

**ANALISIS PERAN ORANG TUA TERHADAP PEMBERIAN
GIZI SEIMBANG UNTUK BEKAL ANAK DI PAUD
BINA HARAPAN DESA MUARA TABUN**

SKRIPSI



Sri Nikmatul Azhima
A1F117021

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ABSTRAK

Azhima, Sri Nikmatul. 2021. "Analisis Peran Orang Tua Terhadap Pemberian Gizi Seimbang Untuk Bekal Anak Di PAUD Bina Harapan Desa Muara Tabun": Skripsi, Jurusan Pendidikan Guru Pendidikan Anak Usia Dini, FKIP Universitas Jambi, Pembimbing: (I) Dr. Indryani, S.Pd., M.Pd.I (II) Dr. Haryanto, M. Kes

Penelitian ini bertujuan untuk menganalisis peran orang tua terhadap pemberian gizi seimbang untuk bekal anak di PAUD Bina Harapan Desa Muara Tabun. Bekal makanan adalah makanan yang dimasukkan kedalam kotak atau tempat yang mempermudah dalam pembawaannya, makanan yang sehat dan bergizi seimbang dibutuhkan anak sebagai penunjang dalam beraktivitas sehari-hari, oleh karena itu membiasakan membawa bekal makanan ke sekolah merupakan gaya hidup yang sebaiknya diberikan kepada anak oleh setiap orang tua. Jenis penelitian yang dilakukan adalah penelitian deskriptif kuantitatif. Sampel penelitian ini ialah seluruh orang tua anak di PAUD Bina Harapan desa Muara Tabun dengan jumlah anak sebanyak 35 anak.

Penelitian ini menggunakan pengolahan data dari hasil sebaran angket dari 35 responden yaitu orang tua anak terhadap 25 item pernyataan dari indikator peran orang tua terhadap pemberian gizi seimbang untuk bekal anak di PAUD Bina Harapan Muara Tabun. Kesimpulan pada penelitian ini yaitu analisis peran orang tua terhadap pemberian gizi seimbang untuk bekal anak di PAUD Bina Harapan desa Muara Tabun secara umum berada pada kategori "Baik" dengan berdasarkan presentase hasil sebaran angket mencapai 67%.

Kata kunci : Peran orang tua, gizi seimbang, bekal anak

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KATA PENGANTAR

Puji syukur atas kehadiran Allah Subhanahu wa Ta’ala serta rahmat dan karunia-Nya yang dilimpahkan kepada penulis sehingga penulis dapat menyelesaikan skripsi berjudul “Analisis Peran Orang Tua Terhadap Pemberian Gizi Seimbang Untuk Bekal Anak Di PAUD Bina Harapan Desa Muara Tabun”. dapat terealisasi dengan baik. Skripsi ini disusun sebagai salah satu syarat untuk memperoleh gelar sarjana pendidikan dari Universitas Jambi.

Selanjutnya, penulis menyadari bahwa penyelesaian skripsi ini tidak terlepas dari bantuan dan bimbingan berbagai pihak. Oleh karena itu, penulis menyampaikan ucapan terima kasih kepada:

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6. Bapak Dr. Yantoro, M.Pd Selaku Ketua Jurusan Pendidikan Anak Usia Dini dan Dasar Fakultas Keguruan dan Ilmu Pendidikan Universitas Jambi.
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Akhir kata, dengan segala hormat dan kerendahan hati penulis

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BAB I
PENDAHULUAN

1.1 Latar belakang

Pendidikan sering kali diartikan sebagai usaha manusia untuk membina kepribadiannya sesuai dengan nilai-nilai di dalam masyarakat dan kebudayaannya. Dalam perkembangannya, istilah pendidikan atau paedagogic berarti bimbingan atau pertolongan yang diberikan secara sengaja oleh orang dewasa agar menjadi dewasa. Selanjutnya, pendidikan diartikan sebagai usaha yang dijalankan oleh seseorang atau kelompok orang lain agar menjadi dewasa atau mencapai tingkat hidup atau penghidupan yang lebih tinggi dalam arti mental (Djamaluddin 2014).

Orang tua merupakan sepasang ayah dan ibu yang berperan dalam merawat dan pemenuhan kebutuhan sehari-hari untuk anggota keluarganya. menurut

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Berdasarkan penjelasan diatas anak usia dini seringkali disebut sebagai usia emas “golden age”. Pada masa ini orang tua yang ada disekitar anak harus memiliki kepekaan untuk dapat mengoptimalkan potensi yang ada dalam diri

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teman-temannya, tertarik mempelajari hal baru didapat. Anak mempunyai tingkat aktifitas yang cukup tinggi, maka diperlukan asupan tinggi juga agar tercapai keseimbangan antara jumlah asupan dengan energi yang dikeluarkan dan juga agar kesehatan anak tetap optimal. Hal ini dapat dicapai dengan pemenuhan gizi sesuai umur anak dalam kehidupan sehari-hari Fikriyanti (dalam Wong, 2008).

Makanan yang bergizi akan mempengaruhi perkembangan fisik anak. Oleh karena itu, makanan yang dikonsumsi anak sebaiknya beraneka ragam, dan mengandung berbagai vitamin. Dalam pertumbuhan anak diperlukan gizi yang seimbang, supaya seluruh anggota badan dapat tumbuh secara wajar, pertumbuhan otot dan tulang dapat kuat, sehat dan nantinya bermanfaat. Selain perkembangan fisik, perkembangan psikis juga sangat dipengaruhi oleh kualitas gizi terutama dalam pembentukan pribadi anak. Cipta, rasa, dan karsa anak akan berkembang dan suatu saat akan menjadi matang. Jika psikisnya telah matang diharapkan pribadinya menjadi dewasa, terutama kecerdasan intelektual, kecerdasan spiritual, serta segenap potensi lain yang dimiliki anak (Mariasi, C.

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pada anak harus mengandung zat gizi seimbang Andriani, M (dalam Wirjatmadi B, 2012).

Biasanya bekal yang dibawa anak kesekolah cenderung monoton dan hanya beberapa jenis makanan saja. Masalah pola makanan dan gizi yang sering terjadi di rentang usia anak 3-5 tahun antara lain adalah tidak suka sayuran, pilih-pilih makanan, dan cenderung menyukai “junk food” (Kurniasih dkk, 2010). Pengetahuan orang tua tentang gizi sangat berperan penting menentukan pilihan makanan anak yang bergizi seimbang, karena orang tua yang menyediakan makanan untuk anak, selain itu orang tua juga merupakan orang terdekat yang dapat mendidik dan menjaga pola makan anak.

