



The Dangerous Consumption of Hazardous Snacks and Independent Smart Acupressure Training as Intelligence Improvements Students in Mlajah Elementary Schools Bangkalan Madura



Ervi Suminar¹, Widiharti², Levi Tina Sari³, Nevy Norma Renityas⁴

^{1,2}Nursing Department, Universitas Muhammadiyah Gresik, Indonesia

^{3,4}Midwifery Department, STIKes Patria Husada Blitar, Indonesia

Article Information

History Article:

Received, 09/09/2021

Accepted, 17/11/2021

Published, 25/11/2021

Keywords:

Consumption of Random Food, Smartpuncture, Elementary School Students

Abstract

School children were vulnerable to had unhealthy snacked behavior due to their low knowledge and awareness in clean and healthy lived behavior. Even though there was a lot of data that shows unhealthy snacks for school children are sold not in the school canteen. To stimulate children's intelligence so that children could had good food and should achievements, smart acupressure was carried out, so that children were healthy in nutrition and brain. The purposed of this serviced was to seek to improved the health status of elementary school children through comprehensive promotive, preventive efforts and to increase student knowledge primary school. There was certainly very important to increased the awareness of school children about the importance of been aware of dangerous food snacked. This health education and smart acupressure trained was held in February 2020 at SDN Mlajah 01, and as a result the students (Afni, 2018)knew about the dangers of consumed food carelessly and the consequences if consumed such food, and smart acupressure trained could be carried out correctly by students of SDN Mlajah Bangkalan.

© 2021 Journal of Community Service for Health



Correspondence Address:

Universitas Muhammadiyah Gresik – East Java, Indonesia

Email: ervi.suminar@umg.ac.id

DOI: 10.26699/jcsh.v2i2.ART.p051-059

This is an Open Access article under the CC BY-SA license (<http://creativecommons.org/licenses/by-sa/4.0/>)

E-ISSN : 2746-5195

INTRODUCTION

Food safety is a condition where efforts are made to prevent food from the possibility of biological, chemical, and other objects that can interfere, harm, and endanger human health (Badan Pengawas Obat dan Makanan (BPOM), 2018). Therefore, food safety is needed as a food supervisor, especially in snacks or snacks for preschool and school children. According to research by Rahmi, snacks sold by street vendors on the streets or in public crowded places are not further processed so that the food was over cooked and not healthy, and street snacks are found in many shapes, colors and sizes so that they attract the interest and attention of people who buy them (Rahmi, Dien and Kaparang, 2018) Children of preschool age and school tend to please snacks that have interesting shapes and bright colors.

For school-age children, snacks are inseparable from their daily activities. Snacks are often used as nutritional fulfillment because parents have limited time to process food at home. Types of food sold on the streets or crowded places, the nutrient content is not considered, even the nutritional content is lacking (Dini, Pradigdo and Suyatno, 2017). Therefore, snacks sold on the streets must be considered for the level of cleanliness and the content of ingredients for food.

School children's snacks are in the spotlight because it is known that most school children consume these snacks which have hazardous materials and are often a source of poisoning, after all these foods are the result of the production of the home-based food industry which cannot guarantee the quality of the processed products (Afni, 2018). Snacks are those consumed between main meals. Snacks are favored by children and adults, which are generally consumed approximately 2-3 hours between main meals, namely at 10 am and 4 pm. According to the type of snack that is

widely circulated in the market today is a snack that contains monosodium glutamate (MSG), calories, fat, and other harmful substances. So, school children are given education about the dangers and types of dangerous snacks, then children are given training on how to make their redundant snacks so that their homemade snacks can be resold between friends so that parents can know the safety of the snacks. In addition, children's snacks that are not guaranteed to be clean and healthy if eaten repeatedly will cause poor nutritional status (Nurbiyati and Wibowo, 2014). The level of nutritional adequacy that enters the child's body affects the child's health and intelligence (Inten and Permatasari, 2019). Therefore, to increase children's intelligence, the smart acupressure method is used, which is gentle massages on the head area.

