

Preschool Teachers' Understanding Level About Stunting Mitigation in The ECE Unit, Samarang District, Garut Regency

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ABSTRACT

This research uses a quantitative descriptive method with a survey approach. The sampling technique used purposive sampling with 50 Early Childhood Education (ECE) teachers as respondents from 16 ECE institutions in the Samarang District. Questionnaire format The instrument used was a standard instrument that had been tested and used in the GTK ECE DIKLAT Tiered Application training module version 1.0 in accelerating stunting reduction which was published by GTK ECE Kemendikbudristek. Data was collected through questions with 12 answer method questions with a yes score of 1 and a no score of 0 (zero) using a checklist (V) so that the yes and no answers were used to measure the level of understanding. The results of the research show that the level of understanding of ECE teachers regarding stunting mitigation in Samarang District is in the "Low" category at 70% (35 teachers), "Medium" at 30% (15 teachers), ECE teachers with an understanding of stunting mitigation in the "High" category do not exists (ZERO). The average understanding score is 1.8%, indicating that ECE teachers' understanding of stunting mitigation is "Low". So it can be concluded that the level of understanding of ECE teachers in Samarang District regarding stunting mitigation is relatively low.

Keywords: *ECE Teachers, Stunting, Stunting Mitigation*

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INTRODUCTION

Stunting is a growth and development disorder that occurs in children. This usually occurs due to chronic lack of nutrition in the first 1000 days of a child's life. Generally, children who suffer from stunting will look proportional, but when compared with children their age, they will look shorter or stunted. However, not all children who look short or stunted suffer from stunting. A child is said to be suffering from stunting if his growth and development is below the standard growth curve according to WHO data. A child who suffers from stunting, has very poor growth and development, not only does he look short or stunted, but his intelligence level decreases, he has speech problems and he has difficulty

learning later in life, besides that his immune system is lower so he is easily infected with viruses and bacteria (Priyono 2018).

The Ministry of Education and Culture has organized training through the relevant education services to accelerate the reduction of stunting in districts/cities in Indonesia. This activity is one of a series of processes to strengthen the quality of Early Childhood Education (ECE) teachers through the ECE Teacher Training Program with Nutrition Sensitive Material (stunting prevention) and minimizing the occurrence of stunting and understanding that short and stunted children are something that is common or due to hereditary factors so that understanding about stunting becomes ordinary thing (Rahmadhita 2020). This can be a problem because prevention of stunting is not optimal and is detrimental to children in the future. Central and regional governments need to work together to convey the importance of stunting through sharing activities so that understanding about stunting can be gained by all parties, especially ECE teachers who are at the forefront of accelerating the reduction of stunting in the community (Rahmadhita 2020). Stunting education needs to be provided to the parties so that the information obtained is in accordance with that issued by the Ministry of Education and Culture through the District/City Education Office to ECE Units. With this, all information about stunting and its prevention can be understood directly by teachers, parents and the community. ECE teachers in educational units are expected to understand how parenting patterns and nutritional intake and child growth and development are adapted to government programs to create quality ECE (Fitriani et al. 2022).

The education delivered can increase the knowledge base for educational units, especially for ECE teachers who have been in contact with parents of students using parenting methods and the Early Detection of Growth and Development method so that ECE children can be detected from the start on the child's health and growth and development (Rahmadhita 2020; Saleh et al. 2021). ECE teachers record every growth and development of their students so that preventing stunting in ECE education units can be achieved. One of the activities that can be carried out by the ECE Unit is to collaborate with parents to hold a PMTAS Program (Providing Supplemental Food to School Children) (Nurlaela Sari et al. 2023).

