



The Relationship Between Peer Group Support and Snack-Choosing Behavior Among School-Aged Children at Limboto 1 Public Elementary School

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ABSTRACT

School-age children, aged 6 to 12, are at a crucial developmental stage, where school experiences are a key aspect of their lives. Children's snack selection behavior is influenced by two factors: personal factors such as knowledge and habits, and environmental factors such as the role of family, peers (peer group), and school conditions. Peer group support is a form of social support provided by individuals within friendships to help and strengthen each other. This study aims to determine the relationship between peer group support and snack choice behavior among school-aged children at Limboto 1 Public Elementary School. This study used probability sampling, a technique that provides an equal opportunity for each member of the population to be selected as a sample. The method used in this study was proportionate stratified random sampling, a sampling technique used when the population has non-homogeneous members and is divided into strata with varying numbers. The results above indicate a relationship between peer group support and snack choice behavior among school-aged children. This was confirmed by statistical testing using Chi-Square, which yielded a p -value of $0.009 < \alpha = 0.05$.

1. INTRODUCTION

Elementary school-aged children are those between the ages of 6 to 12 years (Marpaung et al., 2022). Elementary school age is an important stage in a child's growth and development. At this age, children experience many rapid changes and advancements. Each aspect of a child's development also has its own distinct and varying patterns (Zakiyah et al., 2024). School-age children are considered a group vulnerable to various health problems because they are still in the growth and development stage, and thus many body systems are not yet fully mature. Children and snacks are two things that are hard to separate, as they tend to like and often consume food excessively. Nevertheless, this stage is also an important moment to begin forming healthy lifestyle habits (Kusumawardani and Saputri, 2020). The health of school children is a top priority at this time. Children and snacks are two things that are difficult to separate, as they tend to enjoy and often consume food excessively. Children are not yet able to distinguish which snacks are good to consume for their growth and health, making them vulnerable to choosing less healthy foods. This condition is influenced, among other things, by environmental factors, including children's snacking behavior (Purba, 2021).

Behavior is the way a person acts or responds to something. Behavior in choosing snacks often becomes a major problem among school children. They often choose inappropriate foods because they are not yet able to distinguish which snacks are healthy for their growth and health. Additionally, because children spend more time outside the home, they more frequently encounter various types of snacks, whether sold around the school, in playgrounds, or given by friends. Elementary school children also have a high level of curiosity, so they like to try foods they have just been introduced to (Aini, 2019). Children do not yet have sufficient ability to distinguish between healthy and unhealthy snacks for consumption, so sometimes they still

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choose less suitable foods. As a result, children often make mistakes in choosing the types of snacks they should consume (Sandrina and Agustina, 2024).

The behavior of choosing unhealthy snacks can have an impact on school children, ranging from issues caused by unhygienic food, bacterial contamination, or excessive additives that can directly disrupt digestion and cause acute to chronic illnesses, as well as lead to nutritional problems in children and increase the risk of diarrhea. Since children are not yet able to distinguish snacks that are good for growth and health, one of the influencing factors is the child's snacking behavior in the environment. The short-term impact of careless snacking habits can cause about 45 people to experience health problems, such as dizziness (12.76%), nausea (11.31%), vomiting (13.21%), diarrhea (26.41%), and difficulty defecating (24.53%) (Purba, 2021). Unhygienic snacking conditions, bacterial contamination, or excessive food additives often result in cases of food poisoning, which are common among school children (Purba, 2021). Unsafe snacks can cause illnesses known as foodborne diseases, which are diseases caused by bacteria or viruses that spread through food (Nurleny et al, 2020). Children often consume snacks from outside without paying attention to cleanliness or the ingredients in the food they eat. Diseases that arise from the habit of consuming unhealthy snacks can lead to various health problems, such as cancer, poisoning, and disruption of growth and development in school-age children (Sembiring et al. 2023). These diseases do not only occur in developing countries but (Sandrina and Agustina, 2024). are also still found in developed countries.