School-age children, namely 6-12 years old, are those who can react to intellectual stimuli or carry out learning tasks that require intellectual abilities or cognitive abilities such as reading, writing, and counting (Yusuf, 2010). Children begin to get to know a new world, children begin to relate to people outside their families and begin to get to know a new atmosphere in their environment. New things experienced by children who have started to enter school age will affect their eating habits. Children will feel the excitement in the school, the fear would be late arriving at school, causing these children to deviate from eating habits given to them. According to Hardinsyah and Supriasa, school-age children (6-12 years) who are healthy and have characteristics including playing a lot outside the home, doing high physical activity, and being at risk of exposure to sources of disease and unhealthy living behavior (Hardinsyah & Supriasa, 2016).

School children in addition to getting good nutrition are also physically healthy, because to improve brain health and intelligence as children of the nation

who excellent. One of the ways to increase intelligence is to use acupressure, namely smart acupressure, where the massage can increase the child's appetite, but also increase the child's intelligence. Smart acupressure is easier to do by yourself or with the help of others such as teachers and parents, can be done anytime and anywhere, does not require music or done together like gymnastics.

Acupressure or smartpuncture is a gentle massage that can stimulate blood circulation so that it becomes smooth and the oxygen supply to the brain becomes adequate (Sari, 2018). Research from (Munjidah and Anggraini, 2019), there is a significant effect between acupressure at the Tui Na point and nutritional status on KMS in children. Smart Acupressure is a massage technique that is more specific to overcome eating difficulties and as an increase in children's brain intelligence by increasing blood circulation in the spleen and digestion, through a modification of acupuncture without needles, this technique an emphasis on the body's meridians or energy flow lines so that relatively easier to do than acupuncture (Sukanta, 2003). The smart acupressure used is massage on the head and face area. Where, this massage stimulates the flow of blood, nerves, and meridians leading to the head and brain (Masrurroh, Cahyaningrum and Windayanti, 2019). Massage on students will have a positive impact because students will feel more ready to receive stimuli so they can learn faster, and this is closely related to developments that occur in the brain, so this massage can increase brain intelligence in children. If the intelligence of the brain increases, then the child can determine which food is good for consumption or not so that the child does not snack carelessly

A. Analysis Situation

Analysis of the situation in the Bangkalan Madura area, especially for partners, namely elementary school 01

Mlajah which has 6 classrooms, 1 library room, 1 teacher room, 1 school health unit room, and 1 toilet room. Elementary school 01 Mlajah does not have a school canteen, so children tend to eat snacks outside the school area. Then, the elementary school is located in an area where the social community is in a village with social status with sufficient education (elementary, junior high, and high school), in the middle economic class, but an area close to the sea, so that the supply of clean water is very lacking, the soil is mixed with lime, so for food safety peddled by street vendors is very lacking. School children tend to like snacks that are brightly colored and attractive, because school-age children have a cognitive direction to follow or adopt the behavior of their friends, if most of them like snacks, they tend to follow it. In addition, school-age children always try things that are considered new by them, including trying snacks (RDW and Ervi, 2017).

Therefore, schoolchildren must know foods or snacks that are not healthy and dangerous, in addition, pay attention to nutritional intake as well as pay attention to brain intelligence by training children to massage their limbs independently in the right and left palm areas, areas of the stomach. The results of a survey conducted prove that children at Elementary School 01 Mlajah every Friday morning do gymnastics (Physical Fitness Gymnastics) because gymnastics is only done once a week and is carried out together with the help of music, physical exercise is not optimal so that oxygen in the body is not optimal. brain is not optimal.

B. Purpose of Activity

1. Partners can understand about snacks
2. Partners can know the dangers of snacks
3. Partners can establish a healthy canteen

4. Partners can find out smartpuncture acupressure
5. Partners can apply smartpuncture acupressure

C. Troubleshooting Plan

The community service partner, in this case, is the Mlajah Bangkalan elementary school that really needs material about dangerous snacks so that grades III, IV, and V know the dangers of unhealthy snacks sold on the streets or street vendors. Given this knowledge used an enjoyable method so that in the process of giving the material the child continued to listen. In addition, the provision of smartpuncture acupressure training that can be practiced easily, anytime, and anywhere. Because so far school children are only given gymnastics (Physical Fitness Gymnastics) teachers at the Mlajah elementary school do not yet have trainees in the field of acupressure.

