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Effectiveness of nutrition media for infant and young child feeding (IYCF) education among mothers or caregivers with 6-24 months old children in Depok, West Java

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ABSTRAK

Latar Belakang: *Pemberian Makanan Pendamping ASI (MPASI) secara langsung memengaruhi status gizi anak, sehingga pengetahuan yang memadai sangat penting. Peningkatan pengetahuan MPASI melalui edukasi perlu dilakukan di Kelurahan Sawangan Baru, yang memiliki prevalensi stunting tertinggi di Kecamatan Sawangan, yaitu 6.87%. Media edukasi, seperti video animasi dan buku saku, dapat digunakan untuk meningkatkan pengetahuan MPASI.*

Tujuan: *Penelitian bertujuan untuk mengetahui pengaruh edukasi MPASI dengan menggunakan media video animasi dan buku saku terhadap tingkat pengetahuan MPASI ibu atau caregiver dengan anak berusia 6-24 bulan di Kelurahan Sawangan Baru serta mengetahui media apa yang lebih efektif untuk digunakan.*

Metode: *Penelitian ini merupakan kuasi-eksperimen dengan dua kelompok intervensi berjumlah masing-masing 33 ibu/caregiver yang menerima media edukasi berbeda. Pengetahuan responden diukur menggunakan kuesioner pengetahuan MPASI melalui pre-test, tiga sesi edukasi MPASI, dan post-test. Data dianalisis menggunakan Paired Sample T-Test dan Wilcoxon untuk melihat pengaruh masing-masing media, serta Mann-Whitney dan Independent Sample T-Test untuk membandingkan efektivitas keduanya.*

Hasil: *Sebagian besar responden adalah ibu kandung berusia 30–49 tahun, berpendidikan tinggi, tidak bekerja, dan memiliki dua anak atau kurang. Kedua media edukasi meningkatkan pengetahuan MPASI secara signifikan ($p = 0.000$). Terdapat perbedaan efektivitas antara kedua media ($p = 0.023$), termasuk pada subkarakteristik ibu kandung, berpendidikan tinggi, dan yang memiliki dua anak atau kurang.*

Kesimpulan: *Video animasi dan buku saku berpengaruh terhadap peningkatan pengetahuan MPASI pada ibu atau caregiver dengan anak berusia 6-24 bulan di Kelurahan Sawangan Baru, Kota Depok, Jawa Barat. Buku saku direkomendasikan sebagai media edukasi yang lebih efektif.*

KATA KUNCI*: buku saku; edukasi gizi; MPASI; pengetahuan ibu; video animasi*

ABSTRACT

Background: *Complementary feeding directly affects children's nutritional status, making adequate knowledge essential. Improving IYCF knowledge is particularly important in Sawangan Baru Village, which has the highest stunting prevalence in the Sawangan Sub-district (6.87%). Educational media such as an animated video and a pocket book can be used.*

Objectives*: This study aimed to evaluate the effect of IYCF education delivered through an animated video and a pocket book on the knowledge of mothers/caregivers of children aged 6–24 months in Sawangan Baru Village and to identify the more effective medium.*

Methods: *This quasi-experimental study included two intervention groups of 33 mothers/caregivers who received different educational media. Participants' knowledge was measured using a structured IYCF knowledge questionnaire administered during a pre-test, followed by three education sessions, and a post-test. Data were analyzed using the Paired Sample T-Test and Wilcoxon test to evaluate changes within groups, and the Mann–Whitney and Independent Sample T-Test to compare effectiveness between the media.*

Results: *Most respondents were biological mothers aged 30–49 years, highly educated, unemployed, and having maximum two children. Both media significantly improved IYCF knowledge (p = 0.000), with a significant difference in effectiveness between them (p = 0.023), including among biological mothers, those with higher education, and those with a maximum of two children.*

