

## Overview of the State of Child Nutritional Status Based on Accreditation in TK Sejahtera 4 Tasikmalaya City

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### Abstract

Pre-school children experience various nutritional problems, including malnutrition and excess nutrition where the number is increasing every year. This is also supported by the Monthly Report (LB) from the Tasikmalaya City Health Office, reporting that the number of toddlers suffering from malnutrition in 2021 was found to be 0.82% in Tasikmalaya City. An absolute prerequisite for development in all fields is the quality of human resources (HR). Several important factors influence the quality of human resources, especially factors related to intelligence, productivity and creativity, including nutritional status. PAUD school accreditation provides very important participation in improving the nutritional status of pre-school-age children through comprehensive education, nutrition services, child health and early detection of child growth and development. This research was conducted with the aim of seeing how the nutritional status of children is described based on accreditation at PAUD school institutions. Researchers used a qualitative approach with data collection techniques through observation and interviews. This research resulted in that there is an effect of the accreditation of an PAUD institution on the nutritional status of children in Kindergarten Sejahtera 4.

**Keywords:** Accreditation, Early Childhood, Nutritional Status.



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### INTRODUCTION

In Law no. 20 of 2003 relating to the National Education System defines pre-school age children as children aged 0 to 6 years. Meanwhile, Hurlock (in Musyarofah, 2017) means that early childhood who can also be said to be preschoolers are children aged 2-6 years. Children try to control and initiate a socially adapted learning environment at that time. The results of the study (PAUDNI, 2012) show that the intelligence level of children reaches 50% before the age of 4 years, 80% before the age of 8 years, and the remaining 20% before the age of 8 years and over and the age of 18 years is the peak.

According to Sujiono (in Izatusholihah, 2021) early childhood education is an effort to stimulate, build and manage under the supervision of adults. Education takes place from an early age, enabling children to learn and gain experience from the environment through observation, participation and experimentation that takes place by considering all possibilities.

A form of education with a focus on the foundation for growth and development in the form of motor coordination, emotional intelligence, multiple intelligences and spiritual intelligence is the definition of PAUD according to (Damayanti, 2020). Early childhood education is a shelter in educating children with the scope of playing and stimulating and stimulating children with an age range of 0-6 years to optimize their growth and development. An absolute prerequisite for development in all fields is the quality of human resources (HR). Several important factors influence the quality of human resources, especially factors related to intelligence, productivity and creativity, including nutritional status. According to Almatier

in (Ajie, 2014) the notion of nutritional status is the condition of the body due to the influence of the food eaten and the use of various nutrients in four categories, namely good nutritional status, excess nutrition, undernutrition and malnutrition.

The nutritional status of each individual can be said to be good if the nutrients obtained by the body can be used effectively so as to strengthen physical growth, brain development and optimize work capacity and health. Malnutrition can occur when the body lacks one or more essential nutrients. Effects that are harmful to the body can arise when the body receives excess nutrients, this is a sign of a state of excess nutrition. Good nutrition is the foundation of health that can affect the body's immune system, sensitivity to disease as well as physical and mental growth and development. Regular intake is needed to advance the quality of human resources (HR).

The Monthly Report (LB) of the Tasikmalaya City Health Office reports that in 2021 the number of children under five who experience malnutrition is 0.82% in Tasikmalaya City. For the Tawang District area, there were 9 children experiencing malnutrition with a percentage of 0.32% at the Kahuripan Health Center and 0.18% at the Tawang Health Center. These data support that problems in early childhood apart from malnutrition also suffer from excess nutrition, the number of which increases every year. Malnutrition is a nutritional problem that continues to this day. WHO defines malnutrition as a mass situation resulting from inappropriate and insufficient intake or management of nutrients. Poor absorption or loss of large amounts of nutrients can lead to malnutrition, or what is known as undernutrition. Malnutrition occurs when a person does not eat the right quantity, variety and quality of food for a long time.