School-aged children are a group that is very vulnerable to digestive disorders such as diarrhea. Epidemiologically, environmentally-based diseases in this age group are still relatively high, especially for gastrointestinal infections. In addition, data from the Ministry of Health shows that out of every 1,000 people, around 300 experience diarrhea in a year. This disease also ranked highest as the cause of gastrointestinal infections in 2013-2014 (Cahyani, Utami, and Tobing 2022).

Provincial Health Office in January 2024, diarrhea affected 797 children over the age of 5. One of the factors causing diarrhea in school-aged children is eating snacks indiscriminately. Based on data from the Gorontalo Provincial Education Office in 2025, it was found that the prevalence of elementary school-aged children at the provincial level amounted to 108,102 students. In Gorontalo Regency, there were 35,280 students, in Gorontalo City 16,833 students, in Pohuwato Regency 16,000 students, in Bone Bolango Regency 14,668 students, in North Gorontalo Regency 12,105 students, and in Boalemo Regency 13,216 students. Thus, it is known that the largest number of students is in Gorontalo Regency, with a total of 35,280 students.

Children's behavior in choosing snacks is influenced by two types of factors, namely personal factors such as knowledge and habits, and environmental factors such as the role of family, peer groups, and school conditions (Wowor, Engkeng, and Kalesaran 2018) Peer group support is a form of support provided by peers, where children can receive feedback on their abilities, such as whether they are doing well, just average, or still need to learn compared to their friends. This can also affect their snack choices at school. Support from peer groups can help children make decisions, especially in choosing healthy snacks. This approach is very suitable for children of the same age. Therefore, forming healthy behavior in children can be achieved, among other things, through peer group support (Rahmiati, 2021).

Peer group support is a form of social support that is mutually given among individuals in friendships to help and strengthen each other (Asyia et al, 2022). Dalam sebuah Peer group dukungan yang muncul In a peer group, the support that emerges within the group can encourage various desires in children. To form an effective peer group, it is important to ensure that the group consists of children of relatively the same age or developmental stage. Once the group is formed, activities can be directed so that children interact in a pleasant and supportive environment, such as activities involving buying snacks at school. Children tend to view peer support as an important influence in decision-making, which makes them more inclined to follow their friends' suggestions when choosing snacks (Rahmiati, 2021). Peer influence shows that the stronger the relationships among them, the greater the influence in choosing unhealthy snacks among school friends (Zhou, Bian, and Huang, 2023).

Research conducted by Taufiq et al., (2024) found that the majority of respondents, 63.5% or 207 people, were influenced by their peers when choosing snacks. Most elementary school students, with 66.9% or 218 respondents, found it difficult to find healthy snacks. The majority of school-aged children (71.2% or 232 people) preferred unhealthy snacks. The support present within peer groups from friends in these groups plays a role in shaping various desires of children, including the desire to buy snacks at school. Children often perceive that their friends provide influence and support in the snack selection process, such as emotional support (listening to stories, empathy), instrumental support (helping with tasks, lending items), informational support (giving advice, sharing academic information), and appraisal support (giving praise, encouragement). Descriptively, this support can be seen in how peers encourage children to buy certain snacks, give advice on snacks considered tasty or popular, and show examples of snacks which are then imitated by other children. This study is supported by research conducted by Rahmiati (2021), which found that the majority of school-aged child respondents reported receiving negative peer support (63.07%) and tended to have the habit of choosing less healthy snacks (73.84%). Peers play an important role in shaping children's behavior, especially because children aged 7–12 spend most of their time in the school environment with their friends. Various factors can influence children's habits in choosing snacks, such as the availability of snacks in the school environment, parental supervision, children's knowledge about healthy food, and the visual appeal of the snacks themselves. However, among these factors, peer influence plays a role in shaping daily habits, including in food choices.