Conclusions: *Animated video and pocket book have an effect on increasing IYCF knowledge among mothers/caregivers with children aged 6-24 months in Sawangan Baru Village, Depok City, West Java. The pocket book is recommended as the more effective educational medium.*

KEYWORDS*:* *animated video; maternal knowledge; MPASI; nutrition education, pocket book*

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INTRODUCTION

The nutritional status of children under five can be seen from 3 indicators, which are weight for age (BB/U), height for age (TB/U), and weight for height (BB/TB) which are assessed using Z-Score (1). Malnutrition can occur when a child has a Z-Score value that does not meet the normal limit, which is less than -2 SD. Nutritional problems that can arise based on these three indicators are underweight (BB/U), stunting (TB/U), and wasting (BB/TB) (2).

Currently, malnutrition is still a universal nutritional problem. According to UNICEF data as many as 92 million (13.5%) toddlers are underweight, 151 million (22%) are stunted, and 51 million (7.5%) are wasting (3). As one of the developing countries, Indonesia is not free from the problem of malnutrition. According to data from the Indonesian Health Survey (SKI) in 2023, toddlers in Indonesia are still malnourished with a prevalence of 15.9% underweight, 21.5% stunting, and 7.7% wasting. Furthermore, as one of the cities in West Java, Depok City still experiences similar problems with a prevalence of 12.8% underweight, 14.3% stunting, and 5.8% wasting (4). One of the sub-districts in Depok City, Sawangan sub-district, still faces the same problems, specifically underweight with a percentage of 7.9%, stunting 5.0%, and wasting 3.4% (5).

One of the causes of malnutrition is improper implementation of Infant and Young Child Feeding (IYCF). According to Kumala and Sianipar (2019), improper provision of IYCF can have a negative impact on children's growth, development, and health conditions. Children will be more susceptible to various forms of malnutrition, immune system problems, and suboptimal brain development (6). The UNICEF malnutrition framework also states that one of the direct causes of malnutrition is insufficient food intake which can be caused by inappropriate IYCF practices (7).

Implementation of IYCF is influenced by the knowledge level of mothers or caregivers. According to Oktarina, Turiyani, and Dewi (2023), there is a significant relationship between

knowledge and IYCF practices (8). A higher level of knowledge among mothers or caregivers is associated with better implementation of IYCF. This is in line with research conducted by Pasongli (2021) which states that a mother with a low level of knowledge performs inappropriate IYCF practices, both in terms of quantity, frequency, texture, and type of food ingredients used (9).

To implement appropriate IYCF practices, mothers or caregivers of children aged 6–24 months must possess adequate knowledge about IYCF. Nutrition education is a way to increase knowledge related to IYCF. A study conducted by Ardikasari and Mustikawati (2022) showed an average score increase of 2.14 points following the educational intervention (10). These findings indicate that providing education can effectively enhance mothers' knowledge of IYCF.

In conducting educational activities, media are one of the things that affects the effectiveness of implementation. Educational materials are delivered through media so that the process becomes more qualified and meaningful. There are various types of educational media, two of which are animated videos and pocket books. Animated video is an educational medium that combines images and sound in conveying its content so that the audience can have a higher interest in listening to the material presented (11). Meanwhile, pocket book is printed educational media that can be an alternative choice for delivering educational material to change audience perceptions and knowledge. The small size of the pocket book is also an advantage of this educational medium because it is easy to carry (12).