1.2 Identifikasi masalah

Dari latar belakang diatas dapat disimpulkan identifikasi masalahnya adalah sebagai berikut :

1.2.1 Orang tua abai terhadap pemberian gizi seimbang

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1.3.1 penelitian ini tentang peran orang tua terhadap pemberian gizi seimbang untuk bekal anak

1.3.2 Subjek penelitian ini adalah orang tua anak

1.4 Rumusan masalah penelitian

Berdasarkan latar belakang masalah yang telah dikemukakan di atas, dapat dirumuskan permasalahan penelitian yaitu, Bagaimana peran orang tua terhadap pemberian gizi seimbang untuk bekal anak di Paud Bina Harapan Desa Muara Tabun?

1.5 Tujuan penelitian

Berdasarkan rumusan masalah diatas maka tujuan penelitian adalah Untuk menganalisis peran orang tua terhadap pemberian gizi seimbang untuk bekal anak di Paud Bina Harapan Desa Muara Tabun.

1.6 Manfaat Penelitian

Dengan melakukan penelitian ini diharapkan dapat memberikan

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Hasil penelitian ini dapat memberikan informasi kepada orang tua anak khususnya ibu-ibu untuk memilih dan meberikan bekal makanan bergizi seimbang untuk dibawa anak kesekolah.

1.6.3 Bagi anak:

Dengan diberikannya bekal makanan yang bergizi seimbang sehingga anak dapat tumbuh dan berkembang secara optimal serta mencegah terjadinya berbagai penyakit akibat kurangnya zat gizi dalam tubuh anak.

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BAB II

KAJIAN TEORITIK

2.1 Peran orang tua

2.1.1 Peran orang tua dalam pemberian gizi simbang kepada anak

Orang tua adalah pendidikan pertama bagi anak, oleh sebab itu keterlibatan orang tua dalam lembaga pendidikan anak usia dini sangat diharapkan agar dapat tercapai tujuan pendidikan anak usia dini. Menurut Ki Hadjar Dewantara dalam buku konsep dasar pendidikan anak usia dini, mengingatkan kita bahwa pendidikan merupakan tanggung jawab bersama antara keluarga, sekolah dan masyarakat. Hal senada juga diungkapkan oleh Regio Emilia yang menyatakan bahwa keterlibatan orang tua pada pendidikan anak usia dini merupakan sesuatu yang sangat penting, yang dikenal dengan pendekatan Reggio Emilia. Oleh karena itu, keterlibatan orang tua maupun masyarakat perlu dilibatkan oleh sekolah (TK) dalam rangka mendidik anak usia dini (Mumtakhonah, A. 2019).

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sadar gizi, aktivitas fisik, kesehatan dan peningkatan akses dan mutu pelayanan gizi sesuai dengan kemajuan ilmu pengetahuan dan teknologi.

Berdasarkan pemaparan diatas dapat disimpulkan bahwa anak-anak adalah peniru yang handal. Karena itu, orang tua harus memiliki kebiasaan makan yang sehat agar anak-anak juga terbiasa dengan pola makan yang sehat. Orang tua sebaiknya dapat memberikan pengertian dan membiasakan diri mengkonsumsi makanan yang diperlukan tubuh, bukan sekedar makanan yang disukai. Dengan demikian orang tua bisa menjadi contoh pelaku hidup sehat bagi anak-anaknya.

Makanan yang diberikan untuk anak haruslah memenuhi hal-hal sebagai berikut :

1. Memenuhi kecukupan energi dan zat gizi sesuai umur.
2. Susunan hidangan disesuaikan dengan menu seimbang, bahan makanan setempat, kebiasaan makan, dan selera makan.
3. Bentuk dan porsi makan disesuaikan dengan daya terima, toleransi, dan

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- (1) bahan makanan pokok sebagai sumber zat tenaga,
- (2) bahan makanan lauk pauk sebagai sumber zat pembangun,
- (3) bahan makanan sayuran sebagai zat pengatur,
- (4) bahan makanan buah-buahan, serta
- (5) susu dan telur.

Pemberian makanan bergizi ini sangat penting bagi anak usia dini. Karena untuk mengetahui sejauh mana perkembangan anak dalam mengkonsumsi makanan yang disesuaikan dengan usia anak. Tanpa ada pemberian makanan yang bergizi maka akan terganggu pertumbuhan anak baik fisik maupun mentalnya. Untuk itu sebagai pendidik maupun orang tua harus mengetahui cara pemberian gizi yang sehat terhadap anak pada setiap tahapan perkembangan anak.

Santoso dalam buku Kesehatan dan Gizi (2013:123) pemberian makanan yang baik kepada anak juga mempunyai tujuan sebagai berikut :

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makanan yang di konsumsi anak, terutama karbohidrat, lemak, dan protein merupakan sumber energi yang dibutuhkan untuk semua aktivitas anak.

Menurut Cakrawati (dalam Tejasari 2005:8) zat gizi diklasifikasikan ke dalam enam kelompok besar yaitu karbohidrat, protein, lemak, vitamin, mineral dan air.

1. Karbohidrat

Senyawa karbohidrat merupakan bagian terbesar dari senyawa organik, hal ini dikarenakan karbohidrat merupakan bahan pembentuk tumbuh-tumbuhan yang juga terdapat dalam hewan, namun dengan jumlah yang tertentu. Karbohidrat dibagi dalam tiga golongan yaitu Monosakarida (Glukosa), Oligosakarida (Glikogen) dan Polisakarida (Selulosa). Kebutuhan karbohidrat untuk anak sebanyak 60-70% dari energi total. (Waluyo, 2010: 75)

2. Protein

Protein merupakan zat yang dibutuhkan oleh tubuh, karena struktur

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margarine, coklat manis dan buah alpukat. Dibutuhkan tubuh 15-20%.
(Uripi, 2004:15).

4. Vitamin

Vitamin adalah zat organik esensial yang dibutuhkan oleh tubuh dengan jumlah yang sedikit sebagai pemelihara kesehatan dan pertumbuhan. Vitamin dibedakan menjadi dua berdasarkan kategori larut air dan larut lemak, vitamin larut air adalah thiamin (vitamin B1), riboflavin (vitamin B2), piridoksi (vitamin B6), niasin, folasin, asam pantotenat, biotin dan sianokobalamin serta asam askorbat (vitamin C). untuk vitamin larut lemak ialah retinol (vitamin A), kaliferol (vitamin D), tokoferol (vitamin E) dan vitamin K.

a) Thiamin (Vitamin B1)

Vitamin ini berperan sebagai perangsang nafsu makan, selain memacu pertumbuhan dan kesehatan syaraf. Namun vitamin ini juga bisa menyebabkan penyakit beri-beri.