Based on the results of observations conducted by the researcher on July 17, 2025, at SD Negeri 1 Limboto with 1 teacher and 15 students through interviews, the teacher said that there is peer group support, usually students gather in groups, with each group consisting of 3 to 5 people. Students stated that they often buy snacks available in the school environment because the food and drinks sold in the canteen are considered tastier and more visually appealing. The types of snacks include fried snacks, instant noodles, soft drinks, and colored drinks. From the interview results, it was found that 7 students had experienced diarrhea, and 4 had to be treated in the hospital due to careless snacking.

2. METHOD

This study uses a probability sampling technique, which is a technique that gives an equal chance for each member of the population to be selected as a sample in the study. The research population is all students of SD Negeri 1 Limboto, amounting to 191 individuals. The sample size is determined using Slovin's formula with a 10% margin of error, selected based on considerations of population limitations and research resources. Based on this calculation, 65.63 respondents were obtained, rounded up to 66 respondents. The method used in this study is proportionate stratified random sampling. This is a sampling technique used when a population consists of members who are not homogeneous and are divided into strata with varying numbers. This approach is used to observe the relationship between peer group support and snack selection behavior at a single observation point.

The research instrument used was taken from Safitri (2018), which is a questionnaire containing statements about snack selection behavior using a Likert scale. Each variable has an operational definition, including peer group support, which is the support provided by peers, covering indicators such as invitations to buy snacks, snack recommendations, habits of snacking together, and the influence of social media from the peer group. The behavior of choosing snacks refers to students' actions in selecting food at school, including indicators such as the habit of reading packaging, paying attention to cleanliness, and choosing certain types of food. This study used a questionnaire that had been validated in previous research, namely the peer group support questionnaire with a lowest r-value of 0.689 and a highest r-value of 0.948, while the snack selection behavior questionnaire had a lowest r-value of 0.727 and a highest r-value of 0.907. Reliability testing was conducted by interpreting the Cronbach's Alpha value. The higher the Cronbach's Alpha value, the more reliable the research data (Sahir, 2022). The

reliability measurement of the instrument was carried out using Cronbach's Alpha, which is considered reliable if the coefficient value is greater than 0.6 (Sahir, 2022). In this study, a questionnaire that was already reliable from previous research was used, namely the peer group support questionnaire with a Cronbach's Alpha value of 0.964, while the snack purchasing behavior questionnaire had a Cronbach's Alpha value of 0.962.

This questionnaire is used to measure the level of peer support among school-aged children. The questionnaire is designed based on peer support theory. This questionnaire is used to assess children's behavior in choosing snacks, including aspects of cleanliness, safety, nutritional content, and snack-buying habits in the school environment. The research subjects are school-aged children at SD Negeri 1 Limboto who meet the inclusion criteria of the study. Paper used as a medium for printing questionnaires for primary data collection.

The research procedure was carried out in the following stages: Obtaining permission from the school principal, Providing informed consent to parents/guardians and obtaining approval from the school, Distributing questionnaires to respondents, and Data processing and data analysis. Ethical aspects of the research were fulfilled by obtaining written consent from parents/guardians, school approval, and maintaining the confidentiality of all respondents' identities.

Data Analysis In this study, univariate analysis was used to describe the characteristics of respondents, including the age and gender of school-aged children at SD Negeri 1 Limboto, as well as each research variable. Variables analyzed univariately include peer group support, categorized into positive and negative peer group support, and snack selection behavior, categorized into good and less good snack selection behavior. The measurement of peer group support and snack selection behavior variables was conducted using a questionnaire with a four-point Likert scale that had been scored. The respondent assessment criteria are if the T count value > T mean, it means the respondent has positive support and positive behavior. Conversely, if the T count value ≤ T mean, it means the respondent has negative support and negative behavior. In this study, the variables of peer group support and snack selection behavior were measured using a Likert scale. Therefore, the use of the Chi-Square test is appropriate for the type of data used. This is to determine the relationship between peer group support and snacking behavior in school-aged children.