D. Benefit

Counseling about the dangers of snacks with fun lectures and role-play methods can help partners in changing the knowledge and behavior of students to be more careful in choosing snacks and choosing healthy snacks. So that students can avoid diseases such as diarrhea, typhus, and other infectious diseases as a result of dangerous food.

Acupressure training on partners, so partners can apply it to students before the lesson begins or after the lesson begins. Children in grades III, IV, and V can be interested and practice even at home because acupressure or gentle massage is easily applied.

METHOD

The place of implementation at the Bangkalan Mlajah elementary school. This activity started on 11, 15, 18 February 2020 for counseled about the dangers of snacks, and 22, 25, 29 February 2020 for intelligence

acupressure trained (smartpuncture), then for monitoring student behavior in avoided dangerous snacks and established a canteen healthy, until the evaluation was carried out for 1 semester or 6 months. Due to the March 2020 outbreak of Covid-19 and the lockdown, monitoring and evaluation are carried out online through the WhatsApp group. Implementation time starts at 09.00 - 11.00 WIB. Participants in the community service program are schoolchildren at SDN 01 Mlajah class III, IV, and V. The community service team only reports on counseled, acupressure trained, and evaluation of activities. The implementation method includes the stages of preparation, implementation, and evaluation. The details of each stage are as follows:

Stage I (Preparation)

a. Licensing stage

The Community Service Team conducted a field survey to find the right place of service. Then the licensed starts with the approval of the LPPM from the University of Muhammdiyah Gresik and the LPPM STIKes Patria Husada Blitar then to the Bangkalan Kesbangpolinmas and to the 01 Mlajah elementary school of Bangkalan.

b. Preparation stage

The activated carried out were by preparing the equipment and supplies needed in service activities which consist of minimum standard equipment including; laptop, LCD, flip chart, markers, F4 paper, pens, healthy food aids, smartpuncture acupressure module, instrumental music, pre and post-test questionnaires of knowledge and intelligence.

Stage II (Implementation of Activities)

a. Orientation stage

The service team and teachers from the Mlajah elementary school prepare the class to be used, then after the students are present, the team leader introduces himself and the team, explains the purpose and objectives of the service, and explains the mechanism for implementing the activities. We do this stage in 3 classes, namely III, IV and V on different days and each activity lasts approximately 15 minutes.

b. Work Stage

The activities were divided into 2, the first extension activated with the lecture method and role played which were followed by students and teachers. And the second activity was acupressure smartpuncture trained which was attended by students and teachers. This process lasts for 6 times, i.e. 6 weeks (3 weeks of counseled and 3 weeks of trained).

1) Dangerous Snacks Counseling

Health counseling on the dangers of consuming food carelessly takes place in class III, IV, and V classrooms accompanied by third-semester students, this counsel used LCD teaching aids that display slides containing interesting material and images so that elementary school students can easily understand and understand them. We also provide leaflets containing short sentences about various kinds of indiscriminate food and an appeal not to consume food indiscriminately. Then the students made a drama about dangerous snacks so that the children became focused and paid attention to the material given. At this stage, students or students were given a pre-test before being given the material and given a post-test after being given the material. There were several outreach activated, including:

- Community Service Team Introductory Session

In this session, we introduce ourselves to the students who were chaired by the leader of the community service team and did a pre-test to find out the students' initial knowledge about dangerous snacks. This session runs for 5-10 minutes.

- Material Session

The presentation of the material lasted for about 30 minutes with the lecture method, and role play so that the atmosphere became cheerful. In this session, the students were stimulated to have the courage to come forward and ask questions.



Image 1: Snacks



Image 2: Learning Activities

- Evaluation Session

The activity in this session was a question and answer activity. This activity was assisted by students to distribute questionnaires, and each student was guided by students to answer questions if the student did not know. The evaluation activity lasts for 15 minutes.

