

Early Childhood Appetite in RA Al-Qur'an Al-Munawar (Analysis of the Influence of Vegetable Food Creations)

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Abstract

This research aims to determine the effect of efforts to create vegetable food in increasing the appetite of children aged 4-5 years in RA Al-Qur'an Al-Munawar, Merangkai village, Dayun sub-district, Siak Regency, Sri Indrapura. This type of research is quantitative with a pre-experimental design method, one group test-posttest type. The subjects of this research were 30 children from RA Al-Qur'an Al-Munawar village, totaling 30 children. The object of this research is to create vegetable food to increase the appetite of children aged 4-5 years in RA Al-Qur'an Al-Munawar, Merangkai village, Dayun sub-district, Siak district, Sri Indrapura. The population of this study were 30 children from RA Al-Qur'an Al-Munawar village, totaling 30 children. The sample in this study used a saturated sample of 30 children. Data collection techniques use Observation, Interview and Documentation methods. The data analysis technique uses hypothesis testing (t test). The results of the data research are said to have experienced a significant increase if sig. < 0.05, if sig > 0.05 then H0 is accepted, Ha is rejected and vice versa if sig < 0.05 then H0 is rejected, Ha is accepted. It was obtained that t = 42.662 was greater than t table = 2.048. Thus, H0 = rejected and Ha = accepted, meaning that in this study there is an influence of vegetable food creations to increase the appetite of children aged 4-5 years in RA Al-Qur'an Al-Munawar, Merangkai Village, Dayun District, Siak Sri Indrapura Regency.

Keywords: Vegetable Food Creation, Appetite, Early Childhood.

Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh upaya kreasi makanan sayur mayur dalam meningkatkan nafsu makan anak usia 4-5 tahun di RA Al-Qur'an Al-Munawar kampung merangkai kecamatan dayun kabupaten siak sri indrapura. Jenis penelitian ini adalah kuantitatif dengan metode *Pre-eksperimen design* tipe *one group pritest-posttest*. Subjek penelitian ini adalah anak RA Al-Qur'an Al-Munawar kampung merangkai yang berjumlah 30 anak. Objek penelitian ini adalah mengkreasi makanan sayur mayur untuk meningkatkan nafsu makan anak usia 4-5 tahun di RA Al-Qur'an Al-Munawar kampung merangkai kecamatan dayun kabupaten siak sri indrapura. Populasi penelitian ini adalah anak RA Al-Qur'an Al-Munawar kampung merangkai yang berjumlah 30 anak. Sampel pada penelitian ini menggunakan *sampel jenuh* yang berjumlah 30 anak. Teknik pengumpulan data menggunakan metode Observasi, Wawancara dan Dokumentasi. Teknik analisis data menggunakan Uji Hipotesis (Uji t). Hasil penelitian data dikatakan mengalami peningkatan yang signifikan jika sig. < 0,05, jika sig > 0,05 maka Ho diterima, Ha ditolak dan sebaliknya jika sig < 0,05 maka Ho ditolak, Ha diterima. Diperoleh t hitung = 42,662

lebih besar dari t tabel = 2,048. Dengan demikian H_0 = ditolak dan H_a = diterima, berarti dalam penelitian ini terdapat pengaruh kreasi makanan sayur mayur untuk meningkatkan nafsu makan anak usia 4-5 tahun di RA Al-Qur'an Al-Munawar Kampung Merangkai Kecamatan Dayan Kabupaten Siak Sri Indrapura.

Kata Kunci : Kreasi Makanan Sayur, Nafsu Makan, Anak Usia Dini.

INTRODUCTION

Early childhood nutrition needs attention as early as possible. This is because parents must be at a balanced stage in providing it. If the nutrition provided is too excessive or vice versa, it will cause certain diseases for the child. Nutritionist Jowynna Yeo during the Young Social Entrepreneurs (YSE) program from the Singapore International Foundation (SIF) explained the results of her research, which revealed that many parents regret being late in preventing diseases in children due to obesity or diabetes. This is caused by unbalanced nutrition and lack of fiber. "Research was conducted on 90 respondents. As many as 60 percent of parents had difficulty getting their children to eat vegetables and 66 percent of children did not want to eat vegetables," said Jowynna, who was also one of the six winners of the Young Social Entrepreneurs (YSE) from the Singapore International Foundation (SIF) (Ramadan et al., 2024).