3. RESULT AND DISCUSSION

Result

Tabel 1. Respondent Age Characteristics

No	Age	Frequency	Percentage (%)
1	9-10 Years	38	57
2	11-12 Years	28	42,4
Total		66	100

Source: Primary Data 2025

Tabel 2. Respondent Characteristics by Gender

No	Gender	Frequency	Percentage (%)
1	Man	26	39,4
2	Woman	40	60,6
Total		66	100

Source: Primary Data 2025

Tabel 3. Characteristics of Respondents' Pocket Money

No	Pocket Money	Frequency	Percentage (%)
1	Rp. 5.000-10.000	60	90,9
2	> Rp. 10.000	6	9,1
Total		66	100

Source: Primary Data 2025

Tabel 4. Characteristics of Respondents' Snack Frequency

No	Snack Frequency	Frequency	Percentage (%)
1	Always (> 1x per day)	20	30,3
2	Often (once a day)	32	48,5
3	Rarely (once every 2-3 days)	14	21,2
4	Never	0	0
Total		66	100

Source: Primary Data 2025

Tabel 5. Characteristics of Respondents Bringing Their Own Meals

No	Bringing Their Own Meals	Frequency	Percentage (%)
1	Yes	10	15,2
2	No	56	34,8
Total		66	100

Source: Primary Data 2025

Tabel 6. Frequency distribution of respondents based on peer group support

No	Peer Group Support	Frequency	Percentage (%)
1	Support Positive	51	77,3
2	Support Negative	15	22,7
Total		66	100

Source: Primary Data 2025

Tabel 7 Frequency distribution of respondents based on snack-purchasing behavior

No	Behavior of Choosing Snacks	Frequency	Percentage (%)
1	Positive Behavior	41	62,1
2	Negative Behavior	25	37,9
Total		66	100

Source: Primary Data 2025

Tabel 8. The relationship between peer group support and the snacking behavior of students

Peer Group Support	Behavior of Choosing Snacks				Amount	
	Positive Behavior		Negative Behavior			
	Amount	Percentage	Amount	Percentage	Amount	Percentage
Support Positive	36	54,5	15	22,7	51	77,3
Support Negative	5	7,6	10	15,2	15	22,7
Jumlah	41	62,1	25	15,2	66	100
Chi Square	$\alpha = 0,05$ P value=0,009					

Source: Primary Data 2025

Discussion

Peer Group Support in school-aged children at SD Negeri 1 Limboto

Based on research conducted at SD Negeri 1 Limboto involving 66 respondents, it was found that 51 respondents (77.3%) had positive peer group support. The questionnaire results indicated that this positive support was reflected in the high level of togetherness and social interaction among students, one of which was seen in the statement, "Friends invite me to buy snacks during break," showing acceptance and support from peers. This condition aligns with

the characteristics of the respondents' ages, the majority of whom were between 9–10 years old, totaling 38 respondents (57.6%), where children are in the social development phase with increasing peer interaction intensity that influences daily behavior. Furthermore, the predominance of female respondents, totaling 40 (60.6%), may also contribute to the high peer group support, considering that girls tend to have closer and more communicative social relationships in the school environment.

According to (Sandrina & Agustina, 2024), peer group support plays a significant role in influencing children's activities, as most of the time children aged 7–12 spend is at school with their peers. Children start forming peer groups due to the need to be accepted and recognized, so the presence of a peer group encourages children to tend to follow the behavior of their group members. Within a peer group, there is support that can trigger various desires in children, including the urge to buy snacks at school, where children feel that their peers provide support in choosing these snacks. This aligns with research (Safitri et al., 2018) which shows that out of 59 respondents, almost all respondents had positive peer group support, with 47 respondents (79.7%) indicating that peer support played an important role in shaping children's habits in selecting snacks within the school environment.