2) Smartpuncture acupressure trained

The second activity was acupressure smartpuncture training acupressure and yoga (acuyoga) trainees from D3 Midwifery lecturer at STIKes Patria Husada Blitar. This activity lasts for 3 days. The introductory stage lasts 10-15 minutes. Then massage trained or smartpunctur acupressure. This train was attended by teachers and students. Smartpuncture was massaged for 30 minutes, namely at the Pai Hui point (Gv 20) / crown, Yin Tang point (located above the nose), Sui Keu point (located in the middle on the upper lip), Ting Kung point (located in the middle of the upper lip). In front of the targus of the mandibular joint), the Tay Yang point (located at the corner of the eye) all these massages were performed for 5 minutes by gently massaging

c. Evaluation Stage

At this stage, it was carried out by distributed post-tests about snacks that are dangerous and their impact on health as well as the introduction of smartpuncture. This proceed lasts for 15 minutes, students and students were assisted by older students if there are questions that were not understood. Students look very happy because the method used was role play, learned by playing so that student's didn't get bored quickly.

Stage III (Evaluation)

At the evaluation stage, the service team would carry out a gradual evaluation over the next 3 months with the establishment of a healthy canteen due to the national disaster, namely covid 19, the service team would create whats-up group aimed at elementary school students via their parents about snacking behavior indiscriminately. So students are taught to make their redudant healthy food and not snack.

RESULTS

The students of Elementary School 01 Mlajah Bangkalan have done community service by the service team about the socialization of the dangers of snacks and acupressure trained at the pai hui, yin tang, sui keu, ting kung, tay yang points. The socialization and trained process were carried out for 6 weeks and the evaluation stage was carried out 3 months later to assess the behavior of students in avoiding dangerous snacks.

The series of community service activities began in February 2020 as for the details as follows on 11th socialization in class III, 15th socialization in class IV, 18th socialization in class V, then continued on 22, 25, and 29 February 2020 the implementation of acupressure trained for intelligence (Smartpuncture). March to August 2020 is an evaluation activity for students about behavior to avoid eating dangerous snacks. Before and after the socialization the service team gave a post-test and a pre-test to find out knowledge about the dangers of snacks sold in any place with poor hygiene

Table 1. The numerical values characteristic of students of Elementary School 01 Mlajah socialization in Bangkalan (n=45)

Category	Class III		Class IV		Class V	
	Quantity	%	Quantity	%	Quantity	%
Gender						
- Women	7	64	14	74	9	60
- Man	3	27	5	26	6	40
Total	11	100	19	100	15	100
Likes to eat at school						
- Yes	11	100	17	89	12	80
- No	0	0	2	11	3	20
Total	11	100	19	100	15	100
After school activities						
- Go home	2	18	14	26	2	13
- Play with friends	9	81	5	74	10	67
- Tutoring	0	0	0	0	3	20
Total	11	100	19	100	15	100
Snacks that are often consumed						
- Meatball	5	45	10	53	8	53
- Cireng	1	9	2	11	1	7
- Fried food	2	18	6	32	4	27
- Tofu / mushroom crispy	3	27	1	5	2	13

Total	11	100	19	100	15	100
-------	----	-----	----	-----	----	-----

The results of the table above prove that the most gender was female in grade 3 amount to 64%, grade 4 by 74% and grade 5 by 60%. On average, students also like to eat snacks in grade 3 school by 100%, grade 4 by 89%, and grade 5 by 80%. After-school activities for grade 3 81% play with friends, grade 4 74% play with friends, and grade 5 only 20% take tutoring.

Table 2. Value of knowledge before and after socialization of dangerous snacks with smart acupressure method in elementary schools 01 Mlajah Bangkalan (n=45)

Class	Category	Before		After	
		Quantity	%	Quantity	%
III	Knowledge	0	0	8	73
	- Good	6	55	3	27
	- Enough	5	45	0	0
IV	Knowledge	1	5	15	79
	- Good	9	47	4	21
	- Enough	9	47	0	0
V	Knowledge	4	27	11	73
	- Good	7	47	4	27
	- Enough	4	27	0	0

The result at before treatment of students knowledge was class III 55% enough, class IV 47% enough and less, class V 47% enough.

