriate MPASI, you can also improve feeding rules, namely the basic rules for feeding children including the schedule, environment and feeding procedures. The application of feeding rules also depends on the parent's level of knowledge. Feeding rules are basic rules for overcoming feeding problems. This rule includes a schedule, environment and feeding procedures which aim to train internal eating regulations and develop a structured eating schedule (Chumairoh, 2021).

One communication medium that is suitable for children is flash cards. Flash cards are a learning medium in the form of cards that contain pictures and writing about learning concepts. The advantage of flash card media is that it has an attractive appearance because it contains pictures and simple writing or numbers so that it can stimulate children's brains to remember the material for longer. Apart from that, flash card media can also be used in the form of games (Masri, 2022).

## METHOD

The research method used by the author uses a case study by applying feeding rules and flash cards to preschool children who experience nutritional status problems. Feeding rules are carried out six times a week with observation and interview time five times. On the first day, a pretest was given to find out the mother's knowledge regarding feeding rules and the child's eating conditions. The tool

used in this research was a booklet, while playing flash cards was done six times with a duration of 20-30 minutes a week. Playing flash cards is given to children to find out children's knowledge regarding fruit, vegetables and types of food. The tools used in this research were fruit, vegetable and food type themed cards. This research only involved one client who experienced nutritional problems with the age criteria being three years.

This research was implemented based on research conducted by Rahayu et al., (2021) where the research used online counseling, then distributed affirmation flashcards to student parents. Apart from also providing assistance to find out changes in children's eating problems. The subjects in this research involved 41 children in Kindergarten A. The tools used in this research were leaflets and presentations/webinars. The evaluation instruments used were questionnaires and observation sheets.

Based on the monitoring and evaluation results, it can be concluded that there has been an increase in knowledge about various eating problems from 34.15% to 87.8%. Meanwhile, knowledge about how to overcome eating problems in children increased from 31.7% to 92.68%. Picky eaters decreased from 48.78% to 26.83%. Likewise for small eaters, there was a decrease from 24.39% to 19.51%.

## RESULT

After carrying out nursing actions 6 times a week, namely playing flash cards and feeding rules at An.A in Grendeng, North Purwokerto, the results showed that there was an increase in maternal knowledge with the results of indicators of nutritional status, meal portions, meal frequency and appetite increasing in children with Result criteria: portion of food consumed 2 (moderately decreased) to 4 (moderately increased), appetite 2 (moderately worsened) to 4 (moderately increased), frequency of eating 2 (moderately worsened) to 4 (moderately increased) and knowledge of standards proper nutritional intake from 2 (moderately decreased) to 4 (moderately increased). The post test knowledge score after being given the feeding rules increased to 60%.

**Table 1. Hasil pre test dan post test feeding rules**

No	Indicator	Score	
		Yes (1) <i>pretest</i>	No (0) <i>posttest</i>
1	Does the mother have a regular feeding schedule (three large meals with two snacks)? <b>Yes/No</b>	0	1
2	Do children and parents have a habit of eating together with other family members? <b>Yes/No</b>	0	0
3	Does the mother persuade the child to eat with the promise of snacks when the child has difficulty eating? <b>Yes/No</b>	0	1
4	Is the way children eat most often while watching TV, playing or running around? <b>Yes/No</b>	0	0
5	Does the child finish eating in less than thirty minutes? <b>Yes/No</b>	0	1
Total		0/5 0%	3/5 60%

Meanwhile, to play fruit, vegetable and food flash card games, children can answer 39 cards out of 77 cards, on day 2 the child can answer 19 of the remaining 38 cards, on day 3 the child can only answer 9 of the 19 remaining cards with some cards from his mother's help and on the third day 4 and so on the child answers the

remaining cards with help with the total cards on the last day the child can answer 72 cards out of 77 cards.

## DISCUSSION

Based on table 1, it can be seen that the pretest score is 0 out of 5 and the posttest is 3 out of 5. These results show that there has been a change/increase in knowledge of child feeding guidelines. The results of this implementation are in line with the results of research from Pratiwi (2023), namely that there was an increase in mothers' knowledge about feeding guidelines for children before and after being given feeding rules education. Education on feeding rules is one of the promotions or nursing actions as an effort to overcome nutritional problems, with the hope that after providing education to parents in implementing guidelines for providing quality nutrition or nutrients.

However, it can be seen from the results of the pretest and posttest observations that there are two items that have not yet been achieved, such as the habit of eating with family members and the way children eat most often. The results of the evaluation with the mother related to items that have not been achieved, namely the habit of eating together with family members because all family members are busy, sometimes it is also difficult for children to be woken up if they eat breakfast together, while children's eating habits are still difficult to change because children are already in the habit of eating like that. by watching TV or cellphone.

And to play flash cards, it is known that the final score of the child can answer 72 cards out of 77 cards, meaning that the child's understanding of fruit, vegetables and other types of food is quite extensive, even though at the age of 3 years the child cannot compare or answer the benefits of the fruit or name the food. unhealthy for health. Of the 77 cards the child could not answer because there were words that were too long so the child did not want to answer or fruit and vegetables that were rarely or had never been consumed.

## CONCLUSION

Based on the results of the implementation that has been implemented, namely feeding rules education as an effort to increase mothers' knowledge to overcome nutritional problems in toddlers in Grendeng, North Purwokerto, it was found that changes in

mothers' knowledge increased from 0% to 60%. This can be seen from the difference in scores on the pretest and posttest given.

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