In this regard, the Garut Regency Government, through the Health Service, continues to strive to address the problem of the high number of stunting cases occurring in 20 villages spread across 8 sub-districts, one of which is Samarang Sub-district, Garut Regency. The increase in stunting cases is a serious concern for local governments to resolve the problem and reduce stunting rates. In this case, the National Strategy for Accelerating Stunting Reduction states that Early Childhood Education is one of the Education Units that can provide sensitive intervention in preventing stunting, especially in increasing awareness, commitment and practices of care and nutrition for mothers and children. Intervention in education at an early age, especially at 0-2 years, will help children's brain development, which will complement their physical growth. When a child grows up with

good nutritional intake, stimulation for brain and motor development also needs to be stimulated, so that he grows optimally and avoids stunting. Based on self-assessment, the stunting rate in Garut reached 13.6%, while the Indonesian Health Survey (SKI) data showed the figure was 24.1%, an increase of 0.5% from the previous year (Irwan Rudiawan 2024).

Stunting mitigation is an action to reduce or prevent negative impacts arising from various disaster events or stunting disease outbreaks, health as well as early childhood growth and development levels and malnutrition. Stunting mitigation is the most appropriate action to overcome the problem of stunting which is a very frightening disease for parents. In order to improve preparations for Stunting mitigation in Indonesian society, several methods are needed. Because according to the Ministry of Health, stunting is one of the targets of the Sustainable Development Goals (SDGs) with the aim of eliminating hunger and all forms of malnutrition by 2030 (Serafini et al. 2022).

Efforts to prevent stunting that are being promoted by the Government are the Use of Village Funds, Non-Cash Food Assistance (BPNT), Behavior Change Campaigns and Communication, Early Childhood Education. To prevent stunting, the community must jointly create a Task Force to prevent Stunting Mitigation and record people affected by stunting so that the Task Force determines a target map of Stunting Prone areas (Nurlaela Sari et al. 2023). The tasks of the Stunting Mitigation Task Force are to establish the level of risk for residents affected by Stunting, manage stunting mitigation from community resources, and provide training to residents so that residents can know the characteristics of the impacts and preventive measures. Stunting Mitigation in disaster-prone areas. Stunting disease, response which responds quickly to disasters. Stunting Mitigation is an effort to minimize the dangers posed by disasters. This stage takes place immediately after a disaster occurs. Disaster management plans are implemented with a focus on efforts to help disaster victims and anticipate damage resulting from disasters (Saleh et al. 2021).

Some of the activities carried out by parents and ECE institutions in Samarang District, Garut Regency, have not been optimal because ECE teachers do not have more knowledge about Stunting Mitigation due to the absence of relevant government parties who provide outreach and guidance regarding Understanding Stunting Mitigation specifically for ECE Teachers and There are no books or modules related to the description of understanding Stunting Mitigation in ECE units in detail, even though the Stunting Mitigation Program is very important and is related to the stunting eradication program and how to overcome the impact of Stunting in Samarang District, Garut Regency (Dinas Komunikasi dan Informatika 2024). Researchers as ECE teachers in Samarang District, Garut Regency feel they have the right reasons to know how important it is to understand what we will also apply to children about stunting mitigation. This is because ECE teachers must have knowledge and skills about stimulating the development of early childhood. This knowledge is very important to provide maximum services to children appropriately so that the government program promoting Indonesia ZERO Stunting 2025 will be achieved.

This research focuses on the Level of Understanding of ECE Teachers Regarding Stunting Mitigation in the ECE Unit, Samarang District, Garut Regency. The formulation of the research problem is what is the level of understanding of ECE teachers regarding stunting mitigation in the ECE unit, Samarang District, Garut Regency. Theoretically, the benefits of this research are expected to be able to contribute and contribute ideas regarding the acceleration of stunting reduction, especially stunting mitigation in ECE units. Practically, this research is useful for getting an idea of the effectiveness of implementing stunting prevention so that better policies can be made to support reducing stunting rates.