DISCUSSION

From these results, children pretty like snacks that are sold on the roadside, because they had good colors and tastes, however, the safety of these snacks, both from a microbiological and chemical perspective, was still questionable. And most of them liked the meatball for grade 3 by 45%, grade 4, and grade 5 by 53%. At the age of elementary school children, children were increasingly independent so that they often consume snacks outside the home (Kurniawan, Saichudin and Merawati, 2018), they also begin to be able to choose and bought their

redundancy types of snacks. Children begin to realize that healthy and nutritious snacks are good for their health, but they do not know more about how this processed takes place in the body. So with this socialization and Trained, children would be fostered independently to be able to manage the consumption of snacks so that they did not interfere with the body's metabolism.

The students did not know about the various kinds of random food when we tried to ask, the students assumed that all food was the same and could be consumed without knowing the consequences if the food was consumed especially in large quantities. After they received counselled from us, they became more aware and understood the dangers of consuming food carelessly. Smartpuncture stimulation could be done easily on children in grades III, IV, and V, and there was a development of an increase in IQ by measuring the Binet-Simon Intelligence Scale from before treatment to after treatment.

Counselled carried out for school-age children using lecture, video and demonstration methods could make children interested in listening to the material well. Because the combined method of lectures, videos, and demonstrations moves all organs, namely motor, visual and auditory so that the child was more focused on capturing the content of the material. (Allesi and Trollip, 2001), argue that good tutorial learning needs to involve exposure and guidance. It begins with an introduction that introduces the title and learned objectives followed by the presentation of information that outlines the concept and content of the lesson to be conveyed. The presentation of information is delivered in the form of text, graphics, sound, animation with a presentation style

with an activity concept. Then activities or questions are provided to get responses from students. Activities provide a response to student achievement and can describe the stage of achievement and provide opportunities to try again.

After doing the service / counseled at Elementary School Mlajah 01 with 32 students with 25 children attended this activity. The students interacted well with each other and communicated very well with us. This makes us more enthusiastic in providing service / counseling to students. It can be concluded that students in elementary schools were very active, interact well, politely, and enthusiastically in this activity. Students are also very active when asked questions about diarrhea/diarrhea as a result of consuming indiscriminate food. In the question session, only a few questions were asked in this activity. Students also understood and understood the explanation of questions posed by students. Students are more enthusiastic when we are asked questions. Even though there were some students who are difficult to keep quiet/regulated, but that didn't make us tired and give up given counselled to them. In the closed ceremony, the students were also enthusiastic in the group photo

CONCLUSION

The provision of counsel could be given used a variety of media to improve the knowledge and attitudes of elementary school students. For behavior change, it was necessary to provide further interventions that are possible to be carried out on students. Then, with the provision of smartpuncture training, students are able to practice themselves.

SUGGESTION

It was hoped that in the future,

Mlajah 01 elementary school students who have received knowledge from this health counsel could apply how to consume healthy food and avoid indiscriminate food in their daily lives. Hopefully, this health education would have good impact and also be beneficial for the students of SDN Mlajah 01 for now and in the future. Smart puncture trained was an exercise every morning before the lesson starts so that there was a brain refresh so that students are comfortable and smooth in the learned process. Smart acupressure can also be trained to mothers or parents and teachers to provide a relaxed and comfortable effect on children.

