THE EFFECT OF PEER EDUCATION THROUGH ILLUSTRATED STORIES ON KNOWLEDGE AND ATTITUDES TOWARD BALANCED NUTRITION CONSUMPTION AMONG FOURTH-GRADE STUDENTS OF SDN SAWOJAJAR 6 MALANG CITY

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ABSTRACT

Elementary school–aged children are vulnerable to nutritional problems due to a low level of understanding of the concept of balanced nutrition, which can affect daily dietary habits. Therefore, educational methods that are appropriate to children's developmental stages are needed. Peer education combined with illustrated-stories media is considered effective because it utilizes peer closeness as well as concrete and engaging visual media. This study aims to analyze the effect of peer education using illustrated-stories media on knowledge and attitudes toward balanced nutrition consumption among elementary school students. The study was conducted on fourth-grade students at SDN Sawojajar 6, Malang City, using a pre-experimental design with a one group pretest–posttest approach. The research sample consisted of 45 students selected through purposive sampling, while 8 other students served as peer educators. The research instruments included a knowledge questionnaire and an attitude checklist, with data analysis performed using the Wilcoxon test. The results showed an increase in good-category knowledge from 57.78% to 95.56% after the intervention, as well as an increase in positive attitudes from 44.44% to 66.67%. The Wilcoxon test indicated p-value < 0.001 for knowledge variable and p-value 0,025 for attitude variable. This improvement was influenced by the role of peer educators, a pleasant learning atmosphere, and the use of illustrated-stories media that aligns with children's concrete operational developmental stage. Therefore, peer education through illustrated-stories media has a significant effect on improving knowledge and shaping positive attitudes toward balanced nutrition consumption among elementary school students.

Keywords: Peer education, illustrated-stories, balanced nutrition, knowledge, attitude.