METHOD

The method used in this research is a survey method and data collection techniques using a choice test in the form of a checklist (V) for answers between yes answers and no answers. To ensure that the research does not deviate from the stated objectives, the researcher created a research design based on an analysis of the problems that exist in each research unit. This design was prepared systematically as a research guide. The sampling technique used in this research is non-probability sampling with purposive sampling technique (Ali Muhson 2014). The aim in question is to survey the level of understanding of ECE teachers regarding stunting mitigation in the ECE unit in Samarang sub-district, Garut Regency, with the condition that the respondent is a ECE teacher (TK/RA/KB) and is a teacher in a ECE unit in the Samarang sub-district environment so that the selection of respondents is carried out by researchers by considering the respondents' requirements. The sample in this study was 15% of the population of 330 so the results were found to be 50 samples of ECE Teachers in Samarang District.

FINDING AND DISCUSSION

In this research, it was analyzed using descriptive statistics with descriptive percentage analysis techniques, in the form of categorization and divided into three categories, namely: high, medium and low. A description of the research results can be seen in the table below (Sugiyono 2015).

Table 3 Frequency Distribution of ECE Teachers' Understanding

NO	INTERVAL	CATEGORY	FREQUENCY	PERCENTAGE (%)
1	$x \leq 2$	Low	35	70
2	$3 \leq x \leq 4$	Medium	15	30
3	$x > 5$	High	0	0
TOTAL			50	100

Based on table 4.3 above, it can be seen that as many as 50 ECE teachers or 70% of ECE teachers have a low level of ability to understand Stunting Mitigation, and 15 ECE teacher respondents or 30% of ECE teachers in Samarang District have a level of ability to understand Stunting Mitigation in the category Medium, and so those who have a high

understanding of stunting mitigation are 0 (zero) %, so that the average (mean) score of respondents from the results of research on Understanding Stunting Mitigation of ECE teachers in Samarang District is 1.8%, which is in the LOW category. Calculating the percentage of respondents uses the following formula (Sugiyono 2018):

$$P = \frac{F}{N} \times 100\%$$

Note: P: Percentage number F: Frequency N: Number of subjects or respondents

The aim of this research is to analyze the level of understanding of ECE teachers in Understanding Stunting Mitigation in Samarang District, which is expressed using a Checklist (v) test with 12 Yes-No answers. Based on the research results, it shows that the level of understanding of ECE teachers regarding Understanding Stunting Mitigation in Samarang District is in the "Low" category. The highest percentage has a "low" understanding, there are 35 teachers or 70%, followed by a "medium" understanding of 30%. or 15 teachers. This data shows that ECE teachers' understanding of Stunting Mitigation in Samarang District is not yet optimal, meaning that the level of ECE teachers' understanding of Stunting Mitigation in Samarang District still needs to be improved.

The results of this research indicate that the level of understanding of stunting mitigation in Samarang District is still relatively low. This is shown by the survey results which show that the majority of ECE teachers in Samarang District still do not understand and know well how to fulfill Stunting Mitigation.

Therefore, based on the findings in this research, efforts need to be made to increase the understanding of ECE teachers so that teachers have better understanding and knowledge in optimizing early childhood development as a whole and comprehensively. In this way, understanding of stunting mitigation in ECE units in Samarang District can increase.

CONCLUSION

Based on the research results which show that the level of understanding of ECE teachers in Samarang District regarding Stunting Mitigation in ECE Units is still low, there are several implications that can be suggested that it is necessary to prepare guidebooks, training modules and carry out training (workshops or training) from the Education Office and Related Services for ECE teachers in Samarang District regarding Stunting Mitigation because this is important to increase teachers' understanding and knowledge in providing fulfillment of Stunting Mitigation in Samarang District, Garut Regency, West Java. Then there is a need for regular sharing sessions between ECE teachers in Samarang District, Garut Regency, West Java to exchange experiences in preparing the curriculum and

implementing it in a holistic, integrative manner in order to increase the competence of ECE teachers regarding the fulfillment of Stunting Mitigation.

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