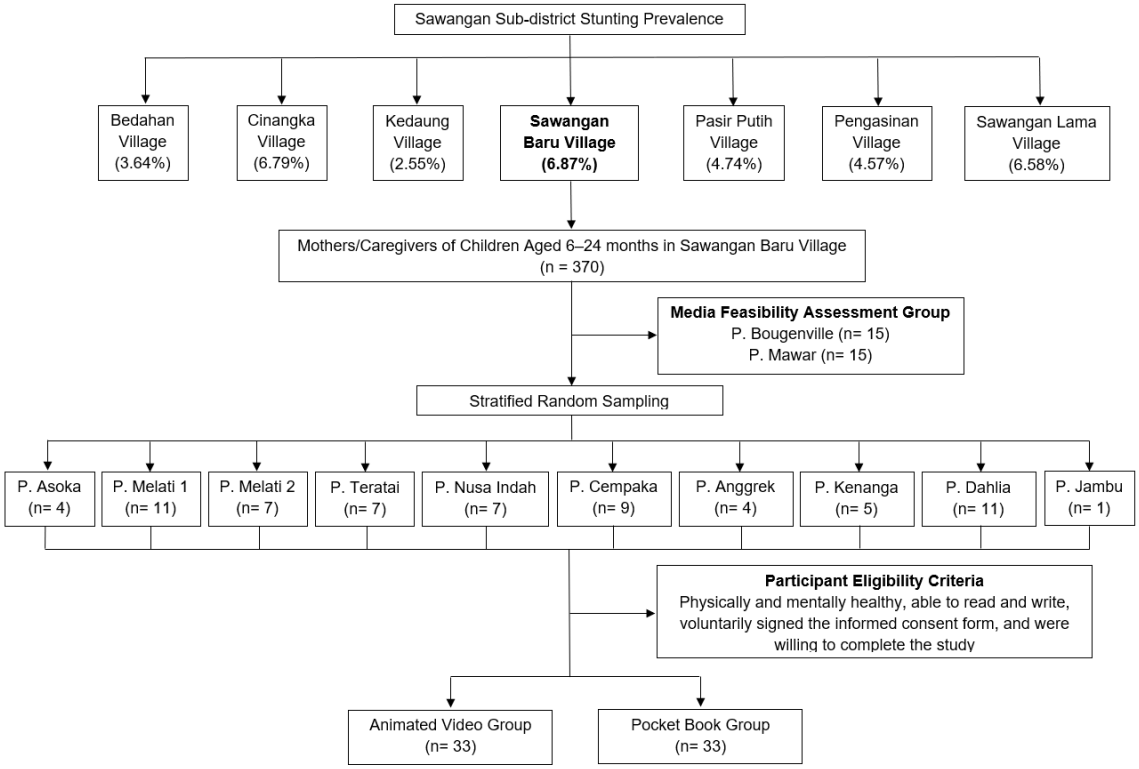
Sawangan Baru Village, which is located in Sawangan Sub-district, Depok City, was the location of the research due to its position as the village with the highest stunting prevalence rate of the 6 other villages in Sawangan Sub-district, which is 6.9% (13). In addition, the results of a preliminary study conducted in January 2025 showed that 27 out of 30 respondents (90.0%) who were mothers or caregivers of children aged 6-24 months had a poor level of knowledge with a percentage value of less than 70%. Therefore, researcher are interested in conducting research in order to examine the effect of IYCF education using animated video and pocket book on the level of IYCF knowledge among mothers or caregivers of children aged 6–24 months in Sawangan Baru Village, Depok City, West Java, and to identify which educational media is more effective in improving IYCF knowledge.

MATERIALS AND METHODS

This study employed a quasi-experimental design using a two-group pre-test–post-test design. This design was chosen to assess changes in knowledge before and after the delivery of a nutrition education intervention. The study consisted of two intervention groups: one group received an animated video, while the other received a pocket book. No control group was included in the study. The research was conducted at selected posyandu (integrated health service posts) and respondents' homes. Ethical approval for this study was granted by Universitas Prima Indonesia, with registration number 044/KEPK/UNPRI/II/2025.