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d) Niasin

Vitamin ini berfungsi dalam otak dan peredaran darah, jika kekurangan vitamin ini bisa menyebabkan sakit kepala, sakit pada gangguan anggota badan, lesu dan tidak bersemangat serta gangguan pencernaan.

e) Asam Folat

Vitamin ini melindungi anak dari serangan cacing atau parasit yang terdapat dalam saluran cerna. Selain itu vitamin ini berperan dalam pembentukan sel darah merah dan pertumbuhan, kekurangan vitamin ini bisa menyebabkan anemia dan hambatan pertumbuhan.

f) Siano-kobalamin

Vitamin ini dikenal sebagai B12, yang bekerja sama dengan

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sangat diperlukan anak dalam pengobatan dengan antibiotic untuk jangka waktu yang lama. Vitamin B5 mampu mengurangi racun yang dihasilkan oleh obat tersebut.

h) Biotin

Vitamin ini mampu mencegah penyakit eksem (bintik merah dan terasa gatal) pada kulit kepala bayi, yang sering ditemui

5. Mineral dan Air

Mineral dan air sebagai zat pengatur, dibutuhkan tubuh dalam jumlah yang besar. Mineral digunakan anak sebagai salah faktor yang menunjang pertumbuhannya, mineral yang berguna antara lain: kalsium, besi, iodium, flour dan fosfor. Kebutuhan air pada anak sehat usia 4-5 tahun adalah 100-110 ml per kg berat badan sehari Persagi (dalam Uripi, 2004:17)

2.2.2 Fungsi gizi

Menurut Dudek (dalam Uripi 2004:17) Fungsi zat gizi secara umum

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1. Karbohidrat

Karbohidrat dalam makanan dapat berbentuk pati seperti yang terdapat dalam sereal atau pun gula seperti yang terkandung dalam buah-buahan. Fungsi dari karbohidrat adalah menyediakan energi yang dibutuhkan tubuh. Kelebihan karbohidrat, disimpan sebagai glikogen atau diubah menjadi lemak yang siap diubah kembali menjadi energi ketika tubuh membutuhkannya. Selain itu fungsi karbohidrat didalam tubuh adalah :

- a. Melindungi protein agar tidak dibakar sebagai penghasil energi. Bila karbohidrat yang dikonsumsi tidak mencukupi untuk kebutuhan energi dan jika tidak cukup terdapat lemak didalam makanan atau cadangan lemak yang disimpan di dalam tubuh, maka protein akan menggantikan fungsi karbohidrat.
- b. Membantu metabolisme lemak dan protein, dengan demikian dapat mencegah terjadinya ketosis dan pemecahan protein yang berlebihan.

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Kalsium, fosfor, besi, iodin, merupakan sebagian mineral yang ditemukan dalam bahan pangan dalam bentuk komposisi organik dan anorganik. Mineral dibutuhkan dalam pembentukan tubuh seperti pembentukan tulang, gigi dan struktur jaringan. Mineral juga berperan dalam pengaturan proses metabolisme dalam tubuh seperti kontraksi otot, stimulus saraf, dan lain-lain.

5. Vitamin

Vitamin yang ada dalam makanan terdiri atas vitamin larut lemak

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Yetti Wira (dalam Djoko Pekik Irianto 2006: 65) gizi seimbang adalah “Ekspresi dari keadaan keseimbangan dalam bentuk variabel tertentu atau dapat dikatakan bahwa status gizi merupakan indikator baik buruknya penyediaan makanan sehari-hari”. Status gizi yang baik diperlukan untuk mempertahankan derajat kebugaran dan kesehatan, membantu pertumbuhan bagi anak, serta menunjang prestasi olahraga.

Berdasarkan penjelasan diatas gizi seimbang (*Balanced Diet*) adalah susunan pangan sehari-hari yang mengandung zat gizi dalam jenis dan jumlah yang sesuai dengan kebutuhan tubuh, dengan memperhatikan prinsip keanekaragaman pangan, aktivitas fisik, perilaku hidup bersih dan mempertahankan berat badan normal untuk mencegah masalah gizi

X

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pemberi tenaga atau energi, penyokong pertumbuhan, pembangun dan pemelihara jaringan tubuh serta pengatur metabolisme (Santoso, 2013: 123).

Lestari, D (2017) nutrisi makanan sangat bermanfaat bagi tubuh dalam membantu proses pertumbuhan dan perkembangan anak serta mencegah terjadinya penyakit akibat kurang nutrisi pada tubuh seperti kekurangan energi dan protein, anemia, defisiensi yodium, defisiensi seng, defisiensi vitamin A yang menghambat proses tumbuh kembang anak. Sumber tenaga nutrisi dapat diperoleh dari karbohidrat sebesar 50-55%, dari lemak 30-35% dan protein sebanyak 15%. Pemenuhan nutrisi pada anak harus seimbang dan mengandung semua zat gizi yang diperlukan tubuh.

Menu makanan sehat memiliki syarat, menurut Santoso dalam buku Kesehatan dan Gizi (2013:123) yaitu :

1) Mengandung makanan yang memuaskan selera makan serta memberikan rasa kenyang.

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KMS (Kartu Menuju Sehat) adalah alat yang penting untuk memantau tumbuh kembang anak. Aktivitas pemantauan tidak hanya menimbang dan mencatat saja melainkan juga harus menginterpretasikan tumbuh kembang anak kepada ibunya, sehingga ibu memahami bahwa pertumbuhan anak dapat diamati dengan cara menimbang teratur setiap bulan. KMS yang ada di Indonesia pada saat ini berdasarkan Baku WHO 2005 (WHO child Growth Standard 2005/WHOMGRS/WHO Anthro 2005). KMS dapat menggambarkan pola pertumbuhan anak yang teratur dan koheren (Soetjiningsih, 2013).

Depkes RI (2010) grafik pertumbuhan yang terdapat pada KMS digunakan untuk memantau pertumbuhan bayi setiap bulannya apakah bayi tumbuh normal atau mengalami gangguan pertumbuhan. Bila grafik berat badan bayi mengikuti grafik pertumbuhan pada KMS artinya anak tumbuh baik, kecil resiko anak untuk mengalami gangguan pertumbuhan. Sebaliknya bila grafik berat badan tidak sesuai dengan grafik pertumbuhan anak kemungkinan beresiko mengalami gangguan pertumbuhan.

