

# Differences of Nutrition Status on Fullday School and Non Fullday Schoolbasic Students

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# Differences of Nutrition Status on Fullday School and Non Fullday Schoolbasic Students

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## ABSTRACT

### Keywords:

Nutritional status  
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Fullday school  
Non fullday school

Differences in learning systems in primary schools make diet and nutritional status of learners change, this has an impact on health conditions. The purpose of this research is to know the difference of nutritional status in elementary school students of full day of school and non full day of school in the working area of Puskesmas Paron Ngawi district.

Quantitative research design with observational (non-experimental) research type, with cross sectional study design. The population is 3rd, 4th, 5th and 6th grade of elementary school in SD Muhammadiyah 1 Paron which apply fullday school and SDN 3 Ngale system which apply non fullday school system with 76 respondents in proportional random sampling. The instruments used are responden characteristic data, 24 hour recall forms, scales, and microcopies. Then the results were analyzed using chi square test.

In statistical test with chi square test, it shows that in Pearson Chi Square, the value of Asymp. Sig. is shown. Sig. of 0.003. Because Asymp. Sig. 0.003 < 0.05 can be concluded that Ho is rejected. That is, there is different nutritional status of elementary school students full day of school and non full day of school in the area of PHC Paron Ngawi District.

Nutritional status and food intake directly related to the learning system fullday school and non fullday school, but it also affects the condition of learners. Knowledge of nutrition and good food is the key to prevention of infectious diseases that are common in elementary school students.

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## I. INTRODUCTION

Diet and food quality determine the future of children as the next generation. If since kindergarten or elementary school children consume food with low nutritional quality or even consume unsafe or toxic food, will affect the growth of children later on (Arif Satria, 2016).

The National RISKESDAS Analysis The nationwide year of lean prevalence (according to IMT / U) in children aged 5-12 years is 11.2 percent, consisting of a very skinny 4.0 percent and 7.2 percent gross. The prevalence is very low in Bali (2.3%) and the highest in Nusa Tenggara Timur (7.8%). total of 16 provinces with very lean prevalence on the national level, namely West Sumatra, West Nusa Tenggara, Central Kalimantan, East Kalimantan, Papua, West Papua, Central Sulawesi, Banten, Central Java, South Kalimantan, Maluku, South Sumatra, West Kalimantan, Riau, Gorontalo, and East Nusa Tenggara.

According to East Java Provincial Health Office Data of 2014 Prevalence of malnutrition is one of the indicators of MDGs and Strategic Plan (Renstra) East Java Provincial Health Office, measured from Weight by Age (BB / U), ie from the weight figure (BB) very less and less weight (BB). Based on the results of PSG 2014, East Java has reached

the number below the MDGs (15.0%) and Renstra (15.0%) of 12.3% (Less Weight 10.3% and Very Low Weight 2.0%).

Unbalanced food intake may affect nutritional status of school-aged children. Habits only like one or two types of food, rarely breakfast, preferring snack, less consumption of fibrous foods such as vegetables and fruits, and more likely to consume fast food or instant is an unhealthy habit often done by children. Consequently children do not have a balanced dietary intake so that it affects the health and nutrition of children.

Fullday School is an educational program that all activities are in school (school throughout the day) with the characteristics of integrated activity and integrated curriculum.

Fullday school does have a positive and negative side. will have a positive impact when packaged properly. Implementation of full day school will make children too tired in school, then the child's nutritional intake also can not be guaranteed. Policy regulation should also be comprehensive from top to bottom. In the case of lunches, for example, schools may work with nutritionists to feed their students, such as boarding schools that have a good impact on students' nutritional needs.

This study, the authors focus on the nutritional status of elementary school students between full-day school program with non-full-school primary school in Paron District Puskesmas Ngawi District. The system of full day in elementary school in Puskesmas Paron area of Ngawi Regency is implemented through integrated curriculum and integrated activity approach with this approach, hence all program and activity of children at school starting from studying, playing, eating and worship packed in an education system. the values of Islamic life in students are intact and integrated in the purpose of education. The concept of full day school education is the concept of " effective school ," which is how to create an effective environment for students. Consequently, children are given more time in the school environment. This extension of time is then called full day school , because students spend most of their time at school most of the day it is expected that the outside environment of school does not affect learners. Schools non full day school is in Regional Health Center Paron Ngawi carried out such activities in school full day but no pepanjangan time for activities such as learning about keisalaman and other activities, in addition to the school a full day get a meal at school in the form of snacks and main meals , whereas non-full day schoolchildren obtain food by buying with an allowance. The existence of this food supply will affect the nutritional status. Based on the explanation, the child who attended school at full day school will get better nutrition because of his food intake is noticed. Primary school children need more nutrition for the growth and development of the brain.