Figure 1 presents that the population in this study comprised all mothers or caregivers with children aged 6–24 months, totaling 370 individuals, residing in Sawangan Baru Village, Depok City, which has the highest stunting prevalence in Sawangan Sub-district. Two posyandu were excluded from data collection as they had been involved in the media feasibility assessment. From the remaining 10 posyandu included in the study, the sample was selected using a stratified random sampling technique. The sample size was calculated using a hypothesis test for the difference between the means of two independent groups. The calculation indicated that 19 respondents were needed for each of the two intervention groups, consisting of an animated video group and a pocket book group. However, to strengthen the statistical power of the study, the researcher included 33 respondents in each group, resulting in a total of 66 participants across both media groups. This approach aligns with Roscoe's guideline as cited in Sugiyono (2019) which suggests that when a study involves grouped samples or categories, each group should ideally consist of at least 30 participants (14). Participants were eligible for inclusion if they were mothers or caregivers of children aged 6–24 months registered at posyandu in Sawangan Baru, Depok City, West Java, were physically and

mentally healthy, able to read and write, voluntarily signed the informed consent form, and were willing to complete the study. The following is the sampling technique figure used in this study.



Note: P. refers to Posyandu (Integrated Community Health Post).

Figure 1. Sampling Technique

Two types of media were used in this study: an animated video and a pocket book. Both media contained the same educational content on IYCF, including definitions, feeding principles, food groups, feeding guidelines, safe and hygienic preparation methods, common feeding problems, myths and facts, and sample menus for each age group. The media were individually designed by the researcher using the Canva application. The animated video was divided into three parts, corresponding to the segmentation of educational material for each session. The pocket book consisted of 21 pages.

Prior to their use in the study, both media were evaluated for feasibility by 15 respondents for each medium, selected from Posyandu Bougenville and Posyandu Mawar in Sawangan Baru Village, Depok City, who were not involved in the intervention phase of the research. Six aspects were assessed during the feasibility test: content quality, text size, audio/image clarity (for pocket book), visual design/color (for pocket book), overall feasibility, and media recommendation. The results indicated that the animated video was classified as feasible, while the pocket book was rated as highly feasible for use in the study. Content suitability was also assessed to ensure that the information was easy to understand and culturally appropriate for the target audience. Respondents rated the clarity of the material using a four-point scale (very easy to understand, easy to understand, somewhat difficult to understand, and difficult to understand), and the results showed that most respondents rated the educational media content as easy to understand. As part of the development process, the feasibility and content suitability of the media were also reviewed by academic supervisors with expertise in nutrition education from Universitas Pembangunan Nasional “Veteran” Jakarta and Universitas Sahid. The media were reviewed and revised under the guidance to ensure feasibility, content accuracy, and appropriateness.

The respondents' knowledge was assessed before and after the educational intervention through pre-test and post-test administration. Both the pre-test and post-test were administered using the same IYCF knowledge questionnaire, which demonstrated validity for 8 items and acceptable reliability, as the research instrument to measure participants' knowledge before and after the educational intervention. Responses were scored by awarding one point for each correct answer and zero for each incorrect answer.

Figure 2 presents the research flow, which began with the allocation of respondents from each posyandu into different educational media groups. The pre-test was administered one day prior to the first education session. Subsequently, the first educational session was conducted. After a two-day interval, the second and third educational sessions were carried out following the completion of the previous session, with each session delivering different materials. The post-test was then administered six days after the third educational session.