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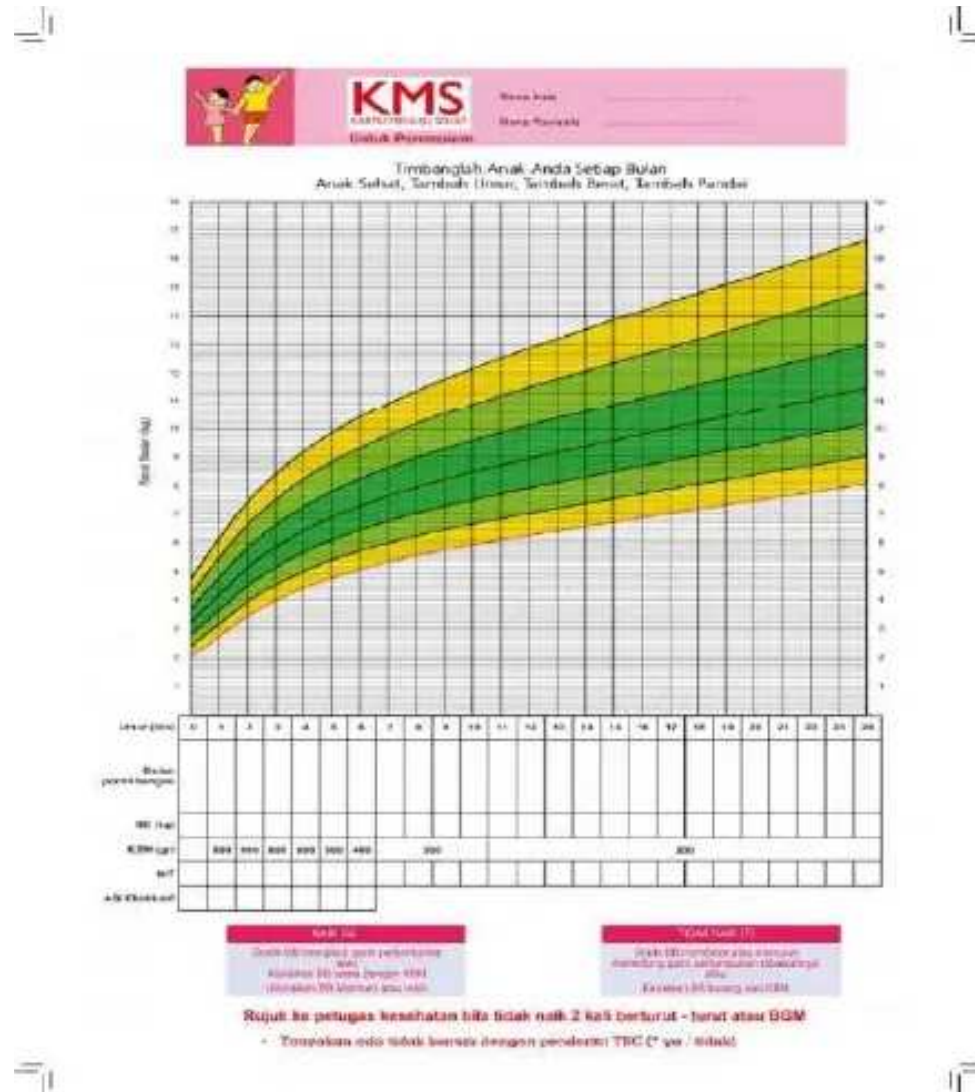
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gambar 2. 1 KMS Anak



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Bedasarkan penjelasan diatas bahwa bekal makanan adalah makanan yang dimasukkan kedalam kotak atau tempat yang mempermudah dalam pembawaan, selain itu penyusunan menu makanan juga bisa mempengaruhi ketertarikan dalam mengkonsumsinya, makanan yang sehat dibutuhkan anak sebagai penunjang dalam beraktivitas sehari-hari, oleh karena itu pemenuhan makanan yang menyehatkan bisa melalui bekal makanan yang dibawa anak kesekolah.

2.4 Penelitian Relevan

Untuk menghindari duplikasi, penelitian melakukan penelusuran terhadap penelitian-penelitian terdahulu. Dari hasil penelusuran penelitian terdahulu tersebut didapat beberapa penelitian yang berkaitan dengan masalah yang akan diteliti. Yaitu:

1. Penelitian diambil dari Aolia Mumtakhonah (2019) dengan judul “Program Kerjasama Orang Tua dan Guru Dalam Pemberian Makanan Gizi Seimbang Di Tk Diponerogo 51 Batuanten Kecamatan Cilongok

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formal (secara resmi) dan komunikasi non formal (tidak resmi). Dan keanekaragaman menu yang di rencanakan setiap minggunya di TK Diponegoro 51 Batuanten sesuai dengan anjuran gizi seimbang, hal ini

dapat mengoptimalkan dalam program pemberian makanan gizi seimbang.

2. Penelitian diambil dari Desi Lestari (2017) dengan judul “Pemahan orang tua tentang pemenuhan gizi anak melalui Lunch box (bekal makanan) di kelompok bermain IT Sekargading Semarang” dari penelitian ini mendeskripsikan mengenai pola konsumsi sayur dan buah anak usia 4-5 tahun pada masyarakat pesisir desa Randusanga Kulon Brebes. Hasil analisis data konsumsi sayur meliputi (1) jenis sayur yang tersedia (sayur asem, sop, dan tumis kangkung); (2) jenis buah yang tersedia (pisang, jeruk, dan kelengkeng); (3) jumlah sayur dan buah yang tersedia (untuk sayur hanya satu mangkuk berukuran sedang dan untuk buah hanya beberapa buah saja). Tujuan didalam penelitian tersebut adalah mengetahui tingkat konsumsi buah dan sayur pada masyarakat pesisir

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BAB III
METODE PENELITIAN

3.1 Tempat dan waktu penelitian

Penelitian ini dilaksanakan di PAUD Bina Harapan Desa Muara Tabun.
Penelitian ini dilakukan pada Semester Genap.

3.2 Populasi dan sampel

3.2.1 Populasi

Populasi adalah merupakan wilayah generalisasi yang terdiri dari obyek/subyek yang memiliki kuantitas dan karakteristik tertentu yang ditetapkan oleh peneliti untuk dipelajari dan kemudian ditarik kesimpulannya. Menurut Ismiyanto populasi adalah keseluruhan subjek atau totalitas subjek penelitian yang dapat berupa orang, benda, suatu hal yang di dalamnya dapat diperoleh dan atau dapat memberikan informasi (data) penelitian. Populasi dalam penelitian ini seluruh orang tua anak di Paud Bina Harapan Desa Muara Tabun.

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		membiasakan diri mengkonsumsi makanan yang diperlukan tubuh 2. Orang tua memberikan stimulasi gizi yang intensif		
	Fasilitator	1. Orang tua memberikan nutrisi yang cukup 2. Orang tua mengurangi pemberian makanan yang kurang bergizi 3. Orang tua memperhatikan kebersihan makanan anak 4. Orang tua membuat kreasi bekal dengan	16,17,18,19,20,21,22,23, 24,25	10

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Dimana : P = Persentase jawaban (presentase yang dicari dalam kategori tertentu)

f = Frekuensi jawaban responden

N = Total frekuensi (jumlah seluruh responden)

Tabel 3.4 Kriteria Penafsiran

No	Persentase	Tingkatan
1.	89-100%	Sangat baik
2.	60-80%	Baik
3.	41-59%	Sedang
4.	12-40%	Kurang baik
5.	0-12%	Tidak baik

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BAB IV

HASIL DAN PEMBAHASAN PENELITIAN

4.1 Deskripsi data

Penelitian ini merupakan penelitian kuantitatif yang dilaksanakan di PAUD Bina Harapan desa Muara Tabun. Metode analisis data menggunakan teknik statistik deskriptif. Dekripsi data disini merupakan upaya yang dilakukan untuk menerangkan hasil yang ditemui dari penelitian yang menerangkan secara rinci berupa data-data yang akan dipaparkan dengan baik. Data-data tersebut akan memudahkan pembaca untuk memahami hasil dari temuan penelitian ini. Adapaun hasil yang dipaparkan disini yaitu terkait mengenai indikator peran orang tua terhadap pemberian gizi seimbang untuk bekal anak ke sekolah sebagai berikut :