While measuring the success of regional development, child nutrition is one of the benchmarks used, as well as supporting the process of playing and learning children at school. When it comes to the rights to nutrition, health and education, it can be said that the problem of child nutrition is a very important issue. In principle, solving the problem of nutrition for pre-school aged children is not only the responsibility of the city government, but also requires the commitment of parents and educational institutions. According to Nanang Fattah (in Nasution, 2020), all Indonesian people have the right to obtain quality education. Therefore, in organizing educational institutions, the qualifications must meet the standards of BAN PAUD and PNF (National Accreditation Board for Early Childhood Education and Non-Formal Education). The advantages of accreditation also lie in improving the quality of education, implementation of school programs such as (vision, mission and goals) and the competitiveness of the quality of education at the district/city, national and regional levels as well as the international level.

Based on the Law of the Republic of Indonesia Number. 2 of 2003 Article 60 paragraphs 1 and 3, accreditation is an ongoing project with the aim of providing a basic curriculum at formal and informal education levels at all levels and organizing types of education in a transparent manner. In Article 35 paragraph (1) these criteria are based on the National Standards for education, namely: standard levels of achievement of child development, content standards, process standards, graduate competency standards, education staff standards, facilities and infrastructure standards, management standards, financing standards and standards planned and consistent educational assessment that must be improved. Several aspects of child development assessed in the Child Development Achievement Level Standard (STPPA) are measured by measuring weight for age (BB/U), weight for height (BB/TB), height for age (TB/U). then combined into good nutrition, excess nutrition, less nutrition and poor nutrition.

BAN PAUD and PNF accreditation are evaluation activities carried out by agencies with the authority to determine the eligibility of both formal and non-formal education programs according to standards that are assessed and carried out fairly, objectively and transparently. The function of accreditation is as social protection for the community to ensure the quality of education as Quality Assurance where education is required to guide educational institutions to protect and improve the quality of education. Research previously conducted by (Irsyada, 2018) with the title "Relationship between the Contribution of Early Childhood Education Institutions and Nutritional Status in Summersari Village, Jember Regency" had an impact, namely that there was a high level of participation between PAUD institutions and nutritional status in Summersari Village, Jember Regency . Forms of participation include presentation of comprehensive teachings, nutrition and fitness for children, as well as Early Detection of Growth and Development (DDTK).

As for the preliminary study carried out through interviews with several teachers in Kindergarten Prosperous 4 Tasikmalaya City with Accreditation B, it was found that the condition of the child's nutritional status was quite good. However, there is a problem that one of the students is obese. In line with this, to support the nutritional status of children in Kindergarten Prosperous 4 the school provides a Supplemental Feeding Program (PMT) or commonly known as extra feeding. In addition to this program, there are other additional programs such as height checks (TB), weight checks (BB), head circumference checks (LK) and monthly dental checks. Based on the motives that have been described, the researcher is interested in researching "Description of the Nutritional Status of Children Based on Accreditation in Kindergarten Prosperous 4 Tasikmalaya City. The aim of the research is to see how the nutritional status of children is portrayed based on PAUD school accreditation. Because previous research related to school accreditation has not been discussed by researchers.

## **RESEARCH METHODS**

Researchers determined a qualitative approach to this study. According to Rijali (in Indriyanti, 2021) in qualitative research, measurements and descriptions are developed based on actual events or activities that are formed in the field with data collection techniques that are carried out through observation and interviews. According to Nasution (in Sugiyono, 2021) said that observation is the basis of all science. The type of observation used by researchers is participatory observation, because in collecting data, researchers can act as teachers who observe the behavior of educators and students during learning activities, how the relationship between teachers and students and the relationship of one teacher to another teacher. The information obtained is more detailed, sharp and understands the meaning of each behavior that appears through this participatory observation. In addition to observation, the researcher conducted interviews with school principals, educators and students at TK Sejahtera 4.

## **RESEARCH RESULTS AND DISCUSSION**

By conducting this research, the results were found, namely the influence of accreditation of an early childhood education institution on the nutritional status of children in Kindergarten Sejahtera 4. This can be seen from the services and infrastructure provided by these facilities, such as comprehensive education, presentation of children's intake and fitness. , as well as Early Detection of Growth and Development (DDTK) activities. Based on these characteristics, institutions can classify children's nutritional status into four criteria according to anthropometric standards used to measure nutritional status: over nutrition, good nutrition, under nutrition and malnutrition.