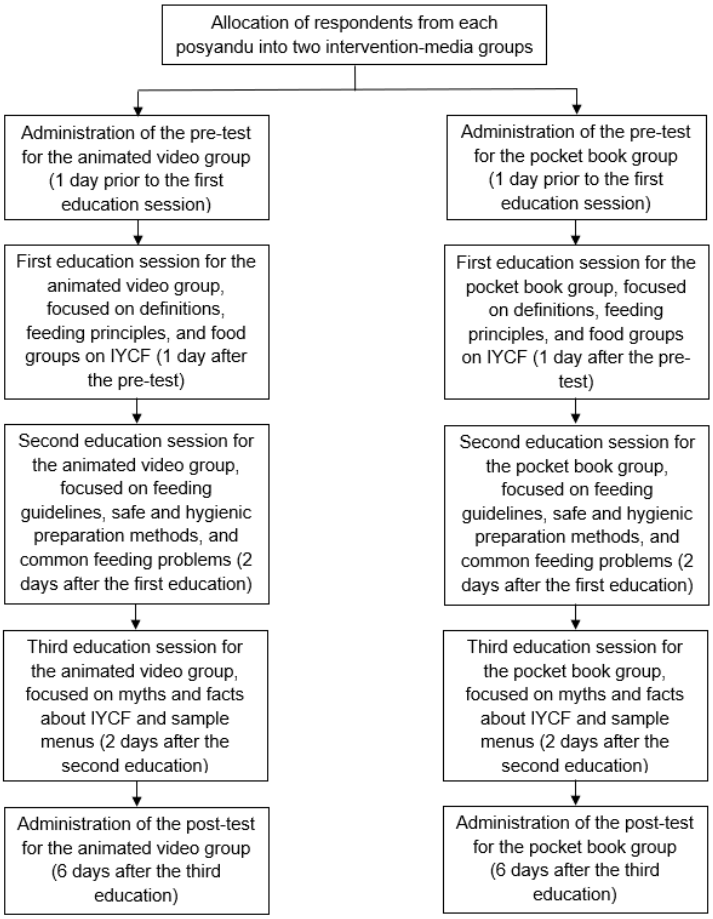


Figure 2. Research Flowchart

Data were processed and analyzed using Microsoft Excel and IBM SPSS Statistics version 25. Univariate analysis was performed to describe the frequency distribution of respondents' characteristics, including respondent role, age, education level, occupation, and number of children. Bivariate analysis was carried out to assess the effect of nutrition education delivered through each medium: the Paired Sample T-Test was used for the animated video group and the Wilcoxon Test was applied to the pocket book group. In addition, to determine the difference in effectiveness between the two educational media, the Mann Whitney Test and Independent Sample T-Test were used for normally distributed respondent sub-characteristic data.

RESULTS AND DISCUSSIONS

The data in **Table 1** show that the majority of respondents were biological mothers (59 respondents or 89.40%). Respondents ranged in age from 19 to 64 years, with most (34 respondents or 51.50%) falling within the 30–49-year age group. In terms of education, the majority had a relatively high level of education (senior high school or college), totaling 52 individuals (78.80%). Regarding employment status, most respondents were unemployed, totaling 55 individuals (83.30%). Additionally, most respondents had two or fewer children, with 48 respondents (72.70%) reporting one or two children. Age is one of the characteristics of respondents that is closely related to parenting patterns (15). Purnama, Masfufah, and Nurdiana (2025) in their research stated that the ideal maternal age for pregnancy is in the range of 20-35 years (16).

Table 1. Frequency distribution of respondent characteristics

Characteristic	Animated Video		Pocket Book		Total	
	n	%	n	%	n	%
Respondent Role						
Mother	31	93.90	28	84.80	59	89.40
Caregiver	2	6.10	5	15.20	7	10.60
Age						
19-29	14	42.40	15	45.40	29	43.90
30-49	18	54.60	16	48.50	34	51.50
50-64	1	3.00	2	6.10	3	4.60
Education Level						
High (Senior high school and university)	28	84.80	24	72.70	52	78.80
Low (Elementary and junior high school)	5	15.20	9	27.30	14	21.20
Occupation						
Employed	7	21.20	4	12.10	11	16.70
Unemployed	26	78.80	29	87.90	55	83.30
Number of Children						
Two or fewer (≤2)	24	72.70	24	72.70	48	72.70
More than 2 (>2)	9	27.30	9	27.30	18	27.30

Furthermore, some previous studies show that mothers with children aged 6-24 months are mostly in the age range of 26-35 years (17)(18). However, the results of data processing show that the age of respondents is mostly in the range of 30-49 years. In this age range, a person is still included in the productive age category so that they can still carry out childcare practices. At this productive age, a mother or caregiver has a better level of mental and intellectual maturity, the ability to solve problems, and more actively participates in monitoring children's health, such as participating in posyandu activities (19).