4.1.1 Deskripsi data hasil secara umum

Hasil sebaran angket dari 35 responden orang tua dari 35 orang anak

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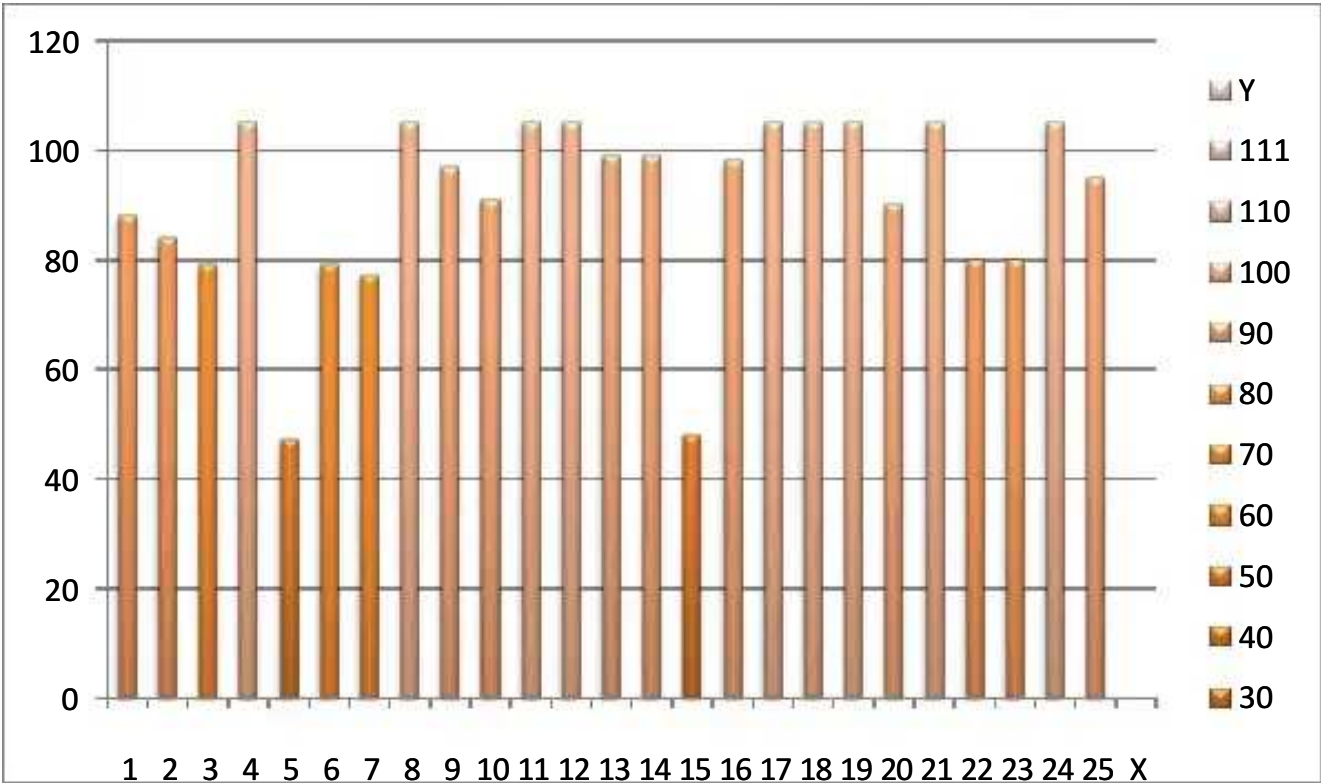
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Gambar 4.1 perolehan skor responden dalam analisis peran orang tua terhadap pemberian gizi seimbang untuk bekal anak di PAUD Bina Harapan desa Muara Tabun



Tabel 4.1 Deskripsi Data Sebaran Angket Secara Umum

NO	SM	KM	TM	Jumlah	NO	SM	KM	TM	Jumlah
1	23	7	5	35	14	17	10	8	35
2	18	12	6	35	15	0	13	22	35

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NO	SM	KM	TM	Jumlah	NO	SM	KM	TM	Jumlah
11	35	0	0	35	24	35	0	0	35
12	35	0	0	35	25	25	10	0	35
13	17	10	8	35					
Jumlah						531	179	105	35

Catatan :

- SM : Sudah Menerapkan (3)
- KM : Kadang Menerapkan (2)
- TM : Tidak Menerapkan (1)

Jadi dari pengolahan data hasil sebaran angket secara umum diatas, maka dapat disimpulkan jumlah jawaban “SM” adalah 531, jawaban “KM” adalah 179, jawaban “TM” adalah 105. Kemudian data yang telah terkumpul diolah dengan statistik, maka diperoleh hasil perhitungan seperti pada tabel 4.2 berikut ini:

Jawaban responden											
NO	SM			KM			TM			Jumlah	
	F	B	%	F	B	%	F	B	%	F	B
5	0	0	0	12	24	34,28	23	23	65,71	30	47
6	16	48	45,71	12	24	34,28	7	7	20	30	79
7	12	36	34,28	18	36	51,42	5	5	14,28	30	77
8	35	105	100	0	0	0	0	0	0	30	105
9	27	81	77,14	8	16	22,85	0	0	0	30	97
10	21	63	60	14	28	40	0	0	0	30	91
11	35	105	100	0	0	0	0	0	0	30	105
12	35	105	100	0	0	0	0	0	0	30	105
13	17	71	48,57	10	20	28,57	8	8	22,85	30	99
14	17	71	48,57	10	20	28,57	8	8	22,85	30	99
15	0	0	0	13	26	37,14	22	22	62,85	30	48

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Tabel 4.3 Distribusi Data Hasil Sebaran Angket pada Aspek orang tua sebagai pembimbing

Jawaban responden											
NO	SM			KM			TM			Jumlah	
	F	B	%	F	B	%	F	B	%	F	B
1	23	69	65,71	7	14	20	5	5	14,28	30	88
2	18	54	51,42	12	24	34,28	6	6	17,14	30	84
3	17	51	48,57	10	20	28,57	8	8	22,85	30	79
4	35	105	100	0	0	0	0	0	0	30	105
5	0	0	0	12	24	34,28	23	23	65,71	30	47
6	16	48	45,71	12	24	34,28	7	7	20	30	79
7	12	36	34,28	18	36	51,42	5	5	14,28	30	77
Jumlah											559
Rata-rata											80%

Dari tabel 4.3 terlihat bahwa persentase frekuensi jawaban dari 7 item

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Pada item pernyataan nomor 2 peneliti menemukan, bahwa sebagian orang tua 51,42% termasuk dalam kategori “sudah menerapkan” membekali buah-buahan seperti jeruk, strawberi, dll kepada anak dengan bobot 54, sebanyak 34,28% orang tua termasuk dalam kategori “kadang menerapkan” membekali buah-buahan seperti jeruk, strawberi, dll kepada anak dengan bobot 24, dan sebanyak 17,14% orang tua termasuk dalam kategori “tidak menerapkan” membekali buah-buahan seperti jeruk, strawberi, dll kepada anak dengan bobot 6.