REFERENCES

- Afni, N. (2018) 'Faktor-Faktor Yang Berpengaruh Terhadap Perilaku Konsumsi Makanan Jajanan Di Sdn Natam Kecamatan Badar Tahun 2017', *Jurnal Berkala Kesehatan*, 3(2), p. 59. doi: 10.20527/jbk.v3i2.5070.
- Allesi, S. M. and Trollip, S. R. (2001) *Multimedia For Learning (Methods and Development)*. third. Boston: MA: Allyn & Bacon, Inc. Available at: https://csuglobal.blackboard.com/bbcswebdav/institution/FCCContent/csfiles/home_dir/externalFiles_20130401041211/library__xid-1005_5/Textbook Reserve__xid-13309_5/OTL__xid-14610_5/OTL543__xid-17718_5/OTL543_Module2__xid-14582_5-2.PDF.
- Badan Pengawas Obat dan Makanan (BPOM) (2018) 'Pedoman Pemberian Sertifikasi Produksi Pangan Industri Rumah Tangga', *Badan Pengawas Obat dan Makanan*, pp. 1–16.
- Dini, N., Pradigdo, S. and Suyatno, S. (2017) 'Hubungan Konsumsi Makanan Jajanan Terhadap Status Gizi (Kadar Lemak Tubuh Dan Imt/U) Pada Siswa Sekolah Dasar (Studi Di Sekolah Dasar Negeri 01 Sumurboto Kota Semarang)', *Jurnal Kesehatan Masyarakat (e-Journal)*, 5(1), pp. 301–306.
- Hardinsyah & Supariasa (2016) *Buku 2016_1_TV.S.pdf*. Jakarta: EGC. Available at: https://repository.ipb.ac.id/jspui/bitstream/123456789/87275/1/Buku_2016_1_TV.S.pdf.
- Inten, D. N. and Permatasari, A. N. (2019) 'Literasi Kesehatan pada Anak Usia Dini melalui Kegiatan Eating Clean', *Jurnal*

- Obsesi : Jurnal Pendidikan Anak Usia Dini*, 3(2), p. 366. doi: 10.31004/obsesi.v3i2.188.
- Kurniawan, F. H., Saichudin and Merawati, D. (2018) 'Gambaran Perilaku Jajan dan Aktivitas Fisik Pada Siswa Sekolah Dasar di SDN Oro-Oro Ombo 02 Kota Batu', *Jurnal Sport Science*, 6(2), pp. 1–14. Available at: <https://id.wiktionary.org/wiki/perilaku>.
- Masruroh, Cahyaningrum and Windayanti, H. (2019) 'Peningkatan Pengetahuan Siswa Kelas XII Tentang Smart Puncture Di SMK Kesehatan Darussalam dan SMK Harapan Mulya', *Indonesian Journal of Community Empowerment (IJCE)*, 1(1).
- Munjidah, A. and Angraini, F. D. (2019) 'The effects of Tui Na massage on the growth status of children under five years of age with KMS T status (low weight gain)', *Journal of Public Health in Africa*, 10, pp. 127–130. doi: 10.4081/jphia.2019.
- Nurbiyati, T. and Wibowo, A. H. (2014) 'Pentingnya Memilih Jajanan Sehat', *Jurnal Inovasi dan Kewirausahaan*, 3(3), pp. 192–196. Available at: <https://journal.uui.ac.id/ajie/article/view/7832>.
- Rahmi, A. D., Dien, H. A. and Kaparang, J. T. (2018) 'MUTU MIKROBIOLOGI DAN KIMIA DARI PRODUK PASTA (intermediet product) PENYEDAP RASA ALAMI YANG DISIMPAN PADA SUHU RUANG DAN SUHU DINGIN', *Media Teknologi Hasil Perikanan*, 6(2), p. 42. doi: 10.35800/mthp.6.2.2018.19510.
- RDW, D. and Ervi, S. (2017) 'Jurnal Ilmiah Ilmu – Ilmu Kesehatan dan Pendidikan', *Jurnal Ilmiah Ilmu – Ilmu Kesehatan dan Pendidikan*, 9(55). Available at: http://eprints.umg.ac.id/4071/1/No_12_Tahun_2017_-_2018.pdf.
- Sari, L. T. (2018) 'Effectiveness of Yoga Movement Suryanamaskar of Dysmenorrhoea Pain Reduction of Adolescent', *Jurnal Ners dan Kebidanan (Journal of Ners and Midwifery)*, 5(1), pp. 069–073. doi: 10.26699/jnk.v5i1.art.p069-073.
- Sukanta, P. O. (2003) *Akupresur dan Minuman Untuk Mengatasi Gangguan Kesehatan Reproduksi*. Jakarta: PT.Alex Media. Available at: <https://onesearch.id/DetailOpacBlank.aspx?id=1290>.
- Yusuf, S. (2010) 'Psikologi Perkembangan Anak dan Remaja', in. Bandung: PT.Remaja Rosakarya. Available at: http://repo.unikadelasalle.ac.id/index.php?p=show_detail&id=5804&keywords=.