Effect of IYCF Education Before and After Intervention with Animated Video and Pocket Book

The Paired Sample T-Test was used to analyze the data from the animated video group, as the data were normally distributed. The results of the Paired Sample t-test in **Table 2** showed a p -value of 0.000 (p value <0.05). Based on this, it can be seen that there is a difference between the results of IYCF education for pre-test and post-test using animated video. From the results of data analysis, it can be seen that the use of animated video in educational activities has an influence on knowledge about IYCF for mothers or caregivers who have children aged 6-24 months in Sawangan Baru Village, Depok City. This is in line with research conducted by Sari et al. (2024) which shows that education using animated video has a significant effect on the level of maternal knowledge related to the selection of IYCF with a p value of 0.000 (p value <0.05) (20). In contrast to the data distribution in the animated video group, the data in the pocket book group were not normally distributed. Therefore, the test used was the Wilcoxon Test. The Wilcoxon Test results showed a p value of 0.000 (p value <0.05). Based

on this, it can be seen that there is a difference between the results of IYCF education for pre-test and post-test using pocket book. The results of education using pocket book have an effect on IYCF knowledge in mothers or caregivers with children aged 6-24 months in Sawangan Baru Village, Depok City. The results of this study are in line with other studies that have been conducted. Forlina and Hasanah (2024) in their research concluded that education related to IYCF by using pocket book has a significant effect on maternal knowledge between before and after being given education with a p value of 0.003 (p value <0.05) (18).

Table 2. Pre- and Post-Intervention Differences Using Animated Video and Pocket Book

Education	Animated Video Group			p value	Pocket Book Group			p value
	Mean ± SD				Mean ± SD			
	Before Intervention	After Intervention	Δ		Before Intervention	After Intervention	Δ	
IYC Knowledge	8.12 ± 1.71	10.36 ± 1.71	2.24 ± 1.56	0.000	7.33 ± 2.29	10.58 ± 1.82	3.24 ± 1.62	0.000

Pocket book is a simple, concise, and information-dense printed educational medium. Pocket book as printed medium is very important in health education because it can convey messages that are easy to understand and can be taken home after the education is given. Because the pocket book can be taken home by each respondent, it can make it easier for respondents to reopen the pocket book, read, and study it (27). This is in line with the research on stunting prevention education using pocket book by Nadira, Amos, and Silaban (2024) which showed an increase in knowledge because respondents who took the pocket book home had the opportunity to understand more about the contents of the pocket book at home (28).

In its use, the pocket book is printed and distributed to respondents. This certainly makes it easier for respondents because when using pocketbook, no additional devices or equipment are needed so that they can overcome problems such as limited electronic devices, signals, and data plan. Pocket book can reinforce information or material provided orally or if used as a medium to convey the information itself (29). If the pocket book is used to reinforce oral explanations, the delivery of verbal information can adjust to the language, culture, and level of understanding of each respondent or target group (30).

Comparison of the Effectiveness of Animated Video and Pocket Book on IYCF Knowledge

The Mann Whitney test was used because the data were not normally distributed. The results in **Table 3** showed a p value of 0.023 (p value <0.05), indicating a significant difference in the effectiveness of IYCF education using the animated video and pocket book on the knowledge of mothers or caregivers with children aged 6–24 months in Sawangan Baru Village, Depok City. The mean rank of the pocket book group was 10.58 points higher than that of the animated video group. This suggests that the pocket book is a more effective medium for enhancing respondents' knowledge of IYCF.