Pada item pernyataan nomor 3 peneliti menemukan, bahwa sebagian orang tua 48,57% termasuk dalam kategori “sudah menerapkan” memberikan sayuran dalam kotak makanan anak seperti sayur bayam, brokoli, dll dengan bobot 51,

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dengan bobot 0, dan sebanyak 0% orang tua termasuk dalam kategori “tidak menerapkan” membuat menu yang berbeda setiap harinya dengan bobot 0.

Pada item pernyataan nomor 5 peneliti menemukan, bahwa sebagian orang tua 0% termasuk dalam kategori “sudah menerapkan” membuat bekal untuk anak dengan sereal dan buah dengan bobot 0, sebanyak 34,28% orang tua termasuk dalam kategori “kadang menerapkan” membuat bekal untuk anak dengan sereal dan buah dengan bobot 24, dan sebanyak 65,71% orang tua termasuk dalam kategori “tidak menerapkan” membuat bekal untuk anak dengan sereal dan buah dengan bobot 23.

Pada item pernyataan nomor 6 peneliti menemukan, bahwa sebagian orang tua 45,71% termasuk dalam kategori “sudah menerapkan” membuat menu sayuran yang bervariasi yang disukai anak dengan bobot 48, sebanyak 34,28% orang tua termasuk dalam kategori “kadang menerapkan” membuat menu sayuran yang bervariasi yang disukai anak dengan bobot 24, dan sebanyak 20%

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2. Analisis Peran Orang Tua Terhadap Pemberian Gizi Seimbang Untuk Bekal Anak Di PAUD Bina Harapan Pada Aspek Orang Tua Sebagai motivator

Berdasarkan distribusi data angket secara umum di atas, maka dapat dilihat bahwa pada aspek orang tua sebagai motivator yang berkaitan dengan kemampuan orang tua mencontohkan dan membiasakan diri mengkonsumsi makanan yang dibutuhkan tubuh dan memberikan stimulasi gizi yang intensif untuk anak. Hasil jawaban responden mengenai indikator tersebut akan disajikan pada tabel 4.4 sebagai berikut:

Tabel 4.4 Distribusi Data Hasil Sebaran Angket pada Aspek orang tua sebagai motivator

Jawaban responden											
NO	SM			KM			TM			Jumlah	
	F	B	%	F	B	%	F	B	%	F	B
8	35	105	100	0	0	0	0	0	0	30	105

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Pada item pernyataan nomor 8 peneliti menemukan, bahwa sebagian orang tua 100% termasuk dalam kategori “sudah menerapkan” memberikan makanan yang mengandung karbohidrat seperti nasi, mie, dll dengan bobot 105, sebanyak 0% orang tua termasuk dalam kategori “kadang menerapkan” memberikan makanan yang mengandung karbohidrat seperti nasi, mie, dll dengan bobot 0, dan

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Pada item pernyataan nomor 11 peneliti menemukan, bahwa sebagian orang tua 100% termasuk dalam kategori “sudah menerapkan” menyediakan porsi makanan sesuai dengan kebutuhan tubuh anak dengan bobot 105, sebanyak 0% orang tua termasuk dalam kategori “kadang menerapkan” menyediakan porsi makanan sesuai dengan kebutuhan tubuh anak dengan bobot 0, dan sebanyak 0% orang tua termasuk dalam kategori “tidak menerapkan” menyediakan porsi

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Pada item pernyataan nomor 14 peneliti menemukan, bahwa sebagian orang tua 48,57% termasuk dalam kategori “sudah menerapkan” menyiapkan susu untuk bekal anak sehingga diperoleh dengan bobot 71, sebanyak 28,57% orang tua termasuk dalam kategori “kadang menerapkan” menyiapkan susu untuk bekal anak sehingga diperoleh dengan bobot 10, dan sebanyak 22,85% orang tua termasuk dalam kategori “tidak menerapkan” menyiapkan susu untuk bekal anak sehingga diperoleh dengan bobot 8.

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Berdasarkan distribusi data angket secara umum di atas, maka dapat dilihat bahwa pada aspek orang tua sebagai fasilitator yang berkaitan dengan kemampuan orang tua mampu memberikan nutrisi yang cukup, mengurangi pemberian makanan yang kurang bergizi, memperhatikan kebersihan makanan anak, serta orang tua mampu membuat kreasi bekal dengan menu sayuran dan buah-buahan. Hasil jawaban responden mengenai indikator tersebut akan disajikan pada tabel 4.5 sebagai berikut:

Tabel 4.4 Distribusi Data Hasil Sebaran Angket pada Aspek orang tua sebagai fasilitator

Jawaban responden											
NO	SM			KM			TM			Jumlah	
	F	B	%	F	B	%	F	B	%	F	B
16	28	84	80	7	14	20	0	0	0	30	98
17	35	105	100	0	0	0	0	0	0	30	105
18	35	105	100	0	0	0	0	0	0	30	105

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Pada item pernyataan nomor 18 peneliti menemukan, bahwa sebagian orang tua 100% termasuk dalam kategori “sudah menerapkan” memperhatikan kebersihan bahan makanan untuk anak dengan bobot 105, sebanyak 0% orang tua termasuk dalam kategori “kadang menerapkan” memperhatikan kebersihan bahan makanan untuk anak dengan bobot 0, dan sebanyak 0% orang tua termasuk dalam kategori “tidak menerapkan” memperhatikan kebersihan bahan makanan untuk anak dengan bobot 0.

Pada item pernyataan nomor 19 peneliti menemukan, bahwa sebagian orang tua 100% termasuk dalam kategori “sudah menerapkan” memperhatikan kebersihan kotak makanan anak dengan bobot 105, sebanyak 0% orang tua termasuk dalam kategori “kadang menerapkan” memperhatikan kebersihan kotak makanan anak dengan bobot 0, dan sebanyak 0% orang tua termasuk dalam kategori “tidak menerapkan” memperhatikan kebersihan kotak makanan anak dengan bobot 0.

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Pada item pernyataan nomor 22 peneliti menemukan, bahwa sebagian orang tua 48,57% termasuk dalam kategori “sudah menerapkan” mengurangi bekal makanan yang tinggi gula seperti aneka kue (brownis, coklat, dll) dengan

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bobot 16, dan sebanyak 28,57% orang tua termasuk dalam kategori “tidak menerapkan” mengurangi bekal makanan yang terlalu berminyak seperti gorengan dengan bobot 10.