Forms of eating behavior problems in children include nosy behavior when eating, being picky about certain foods/foods, keeping food in the mouth for a long time, not wanting to try new foods, vomiting food, movement of covering your mouth/not wanting to eat. The causes of eating behavior problems are irregular/organized eating schedules, boring menus, taste and texture of food, appetite, child's temperament, and illness (Rifani & Ansar, 2021). Vegetables are foodstuffs that are very difficult to give to children. Quoted on the Koran-Jakarta.com page, every parent plays an important role in providing nutritious food with balanced nutrition for optimal child growth. However, in practice problems often arise, for example children who are picky about food, including when it comes to vegetables. Health Economics Researcher Mutia A. Sayekti, S.Gz, MHEcon said parents must first know the reasons why children don't want to eat vegetables. It could be that there are children who immediately refuse when they see green vegetables on their plate because they are traumatized by feeling the bitterness of vegetables, parents can get around this by processing so that the appearance of vegetables is covered with other ingredients so that children do not

know that the menu served to them is vegetables. For example, steaming vegetables and cutting them into small pieces, then mixing them with other ingredients such as eggs so that the taste of vegetables is not too obvious, but parents still pay attention to the problem nutrition by choosing cooking methods that do not eliminate too many nutrients (Koran-Jakarta.com, 2022).

To overcome the problem of providing vegetable nutrition, a lot of research has been carried out in order to provide solutions for parents at home. These include 1) Through playing Vegetable Eating Motivation (VEM). Research was conducted at the Asma Jaya Kindergarten, Lasolo District, North Konawe Regency, with the finding that most of the appetite increased quite significantly compared to before playing Vegetable Eating Motivation. There is an influence of playing Vegetable Eating Motivation (VEM) on the behavior of eating vegetables in preschool children at Asma Jaya Kindergarten, Lasolo District, North Konawe Regency $p < \alpha$ ($p = 0.000 < \alpha = 0.05$) (Israeli et al., 2020); 2) use strategies that are positive (providing varied and creative food) and negative/distracting (such as diverting attention by playing, watching TV, games), adjusting eating schedules, and giving appetite enhancers/vitamins ((Rifani & Ansar, 2021); 3) Motivation to eat vegetables, Faridah et al., (2015) using the Veggie-Fruit Dart Game media and proven to have a significant influence on the consumption of vegetables and fruit of respondents in the treatment group compared to poster media which did not have a significant influence on vegetable consumption. and fruit in control group children; 4) Another research conducted by Suprihatin & Nusya, (2019) motivated children using the story telling method, with the result that after story telling, 32 respondents found that 19 people consumed enough vegetables and fruit, 59.4% (Sartika et al., 2022).

METHOD

The method used in this research uses a qualitative experimental research method using a pre-experimental design method type one group pretest-posttest. According to Sugiono, the experimental research method is a method used to search for influence (treatment) regarding traffic in a condition that is controlled. (Sugiyono, 2014). Furthermore, observational activities or measurements were carried out twice before being treated (pre-test) and after being given treatment (post-test). In this design there is a pretest, before treatment and a posttest, after

treatment. The results of the treatment can be known more accurately, so that conditions can be compared before and after the treatment. This design can be described as follows:

Tabel 1
One Group Pretest – Posttest Design

Group	(Pretest)	Treatment	(Posttest)
K1	O1	X	O2

X is the treatment that will be given and its effect will be known in the experiment. Treatment can be done by providing food creations that are prepared using vegetable-based ingredients and then shaped and created as attractively as possible. O1 is a form of test or observation carried out before the treatment is carried out, while O2 is a form of test and observation carried out as the treatment is carried out. The effect of treatment X can be determined by comparing O1 and O2 under controlled conditions. In the pretest-posttest, this research used an observation sheet to determine the magnitude of the influence of the independent variable (Creations of Vegetables) on the dependent variable (Increasing Children's Appetite Ra Al-Qur'an Al-Munawar).

RESULTS AND DISCUSSION

This research consists of 2 tests, namely the pretest and the posttest, the first pretest and the pretest in the form of looking at the Alnalk paldal in the Al group (4-5 Talhun) in RA Al-Qur'an Al-Munawar. Based on the pretest results, it can be seen that the appetite of children aged 4-5 years in RA al-Qur'an al-Munawar is categorized as low. The pretest will be carried out in February 2023. The purpose of the pretest is to find out the level of appetite of the child towards the processed food brought by the child, before being given treatment, it can be seen in the following table:

Table 2
General Description of Increased Appetite in Children Aged 4-5 Years at RA Al-Qur'an Al-Munawar Before Treatment (pretest) in the Experimental Class

No	Indicator	Factual Score	Ideal Score	%	Criteria
1.	Children have great curiosity	48	120	40	BB
2.	Children are able to name the vegetables they eat	47	120	39,167	BB

3.	Children can express themselves on the food they eat	56	120	46,67	MB
4.	Children can use mall tools correctly	36	120	30	BB
5.	Children are able to take responsibility for cleaning up leftovers.	47	120	39.17	BB
Amount		234	600	195,00	
				7	
Average				39,01	BB
				4	

Based on the table above, it can be seen that the highest final score is in indicator 3, namely that children are able to name the vegetables they eat with a score of 56, a percentage of 46.67% which is in the MB (Starting to Develop) criteria, while the lowest final score is in indicator 4. Children can use cutlery correctly, with a final score of 36 percentage 30% which is in the BB criteria (Not yet Developed). Then in the next indicator, in indicator 1, children have great curiosity when they hear a score of 48 presentations, 40% are in the BB category (not yet developed), in indicator 2 children are able to name the vegetables they eat with a score of 47 presentations, 39.167%, in indicator 5 Children are able to be responsible for cleaning up leftovers with a score of 47 presentations 39.17%.