Table 3. Comparative Effectiveness of Animated Video and Pocket Book on IYCF Knowledge

Effectiveness	Knowledge Mean Rank	p value
Animated Video	28.21	0.023
Pocket Book	38.79	

The significant increase in knowledge observed in the pocket book group may be influenced by several factors. Through independent use of the pocket book, respondents, as readers, have full control over their learning process. They are able to set their own pace, revisit the material as needed, and highlight sections they consider important. This aligns with one of the advantages of the pocket book, namely its ability to accommodate varying learning speeds, both fast and slow (31). Additionally, as printed medium provided directly to respondents,

the pocket book can be utilized over an extended period. Consequently, respondents have the opportunity to revisit and review its content without time constraints, even after the intervention has ended.

Table 4. Comparative effectiveness of animated video and pocket book on iycf knowledge on each respondent sub-characteristic

Characteristic	Mean/Mean Rank*		p value
	Animated Video	Pocket Book	
Respondent Role			
Mother	2.22	3.21	0.02
Caregiver	3.25*	4.30*	0.55*
Age			
19-29	2.07	3.40	0.07
30-49	14.78*	20.56*	0.08*
50-64	3.00	1.50	0.22
Education Level			
High (Senior high school and university)	2.21	3.21	0.03
Low (Elementary and junior high school)	2.40	3.33	0.37
Occupation			
Employed	1.86	3.75	0.07
Unemployed	2.35	3.17	0.07
Number of Children			
Two or fewer (≤2)	2.08	3.21	0.03
More than two (>2)	2.67	3.33	0.22

*Data were analyzed using the Mann Whitney Test

Comparison of the effectiveness of the two media were also carried out on each respondent sub-characteristic. The test results in **Table 4** showed that the difference in effectiveness between the two media was observed among respondents who were biological mothers with higher education levels and who had two or fewer children (≤2), with a p-value < 0.05. However, in general by looking at the mean or mean rank value, the pocket book is a more effective medium to use for across nearly all of the respondent's sub-characteristics, including respondent role, age, education level, occupation, and number of children owned. This can be seen because the mean or mean rank value is greater than the animated video group.

The age range of 19-29 years and 30-49 years are the two age groups with the highest number of respondents. In both age ranges, respondents have more stable reading skills, are able to measure time, and have a deep focus when studying the pocket book. The pocket book is also effective for respondents of various education levels. The use of pocket book allows respondents to learn independently according to their learning rhythm so that the contents of the pocket book can be learned slowly and repeatedly. For working mothers with limited free time, the pocket book is considered effective, as it allows respondents to manage their time more flexibly without requiring a dedicated period for studying. In contrast, non-working mothers generally have more available time, which can be utilized to receive educational interventions (32). The pocket book serves as a useful tool to support such learning. Moreover, available free time may also be influenced by the number of children the mother has. The effectiveness of the pocket book lies in its simplicity, concise content, accessibility, and the ability to be read gradually according to the reader's available time.

CONCLUSION AND RECOMMENDATION

The results of the study indicated a significant difference in improving IYCF knowledge among mothers or caregivers of children aged 6–24 months in Sawangan Baru Village, Depok City, West Java, before and after being exposed to education using animated video and pocket book,

with a p value = 0.000 (<0.05). The results of the effectiveness comparison test showed a significant difference between the two educational media, as indicated by a p-value of 0.023 (p < 0.05), showing that the pocket book is the more effective medium. The effectiveness of the pocket book as an educational medium was also observed across various respondent sub-characteristic groups.

It is expected that respondents will be more active in seeking information and learning about IYCF and posyandu can routinely organize IYCF education using the media that has been developed in this study. In addition, relevant stakeholders including local health offices, community health centers (puskesmas), posyandu cadres, and health workers (midwives and nutritionists) are advised to optimize the use of the pocket book, identified as the more effective medium, by ensuring wider distribution, integrating it into routine counseling sessions, and training health workers to utilize it during home visits and mothers' classes to strengthen learning and recall. This study was conducted in a single village, Sawangan Baru, which may limit the generalizability of the findings to broader populations with different socio-demographic characteristics. Furthermore, the intervention period was short and did not assess long-term retention. Nonetheless, these limitations provide direction for future studies to further strengthen and expand the evidence.

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