Pada item pernyataan nomor 24 peneliti menemukan, bahwa sebagian orang tua 100% termasuk dalam kategori “sudah menerapkan” memberikan makanan anak yang kaya vitamin dengan bobot 105, sebanyak 0% orang tua termasuk dalam kategori “kadang menerapkan” memberikan makanan anak yang kaya vitamin dengan bobot 0, dan sebanyak 0% orang tua termasuk dalam kategori “tidak menerapkan” memberikan makanan anak yang kaya vitamin dengan bobot 0.

Pada item pernyataan nomor 25 peneliti menemukan, bahwa sebagian orang tua 71,42% termasuk dalam kategori “sudah menerapkan” mengurangi bekal makanan hanya dengan mie instan saja dengan bobot 75, sebanyak 28,57% orang tua termasuk dalam kategori “kadang menerapkan” mengurangi bekal

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Berdasarkan hasil pengolahan data yang diperoleh dari penyebaran angket terhadap 35 responden, kemudian diolah dengan menggunakan teknik statistik, maka diperoleh hasil penelitian yang disajikan pada gambar 4.2 dimana akan terlihat rata-rata persentase frekuensi jawaban responden pada masing-masing indikator dari 25 item pernyataan analisis peran orang tua terhadap pemberian gizi seimbang untuk bekal anak di PAUD Bina Harapan desa Muara Tabun yang menunjukkan bahwa peran orang tua terhadap pemberian gizi seimbang untuk bekal anak memiliki kualitas “Baik”.

Tabel 4.5 Hasil Angket Peran orang tua terhadap pemberian gizi seimbang untuk bekal anak di PAUD Bina Harapan desa Muara Tabun

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sesuaikan dengan indikator peran orang tua yang tercantum dalam (Arifin 1992) yaitu orang tua sebagai pembimbing, motivator, dan fasilitator.

1. Analisis Peran Orang Tua Terhadap Pemberian Gizi Seimbang Untuk Bekal Anak Di PAUD Bina Harapan Pada Aspek Orang Tua Sebagai Pembimbing

Presentase frekuensi jawaban dari 25 item pernyataan mengenai analisis peran orang tua terhadap pemberian gizi seimbang untuk bekal anak di PAUD Bina Harapan desa Muara Tabun pada aspek mengenal orang tua sebagai pembimbing dengan capaian sebesar 80%. Hal ini dibuktikan dengan pengolahan angket sebagaimana telah dijabarkan pada tabel diatas analisis peran orang tua terhadap pemberian gizi seimbang untuk bekal anak di PAUD Bina Harapan desa Muara Tabun yang meliputi orang tua sudah mampu orang tua membiasakan anak makan sayur dan buah-buahan, serta mengajak anak membuat kreasi bekal yang bergizi.

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pada pada masa pertumbuhan dan perkembangan. Penting bagi orang tua untuk selalu memperhatikan asupan gizi yang dibutuhkan oleh anak di masa golden age.

Pada item pernyataan nomor 1 peneliti menemukan, bahwa sebagian orang tua 65,71% termasuk dalam kategori “sudah menerapkan” dengan bobot 69, sebanyak 20% orang tua termasuk dalam kategori “kadang menerapkan” dengan bobot 14, dan sebanyak 14,28% orang tua termasuk dalam kategori “tidak menerapkan” dengan bobot 5 untuk item pernyataan orang tua mampu membuat kreasi berbagai bentuk dari olahan makanan.

Pada item pernyataan nomor 2 peneliti menemukan, bahwa sebagian orang tua 51,42% termasuk dalam kategori “sudah menerapkan” dengan bobot 54, sebanyak 34,28% orang tua termasuk dalam kategori “kadang menerapkan” dengan bobot 24, dan sebanyak 17,14% orang tua termasuk dalam kategori “tidak menerapkan” dengan bobot 6 untuk item pernyataan orang tua mampu membekali buah-bauhan seperti jeruk, strawberi, dll.

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sebanyak 0% orang tua termasuk dalam kategori “kadang menerapkan” dengan bobot 0, dan sebanyak 0% orang tua termasuk dalam kategori “tidak menerapkan” dengan bobot 0 untuk item pernyataan orang tua mampu membuat menu yang berbeda setiap harinya.

Pada item pernyataan nomor 5 peneliti menemukan, bahwa sebagian orang tua 0% termasuk dalam kategori “sudah menerapkan” dengan bobot 0, sebanyak 34,28% orang tua termasuk dalam kategori “kadang menerapkan” dengan bobot 24, dan sebanyak 65,71% orang tua termasuk dalam kategori “tidak menerapkan” dengan bobot 23 untuk item pernyataan orang tua mampu membuat bekal untuk anak dengan sereal dan buah.

Pada item pernyataan nomor 6 peneliti menemukan, bahwa sebagian orang tua 45,71% termasuk dalam kategori “sudah menerapkan” dengan bobot 48, sebanyak 34,28% orang tua termasuk dalam kategori “kadang menerapkan” dengan bobot 24, dan sebanyak 20% orang tua termasuk dalam kategori “tidak

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2. Analisis Peran Orang Tua Terhadap Pemberian Gizi Seimbang Untuk Bekal Anak Di PAUD Bina Harapan Pada Aspek Orang Tua Sebagai motivator

Presentase frekuensi jawaban dari 25 item pernyataan mengenai analisis peran orang tua terhadap pemberian gizi seimbang untuk bekal anak di PAUD Bina Harapan desa Muara Tabun pada aspek mengenal orang tua sebagai motivator dengan capaian sebesar 93%. Hal ini dibuktikan dengan pengolahan angket sebagaimana telah dijabarkan pada tabel diatas analisis peran orang tua terhadap pemberian gizi seimbang untuk bekal anak di PAUD Bina Harapan desa Muara Tabun yang meliputi orang tua sudah mampu mencontohkan dan membiasakan diri mengkonsumsi makanan yang dibutuhkan tubuh dan memberikan stimulasi gizi yang intensif untuk anak.

Fakta tersebut di dukung dengan pendapat Brown et al, (2004: 262) yang menyatakan bahwa menemukan hubungan antara motivasi ibu tentang kesehatan

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Pada item pernyataan nomor 8 peneliti menemukan, bahwa sebagian orang tua 100% termasuk dalam kategori “sudah menerapkan” dengan bobot 105, sebanyak 0% orang tua termasuk dalam kategori “kadang menerapkan” dengan bobot 0, dan sebanyak 0% orang tua termasuk dalam kategori “tidak menerapkan” dengan bobot 0 untuk item pernyataan orang tua mampu memberikan makanan yang mengandung karbohidrat seperti nasi, mie, dll.

Pada item pernyataan nomor 9 peneliti menemukan, bahwa sebagian orang tua 77,14% termasuk dalam kategori “sudah menerapkan” dengan bobot 81, sebanyak 22,85% orang tua termasuk dalam kategori “kadang menerapkan” dengan bobot 16, dan sebanyak 0% orang tua termasuk dalam kategori “tidak menerapkan” dengan bobot 0 untuk item pernyataan orang tua mampu memberikan makanan yang mengandung protein seperti ikan, telur, tempe, dll.