Research results show that the majority of respondents have positive peer group support (77.5%). This occurs because during school age, children are in a stage of social development where relationships with peers are very strong and become a primary source of support. Peers provide various forms of support such as emotional support, information, recognition, companionship, and instrumental help, thereby encouraging children to remind each other and imitate positive behaviors (Kustriyani et al., 2017).

Based on the results of research and the theories above, the researcher assumes that peer group support has a strong influence on children's behavior in choosing snacks. School-age children tend to form closeness with their peers and want to be accepted in their group, so they follow the choices and habits that are common in their social environment. Based on the research conducted at SD Negeri 1 Limboto on 66 respondents through a questionnaire consisting of 16 statements, it was found that students who had negative peer group support were 15 respondents (22.7%).

This corresponds to the results of the questionnaire which showed that some students did not provide positive support through togetherness, acceptance, and good social relationships in response to the question, "I don't want to go snack shopping with my friends at school," so the respondents received negative support from their peers. This is in line with the research by Sandrina & Agustina (2024), which showed that out of 40 respondents in this study, the majority of respondents had negative peer group support, totaling 35 (77.8%), and about 5 respondents (11.1%) fell into the positive category.

This study is supported by Ratnaningtyas et al. (2021), who showed that there is a significant relationship between peer group support and student behavior at SMP Negeri X, Sleman Regency. They explained that poor snacking behavior is more common among students who are less influenced by their peers. Based on the above research results and theory, the researcher assumes that peer group support does not significantly influence snack choices among school children, as children are able to make snack choices independently without being influenced by their peers.

Snacking behavior in school-aged children at SD Negeri 1 Limboto.

Based on the research conducted at SD Negeri 1 Limboto involving 66 respondents through a questionnaire consisting of 18 statements, it was found that 41 respondents (62.1%) exhibited positive snack-purchasing behavior. This aligns with the questionnaire results, which show that the majority of students already have habits in choosing and assessing safe and hygienic snacks. This is evident from the students' responses to the statement "I buy clean and covered food," where most respondents answered positively. These findings indicate that students already have good awareness of the importance of food cleanliness and safety, making them more selective in choosing the food they consume at school. These findings are consistent with the characteristics of the respondents, most of whom have pocket money ranging from

Rp5,000–Rp10,000, totaling 60 respondents (90.9%). A relatively limited amount of pocket money can affect children's snack choices, encouraging them to be more selective in buying snacks that match their daily needs and consumption habits. According to (Indah et al., 2025), children's positive attitude toward choosing healthy foods is generally influenced by their level of knowledge. Children's understanding of the difference between healthy and unhealthy foods is an important basis for forming better eating habits. In addition to knowledge, there are other aspects that also influence children's attitudes, such as culture, eating habits within the family environment, and school environment conditions. Families play a role in instilling health values in children by providing nutritious food at home, while schools support this behavior with healthy canteen policies and health education. Thus, good knowledge in children becomes a key factor in shaping a positive attitude, which is reflected in the behavior of choosing healthy foods, both at school and outside of school.

This is in line with the research (Abidin & Veronica, 2025), which shows that the results of the study on students' snack selection behavior tend to be positive, reflected in the dominance of good attitudes and knowledge regarding healthy snacks. A total of 88 students, or 79.28%, showed a good attitude in choosing snacks, while 53 students, or 47.76%, had good knowledge, and 48 students, or 43.24%, were in the moderate knowledge category. In addition to individual factors, the role of the environment also has an influence, especially peer influence, education from teachers, and school support (clean canteen, availability of healthy snacks).