## **Discussion**

Some devices that support children's learning activities are family, school, community and state. To ensure the implementation of optimal educational services, the role of parents, educators and the community in supervising the growth of early childhood is very important. As a substitute for parents in educating children, therefore, educators in PAUD must not only be able to educate children according to their developmental tasks, but also must adapt to the wishes and needs of their parents. Furthermore, the very important thing to do is to observe one aspect of health, namely nutritional status.

Nutritional status is a condition of the body that is formed through a balance between the amount of food consumed and the amount that the body needs for biological functions such as physical growth, developing performance, maintaining health and various other functions. Nutrition plays a crucial role in the development of children. Malnutrition is very widespread and occurs at all stages of life in Indonesia, including lack of protein, deficiency of micronutrients, low birth weight babies and growth retardation by reviewing the parameters of height for age (TB/A). In relation to nutritional intake, stunting is the cumulative impact of insufficient intake of nutrients, macronutrients and micronutrients over a long period, in other words the result of serious inflammation or repeated infections.

Based on the explanation above, it can be concluded that to meet the nutritional needs of children, it must be balanced with other nutrients. Children have no appetite and are picky about food with balanced nutrition. These are some of the problems that can arise from an unbalanced diet. If a child has a nutritional disorder that causes his health to suffer, the child's movement will be hampered if his health is disturbed. Therefore, it is very important for parents to have more knowledge about nutrition, such as the ability to choose and manage nutrient-dense foods to meet children's nutritional needs. But it's not just a matter of consumption, it's also important to teach children to live clean and healthy.

Based on some of the descriptions that have been presented, it is found that the accreditation of PAUD institutions provides very crucial participation in improving the nutritional status of pre-school-aged children such as comprehensive education, presentation of children's intake and fitness, as well as activities for early detection of child growth and development. Several aspects assessed in the standard level of achievement of child development are assessed by measuring weight for age (BB/A), weight for height (BB/TB), height for age (TB/A), which will then be grouped. into: malnutrition, malnutrition, good nutrition and excess nutrition.

Therefore, so that the quality of education is in accordance with the expectations of the community, measurement standards are needed. If the desired standard is national, then this standard must also be national. Accreditation carried out by the National Accreditation Board (BAN) recognizes these qualifications in the provision of services by public and private educational institutions. Based on Government Regulation Number 32 of 2013, 8 National Education Standards are explained in detail, namely: graduate competency standards, content standards, process standards, educator and education staff standards, facilities and infrastructure standards, management standards, financing standards and education assessment standards.

Accreditation is part of the state's task of determining whether an educational institution is suitable for the public to reach or not. This is important so that people are not wrong in choosing quality educational institutions. Because many children's educational institutions lead to the industrialization of education with an emphasis on the advantages of the current

empirical situation. There are accredited and non-accredited forms of acknowledgment which are statements of accredited research results. Accredited schools are now divided into three categories, namely: A (Very Good), B (Good) and C (Enough). The assignment and degree of accreditation are intended as a reference so that schools can progress and develop in a systematic and programmed manner to advance the quality of schools in the future.

Based on the Regulation of the Minister of Education and Culture (Permendikbud) Number 137 of 2014 regarding PAUD National Standards or better known as Child Development Achievement Level Standards (STPPA) which are related to Graduate Competency Standards specifically for Early Childhood Education (PAUD). Standard facilities and infrastructure such as comprehensive education, presentation of children's intake and fitness, as well as activities for early detection of growth and development (DDTK) for children are the contributions to the accreditation of PAUD institutions with the nutritional status of children in TK Sejahtera 4.

## **CONCLUSION**

In measuring the success of regional development, child nutrition is one of the indicators. In addition, it also supports children's play and learning activities at school. When it comes to the right to nutrition, health and education, it can be said that the problem of child nutrition is a very important issue. In principle, solving nutritional problems in pre-school-age children is not only the responsibility of central agencies, but also requires the commitment of parents and educational institutions. Accreditation of PAUD institutions makes an important contribution to improving comprehensive education, presentation of children's intake and fitness, as well as early detection of child growth and development.

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