Pada item pernyataan nomor 10 peneliti menemukan, bahwa sebagian orang tua 60% termasuk dalam kategori “sudah menerapkan” dengan bobot 63,

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dengan bobot 0 untuk item pernyataan orang tua mampu menyediakan porsi makanan sesuai dengan kebutuhan tubuh anak.

Pada item pernyataan nomor 12 peneliti menemukan, bahwa sebagian orang tua 100% termasuk dalam kategori “sudah menerapkan” dengan bobot 105, sebanyak 0% orang tua termasuk dalam kategori “kadang menerapkan” dengan bobot 0, dan sebanyak 0% orang tua termasuk dalam kategori “tidak menerapkan” dengan bobot 0 untuk item pernyataan orang tua mampu memasak makanan untuk anak sendiri (tidak beli diluar).

Pada item pernyataan nomor 13 peneliti menemukan, bahwa sebagian orang tua 48,57% termasuk dalam kategori “sudah menerapkan” dengan bobot 71, sebanyak 28,57% orang tua termasuk dalam kategori “kadang menerapkan” dengan bobot 20, dan sebanyak 22,85% orang tua termasuk dalam kategori “tidak menerapkan” dengan bobot 8 untuk item pernyataan orang tua mampu menyiapkan susu untuk bekal anak sehingga diperoleh.

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Bekal Anak Di PAUD Bina Harapan Pada Aspek Orang Tua Sebagai fasilitator

Presentase frekuensi jawaban dari 25 item pernyataan mengenai analisis peran orang tua terhadap pemberian gizi seimbang untuk bekal anak di PAUD Bina Harapan desa Muara Tabun pada aspek mengenal orang tua sebagai fasilitator dengan capaian sebesar 96%. Hal ini dibuktikan dengan pengolahan angket sebagaimana telah dijabarkan pada tabel diatas analisis peran orang tua terhadap pemberian gizi seimbang untuk bekal anak di PAUD Bina Harapan desa Muara Tabun yang meliputi orang tua sudah mampu membiasakan membawa bekal makanan kepada anak dengan memberikan nutrisi yang cukup, mengurangi pemberian makanan yang kurang bergizi, memperhatikan kebersihan makanan

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Pada item pernyataan nomor 16 peneliti menemukan, bahwa sebagian orang tua 80% termasuk dalam kategori “sudah menerapkan” dengan bobot 84, sebanyak 20% orang tua termasuk dalam kategori “kadang menerapkan” dengan bobot 14, dan sebanyak 0% orang tua termasuk dalam kategori “tidak menerapkan” dengan bobot 0 untuk item pernyataan orang tua mampu membatasi pemberian jajanan ringan seperti ciki-ciki, wafer, dll.



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bobot 0, dan sebanyak 0% orang tua termasuk dalam kategori “tidak menerapkan” dengan bobot 0 untuk item pernyataan orang tua mampu memperhatikan makanan untuk anak.

Pada item pernyataan nomor 19 peneliti menemukan, bahwa sebagian orang tua 100% termasuk dalam kategori “sudah menerapkan” dengan bobot 105, sebanyak 0% orang tua termasuk dalam kategori “kadang menerapkan” dengan bobot 0, dan sebanyak 0% orang tua termasuk dalam kategori “tidak menerapkan” dengan bobot 0 untuk item pernyataan orang tua mampu memperhatikan kebersihan kotak makanan anak.

Pada item pernyataan nomor 20 peneliti menemukan, bahwa sebagian orang tua 57,14% termasuk dalam kategori “sudah menerapkan” dengan bobot 60, sebanyak 42,85% orang tua termasuk dalam kategori “kadang menerapkan” dengan bobot 30, dan sebanyak 0% orang tua termasuk dalam kategori “tidak menerapkan” dengan bobot 0 untuk item pernyataan orang tua mampu

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Pada item pernyataan nomor 22 peneliti menemukan, bahwa sebagian orang tua 48,57% termasuk dalam kategori “sudah menerapkan” dengan bobot 51, sebanyak 37,14% orang tua termasuk dalam kategori “kadang menerapkan” dengan bobot 26, dan sebanyak 0,85% orang tua termasuk dalam kategori “tidak menerapkan” dengan bobot 3 untuk item pernyataan orang tua mampu mengurangi bekal makanan yang tinggi gula seperti aneka kue (brownis, coklat, dll).

Pada item pernyataan nomor 23 peneliti menemukan, bahwa sebagian orang tua 51,42% termasuk dalam kategori “sudah menerapkan” dengan bobot 54, sebanyak 22,85% orang tua termasuk dalam kategori “kadang menerapkan” dengan bobot 16, dan sebanyak 28,57% orang tua termasuk dalam kategori “tidak menerapkan” dengan bobot 10 untuk item pernyataan orang tua mampu mengurangi bekal makanan yang terlalu berminyak seperti gorengan.

Pada item pernyataan nomor 24 peneliti menemukan, bahwa sebagian

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menerapkan” dengan bobot 0 untuk item pernyataan orang tua mampu mengurangi bekal makanan hanya dengan mie instan saja.

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KESIMPULAN DAN SARAN

Berdasarkan identifikasi data diatas, maka penulis dapat mengutarakan kesimpulan bahwa analisis peran orang tua terhadap pemberian gizi seimbang untuk bekal anak di PAUD Bina Harapan desa Muara Tabun secara umum berada pada kualitas yang “Baik” dilihat dari hasil rata-rata persentase 67%. Peran orang tua terhadap pemberian gizi seimbang untuk bekal anak di PAUD Bina Harapan desa Muara Tabun pada masing-masing aspek yaitu:

1. Analisis peran orang tua terhadap pemberian gizi seimbang untuk bekal anak ke sekolah pada aspek orang tua sebagai pembimbing di PAUD Bina Harapan desa Muara Tabun pada kualitas “Baik” dilihat dari presentase mencapai 80%.
2. Analisis peran orang tua terhadap pemberian gizi seimbang untuk bekal

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1. Bagi orang tua

Hendaklah orang tua lebih memahami dengan asupan gizi yang sesuai dengan kebutuhan anak, selalu menyediakan menu makanan yang berkualitas dan bergizi seimbang untuk menunjang tumbuh kembang anak, serta senantiasa memperhatikan kebersihan peralatan dan bahan makanan yang akan dibawa anak kesekolah.

2. Bagi guru

Hendaklah guru juga menjelaskan kepada anak mana makanan yang bergizi dan mana yang kurang bergizi. Guru juga harus memperhatikan tata cara makan anak, seperti mencuci tangan sebelum makan dan berdoa.

3. Bagi peneliti

Hendaknya hasil penelitian ini dapat ditindak lanjuti dengan mencari solusi kedepannya baik dengan macam-macam objeknya

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