This is in line with the research by Indah et al. (2025), which shows that out of a total of 54 respondents (100%), the majority exhibited a positive attitude, with 48 respondents (88.89%), while 6 respondents (11.11%) had a negative attitude. The results of this study indicate that most respondents have a good attitude towards healthy habits in consuming snacks. Respondents understand the importance of washing their hands before eating, choosing foods that do not contain harmful chemicals, and prioritizing snacks that are safely packaged and suitable for consumption. Additionally, they are more likely to choose snacks that are clean, nutritious, and available in the school canteen, while also being cautious of low-cost snacks that are considered risky to their health.

Based on a study conducted at SD Negeri 1 Limboto involving 66 respondents through a questionnaire consisting of 18 statements, it was found that 25 respondents (37.9%) exhibited behavior of choosing unhealthy snacks. This finding can be associated with the respondents' frequency of snacking, where most respondents fell into the category of frequent snacking with 32 respondents (48.5%) and always snacking with 20 respondents (20.3%), while those who rarely snack amounted to 14 respondents (21.2%). Additionally, the study also showed that most respondents did not bring food from home, totaling 56 respondents (34.8%). This condition can increase the frequency of children buying snacks at school, which has the potential to influence their snack choices toward less healthy (negative) behaviors.

This is in accordance with the results of the questionnaire, which show a lack of awareness and habits among some students. This can be seen from the students' responses to the statement, "When choosing packaged food, I do not check the expiration date (past the date)." These findings indicate that students still exhibit poor behavior in paying attention to the safety of snack foods, particularly regarding the habit of checking expiration dates, which could potentially increase the risk of consuming unsafe food.

According to Afni (2017), the habit of bringing a packed meal has a significant influence on the snack consumption behavior of elementary school students. Students who are not used to bringing meals from home tend to have poorer snack choices because when they feel hungry at school, they will immediately buy snacks available in the surrounding area without considering aspects of cleanliness, safety, and nutritional content. The study results show that most students who do not bring meals exhibit negative snack consumption behavior compared to students who bring meals, with a p -value < 0.001 , indicating a statistically significant relationship. This condition is reinforced by parents' habits of not encouraging their children to bring meals and the belief that school snacks are sufficient to meet the child's needs. Therefore, bringing food from home plays an important role as a preventive measure against unhealthy snacking behavior in elementary school students.

This is in line with the research (Rahmiati, 2021) which shows that 63.07% of students receive negative peer support and 73.84% of students have the behavior of choosing unhealthy snacks, so it can be concluded that peer support plays an important role in shaping snack choices in school-aged children, where predominantly negative peer group support encourages children to follow unhealthy snacking habits. This is in line with research by Aini (2019), which states that as many as 75% of respondents purchase snacks at the school canteen, making the canteen the main source of food for students. Although some canteens offer healthy and nutritious food options, there are still canteens that do not meet the proper standards. The availability of adequate facilities and infrastructure is an important factor that plays a significant role in supporting the creation of a healthy school environment.

The relationship between peer group support and snack selection behavior in school-aged children at State Elementary School 1 Limboto

Based on the results of research conducted on 66 elementary school students at SD Negeri 1 Limboto, it was found that the majority of respondents received positive peer group support, totaling 51 students (77.3%). However, cross-tabulation results show that not all students with positive peer group support exhibit positive snack choice behavior. There are still 15 students (22.7%) who, despite receiving positive peer group support, show negative snack selection behavior. This condition may be caused by other factors that also influence children's snack choices, such as snacking habits at home, parental influence, the availability of snacks in the school environment, and a lack of supervision over the types of snacks consumed. School-age children also tend to be attracted to taste, price, and appearance of snacks, so even when they receive positive support from peers, healthy snacking behavior is not yet fully formed.

Conversely, in the group of students who received negative peer group support, there were still students who exhibited the behavior of choosing healthy snacks. The study results showed that 15 students (22.7%) with negative peer group support still maintained the behavior of choosing healthy snacks. This can occur due to the presence of other protective factors, such as good nutritional knowledge, the habit of having breakfast before going to school, supervision and education from parents, as well as health education provided by the school. These factors can help children maintain healthier snacking habits even when in a peer environment that is less supportive.