Based on existing problems, there is a tendency of different nutritional status of children in both types of schools. So through this research, the researcher wanted to see the difference of nutritional status based on body weight according to age, height according to age and body weight according to height between school children with full day school and non full day school system in Paron District Puskesmas Ngawi District.

## II. METHOD

The research that will be conducted is quantitative research with observational ( non-experimental ) research type . This type of observational ( non-experimental ) research is the collection of data that observes an event in which the object or unit of research is in the state of what it is without being given intervention or treatment.

The research design used is cross sectional study , that is by examining the dependent variable and free variables simultaneously, ie body weight and height in full-school and non-

Full day school primary school children take lunch at one time. This study studied differences in nutritional status of primary school children full day school and non full day school.

### III. RESULTS AND DISCUSSION

|                              | Value               | df | Asymp. Sig. (2-sided) |
|------------------------------|---------------------|----|-----------------------|
| Pearson Chi-Square           | 16.101 <sup>a</sup> | 4  | .003                  |
| Likelihood Ratio             | 22.237              | 4  | .000                  |
| Linear-by-Linear Association | 14.171              | 1  | .000                  |
| N of Valid Cases             | 76                  |    |                       |

Based on the results of the research note that there are differences in nutritional status in elementary school students full day school and non full day school.

From the result of cross tabulation, it was found that in elementary school full day students with normal nutritional status were 26 respondents (70%), nutritional status of 6 respondents (15%) and obese nutrition status as many as 6 respondents (15%) from 40 respondents. In non-full day school, the students with normal nutritional status were 32 respondents (88.9%), nutritional status of 3 respondents (8.3%) and very skinny 1 respondents (2.8%).

The researcher's opinion that the results of the above study on primary school non full day school nutritional status of students is better than in non-full day school elementary school. This is probably because at elementary school full day school children get lunch and snack with the same menu in one class, but not all children love the same food. Besides, their learning activities are higher than those of non-full day school children, which is known that the full day school primary school implements a one-day full-time learning system with longer learning hours than non-full day school primary schools. It can also be influenced by the diet that is provided at full day school, whether it is meeting the needs of food intake required by children based on their high activity. Unlike the case with children at non-full day school schools, the school is only implementing a half-day learning system and does not provide lunch together at school. There are some children who bring food from home and there are also buy food in the school cafeteria that has been built by health workers so that the types of foods provided are also selected foods that are healthier. Children can choose the food / snacks they like and go home to school they spend more time playing. There are some children whose nutritional status is emaciated and even very thin, possibly due to their parents' socioeconomic status or low parental education so they are unaware of food with balanced nutrition and how to get the right foods.

### IV. CONCLUSIONS AND SUGGESTIONS

#### Conclusion

At Full day School Elementary School, students with normal nutritional status were 26 (70%), obese as 6 respondents (15%) and obese as many as 6 respondents (15%) from total 40 respondents.

Non full day school elementary school found 32 children (88,9%) with normal nutritional status, 3 respondents (8.3%) with skinny nutrition status and 1 very thin (2.8%) of 36 total respondents.

There are differences in nutritional status in elementary school children full day school and non full day school in the area of Puskesmas Paron Ngawi District.

## V. SUGGESTION

To the parents of the students, pay attention to the discipline of their children in consuming healthy food so that they are accustomed from small, so that no health problems that can hamper the learning process so as to achieve achievement and success in their next life.

The school needs to pay attention to the students in the school so as not to consume snacks and can lead and facilitate the consumption of healthy snacks in schools for health which consequently can facilitate teaching and learning activities in schools. Especially for non-fullday schools that organize lunch at school, to pay attention to the diet with balanced nutrition.

For the respondents, after being given counseling about health education about balanced nutrition and consumption of good and correct food, expected to be able to arrange good diet and choose healthy snacks.

To the next researcher, it is necessary to do further research with more sample quantity by using better research design in order to get better result also.

This study is expected to be a reference and reference for further researchers to produce a new study on the level of nutritional intake in elementary school level

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