General Description of the Effect of Vegetable Food Creation on Children Aged 4-5 Years RA Al-Qur'an Al-Munawar After Introduction (Posttest)

Eksperimen Class

The purpose of carrying out the posttest is to find out the picture of increasing children's appetite after being given treatment by creating vegetable food as an idea for preparing children's provisions, so it can be seen from the table below:

Table 3
General Description of the Effect of Vegetable Food Creations to Increase the Appetite of Children Aged 4-5 Years at RA Al-Qur'an Al-Munawar After Treatment (Posttest) in Experimental Classes

No	Observed aspects	Faktu	Ideal	%	Criteria
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		al	Score		
		Score			
1.	Children have great curiosity	106	120	88,3 3	BSB
2.	Children are able to name the vegetables they eat	102	120	85	BSB
3.	Children can express themselves on the food they eat	110	120	91.6 7	BSB
4.	Children can use cutlery correctly	100	120	83,3 3	BSB
5.	Children are able to take responsibility for cleaning up leftovers.	106	120	88.3 3	BSB
Amount		524	600	436, 66	
Average				87,3 3	BSB

Based on the table above, the highest final score is in indicator 3, namely the child can express with a score of 110, a percentage of 91.67% which is in the BSB criteria (Very Well Developed) while the lowest final score is in indicator 4 with a score of 100, a percentage of 83.00% which is in the BSB (Very Well Developed) criteria. Then in indicator 1 the child has great curiosity with a total score of 106 presentations 88.33% in the BSB criteria, in indicator 2 the child is able to name the vegetables he eats with a total score of 102 presentations 85% with the BSB criteria (Very Well Developed), in indicator 5, children are able to be responsible for cleaning up leftovers with a score of 106, a percentage of 88.44% is in the BSB (Very Well Developing) category. To find out the picture of increasing a child's appetite after being given treatment, creating creative vegetable food can be seen in the table below:

Table 4
Increasing Appetite in Children Aged 4-5 Years at RA Al-Qur'an Al-Munawar After Treatment (Postset) Experimental Class

No	Criteria	Range	F	%
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		Score			
1.	Developing very well	76% - 100%	23	70%	
2.	Developing according to expectations	56% - 75%	7	30%	
3.	Starting to develop	41% - 55%	0	0	
4.	Undeveloped	<40%	0	0	
Amount			30	100%	

So it can be seen that increasing the appetite of children aged 4-5 years in students after treatment (posttest), data was obtained from 23 children in the BSB category and 7 children in BSH.

Comparison of Pretest and Posttest Data

This research was conducted using one group pretest-posttest, namely looking at the results of the pretest and posttest. The results and posttest can be seen in the table below:

Table 5
Recapitulation of the Effect of Vegetable Food Creations to Increase the Appetite of Children Aged 4-5 Years at RA Al-Qur'ain Al-Munawar in the Experimental Class

No	Criteria	Range	Before		After	
			F	%	F	%
1.	BSB	76% -100%	0	0	23	70%
2.	BSH	56% - 75%	21	20	7	30%
3.	MB	41% - 55%	8	70	0	0
4.	BB	< 40%	1	10	0	0
Amount			30	100	30	100

Comparison of before and after above shows that the entire population in the study who had been given treatment in creating vegetable food in the experimental class experienced an increase. There were 0 children who were initially in the BSB (Developing and Returning) criteria with a percentage of 0%, children who were in the BSH (Very Well Developing) criteria were 21 children with a percentage of 20%

of children who were in the MB (Starting to Develop) criteria. 8 children with criteria of 70%, child with criteria of BB (Not yet Developed) 1 child with a percentage of 10%. Then there was an increase in the experimental class which had been given vegetable food creations, experiencing a large increase in appetite for children aged 4-5 years who were in the criteria for developing very well.