Overall, the results of the study indicate that students with positive peer group support are more likely to choose healthy snacks, with 36 students (54.5%) doing so, compared to students with negative peer group support. The Chi-Square statistical test showed a significance value of $p = 0.009$ ($p < 0.05$), which means there is a significant relationship between peer support and snack choice behavior in school-aged children. These findings suggest that peer support plays an important role in shaping students' positive behavior in choosing healthier and safer snacks.

According to (Kamila et al., 2025), the role of peers has a significant influence on the snack consumption behavior of elementary school children. Peers are the closest social environment and play an important role in shaping a child's attitudes and behaviors, including in determining snack choices at school. School-aged children tend to imitate the habits of their peers in order to be accepted and recognized within their group, so snack consumption behavior often follows the norms prevailing within the friendship group. In addition, breakfast habits also play a role in controlling snack consumption behavior, where children who are accustomed to having breakfast tend to choose healthier and more moderate snacks.

This aligns with the research of Rahyuni et al. (2025), which showed that based on a study of 40 fifth-grade students at SDN Gunong Kleng, the majority of respondents were male and 10 years old. Bivariate analysis results indicated a significant relationship between knowledge, attitudes, snack availability, and peer influence with snack choices ($p < 0.05$). Respondents with better knowledge and attitudes tended to choose safe snacks compared to those with moderate knowledge and attitudes. The availability of snacks in the school environment was also associated with snack choices, where the more snacks available, the greater the likelihood that students would choose unsafe snacks. Furthermore, peer influence

showed the strongest relationship with snack choices, where students with high peer influence were more likely to determine their snack choices, whether safe or unsafe.

This is in line with research (Nuraini et al., 2024) which shows that peer influence has a significant relationship with snack consumption behavior in elementary school students. The study on 69 students at SDN 51 Jaya Baru, Banda Aceh City, showed a meaningful relationship between peer influence and snack consumption behavior, with a significance value of $p = 0.003$. These findings indicate that students tend to adjust their snack choices according to the habits and preferences of their peers in order to be accepted within their social group. Peer support and influence play a role in shaping snack consumption habits, both in terms of frequency and the types of snacks chosen. Thus, it can be concluded that peer groups play an important role in influencing students' behavior in choosing snacks, including the tendency to select snacks without paying attention to nutritional aspects and food safety.

This is in line with research by Aisyiah (2016), which showed that among 103 school-aged children in Cirendeu, South Tangerang, the choice of snacks was relatively balanced between healthy (50.5%) and unhealthy (49.5%) categories, with the most dominant parenting style being democratic (55.3%), and most children were not influenced by peers (58.3%). Bivariate analysis indicated a significant relationship between parenting style and children's snack choices, where children with democratic and authoritarian parenting styles tended to choose healthy snacks, while a permissive parenting style was more associated with choosing unhealthy snacks (p value < 0.05). In addition, peer influence is also significantly related to snack choices, where children who are influenced by peers are more likely to choose unhealthy snacks compared to children who are not influenced (p value < 0.05), so it can be concluded that family parenting patterns and peer influence play an important role in shaping snack selection behavior in school-age children.

4. CONCLUSION

Peer group support in school-aged children at SD Negeri 1 Limboto shows that out of 66 respondents, most children receive positive peer group support, while a small portion receive negative peer group support. The behavior of choosing snacks among school-aged children at SD Negeri 1 Limboto mostly falls into the positive category, indicating that most respondents have shown healthier snack selection behavior based on the type of snack, frequency of snacking, and the way of choosing snacks. There is a relationship between peer group support and snack selection behavior in school-aged children at SD Negeri 1 Limboto. Based on the statistical test using the Chi-Square test, a p -value $< \alpha$ (0.05) was obtained, so H_1 is accepted and H_0 is rejected, meaning that peer support plays a role in shaping children's behavior in choosing snacks.

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