Discussion

Based on the results of observations, this vegetable food creation was used to increase the appetite of children aged 4-5 years at RA Al-Qur'an Al-Munawar, Merangkai Village, Dayun District, Siak Regency, Sri Indrapura. Often they bring ordinary provisions, even provisions that are often brought with fast food, such as vegetable rice cakes, fried noodles and dry foods that are not combined or created with vegetables, making children less enthusiastic about eating them. Data collection carried out by researchers is observation, interviews, documentation. Several findings were obtained by researchers when creating vegetable food, including:

The first finding, children have a sense of curiosity. When eating together takes place, children always ask about what types of vegetables are being created and children's language development begins to be active. It is also explained in Musaba's theory explaining several benefits of speaking, namely learning children's communication between friends and with other people and increasing self-confidence. as a means to channel children's expressions in activities and as a stimulus for children's creativity, activity and initiative to participate in understanding something, with the creation of vegetable food creations, children's interest in mentioning various other types of vegetables so that children's interest increases naturally (Kurnia, 2014).

Second finding, Children are able to name the types of vegetables in the surrounding environment. For example, spinach, kale, mustard greens and then there are also long beans, according to Jean Piaget's theory, children's development will develop according to their stages or phases so that they reach complex development so that children can understand and remember the types of vegetables (khadijah and nurul Amelia). In this way, children will inadvertently understand various kinds of vegetables and food ingredients from an early age so that when they grow up they will more quickly understand the importance of food for maintaining health.

The third finding, children begin to express themselves on food that has been created, creates a feeling of joy when the child eats the food, this is in accordance with the theory according to Jean Jacques Rousseau, children remember their knowledge

through the experiences they get when doing a series of physical activities, such as knowing that sugar is sweet when they taste it, The salt is salty when he eats it and the fish is fishy when he smells it. Alhalsil is a child's learning center because he seeks to experience it himself (Hamzah, 2020).

The fourth finding is that children can use cutlery correctly and well, which is why the child's development in food creation activities increases the child's appetite and the development of the child's fine motor skills grows perfectly, which is also explained in Sujiono's theory, a movement that involves small muscles. in the body such as skills in using the fingers and movements carried out by the wrist correctly such as opening and closing a bottle cap, holding a spoon correctly (Khadijah and Nur Amelia).

The fifth finding is that children's appetite has begun to increase and children's understanding of vegetable food creations has begun to be applied to children's provisions. The role of teachers and parents at home has begun to implement vegetable food creations so that children's appetites not only increase at school but at home. This is also in accordance with the theory according to Hallock, doing various things for children depending on the educators at school and at home, respecting children's individuality, creating a warm atmosphere, getting closer to children, providing a good example and being able to be friends for children too (Andi Agusniati and Jane Monepa) .

The findings and theories above can be concluded that this activity of creating vegetable food means that children are more enthusiastic about eating the food, because there are indicators that it is carried out outdoors so that children can explore more and discover new things, apart from that, Researchers saw enthusiasm in children in introducing various types of vegetables by mentioning the benefits or ingredients contained in these vegetables. The relationship with factors inhibiting children's appetite has been discussed in the discussion section. Apart from that, each child has their own tastes and opinions in the context of motivation in learning, likes and interests, based on the results of observations and interviews, children like the creative preparations for children's school supplies, so that children are very enthusiastic about listening to the teacher's instructions, children are more focused on observing and using their imagination when asked a question, not disturbing their friends when teaching them knowledge about vegetables, children always ask questions that make the atmosphere at that time not boring and not stiff.

Based on the description above, at the end of this chapter the researcher will provide conclusions that the researcher has relevance to previous theories and existing reality, and the substance is also the answer to the problem formulation. Increasing

children's appetite in RA Al-Qur'an Al-munawar shows a good increase. To make it clearer based on the analysis of the result score data after treatment three times, the researcher carried out an analysis of the final observation or posttest. The results showed that the ability of the children in the experimental class (directed by bringing provisions containing creative vegetable dishes) was better than before who only brought simple and monotonous provisions. It can be seen from the descriptive statistical analysis of the posttest score data that it increases children's appetite, namely that the experimental class obtained an average class score of 87.33 while the control class obtained an average score of 39.014, then based on the calculation results with $dk = 28$, it can be seen that the t count = 42.662 is greater than t table = 2.048. Thus, H_0 = rejected and H_a = accepted, meaning that in this research there is an influence of vegetable food creations to increase the appetite of children aged 4-5 years in RA Al-Qur'an Al-Munawar, Merangkai Village, Dayun District, Siak Sri Indrapura Regency.

CONCLUSION

Based on the results of the research and discussion, it can be concluded that vegetable food creation activities can overcome appetite problems in children. This can be seen from the posttest results with descriptive statistical analysis of the posttest score data which increases children's appetite, namely the experimental class obtained an average class score of 87.33 while the control class obtained an average value of 39.014, then based on the calculation results with $dk = 28$, then it can be seen that t count = 42.662 is greater than t table = 2.048. Thus, H_0 = rejected and H_a = accepted, meaning that in this research there is an influence of vegetable food creations to increase the appetite of children aged 4-5 years in RA Al-Qur'an Al-Munawar, Merangkai Village, Dayun District, Siak Sri Indrapura Regency.

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