

## **GROWING STUDENT SENSE OF CARING ON COMMUNITY HEALTH PROBLEMS WITHIN NUTRITION AND HEALTH SCIENCE COURSE**

**Luisa Diana Handoyo**

Biology Education; Faculty of Teacher Training and Education; Sanata Dharma University  
[luisadianahandoyo@yahoo.com](mailto:luisadianahandoyo@yahoo.com)

### **ABSTRACT**

Nutrition and health science course is intended for the 5th semester student of Biology Education at Sanata Dharma University Yogyakarta. This course learn about the various nutrients needed by the body to grow and develop properly. After attending this course the students are expected to understand and explain the need for nutrition, healthy eating, the role of nutrition on health and be able to apply the principle of diversification in everyday life. Pos Pelayanan Terpadu (Posyandu) is a routine agenda that held each month in each village in Indonesia. Generally, the activity at posyandu are growth monitoring sessions, weight- height measurement and given supplementary feeding for children under the age of 5 years. There are so many health problems that were found in children, such as less weight or illness that often affects children such as coughs and colds. All of that problems caused by lack of knowledge of the people, especially the mothers about how to make a healthy living. As a Biology Education students who are concerned about these issues and already get a lesson about health and how to make a healthy living, they share their knowledge through the community at Posyandu by making a small program that they designed by themselves. Some of the programs carried out by the student is counseled about how to brush their teeth properly, counseling how to wash childrens hands properly and consultation on healthy foods. From these activities, they can interact directly with the community, find out their problems and provide solutions for improving the health of the community.

**Keywords:** *nutrition and health science , posyandu, healthy living, sense of caring, community health*

### **INTRODUCTION**

Sanata Dharma University (henceforth SDU), as a Jesuit university in Indonesia, participate in developing science, technology and art, in order to support the goals of national education in Indonesia. SDU based their approach to education in promoting human as an subject, rather than as an object lesson. In the process of learning in SDU develop models that stem from the Ignatian Pedagogy has been developed in the tradition of Jesuit education, with primary focus is to develop students into a whole person. In this case the process of learning in SDU is an integral part

of the struggle for humanity in the academic realm for making individuals who have always dreamed of and seek greater common good. SDU students are expected to not only have a good competence but also expected to have a good conscience and compassion as well. An attempt to apply such design to one of the major courses of the BS Biology Education programs was done by blending the usual lecture type of course delivery with service-learning.

Service learning is a method of teaching that combines formal instruction with a related service in the community. Service is integrated

into the course curriculum and requires that students reflect on their service activity. Good definition was given by Bringle et al. (2003):

”Service-learning is a credit-bearing, educational experience in which students participate in an organized service activity that meets identified community needs and reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility”

During the 5th semester, service-learning design was employed in nutrition and health science course. This course learn about the various nutrients needed by the body to grow and develop properly. After attending this course the students are expected to understand and explain the need for nutrition, healthy eating, the role of nutrition on health and be able to apply the principle of diversification in everyday life.

## **METHODOLOGY**

Service learning was implemented on regular class meeting. The students of Nutrition and Health science gain the necessary theory. Service learning program was student's final project with the main objective to implement the theory that they've got in class to society. Students were divided into 13 groups, which consists of 3-4 students. Phase in this service-learning activity were observation, planning, implementation, reflection, and writing report. Each group of students was asked to make a

program of outreach to the community through a Posyandu that regularly held every month.

This study used a descriptive method of research to look into the different phases of the service learning design employed in Nutrition and Health Science course. This study involved 50 third year college students who were enrolled in the class of Nutrition and Health Science during the first semester of School year 2012-2013. Data and other information needed in this study were gathered mainly through reflections of the students during the informal interview and documentary analysis.

## **RESULT AND DISCUSSION**

### **A. Observation**

Observations carried out by each group at the end of October until the beginning of November 2012. Within observations, they seek Posyandu target where they will make a program. Posyandu to be used as the location for the implementation of the program was in Yogyakarta and surrounding areas. In this observation the students looking for information about the implementation date, place, time, number of children under five and the elderly are served, routine activities held at Posyandu and health problems that are often experienced by young children under 5 years and elderly.

Within this observation students found that Posyandu routinely held in each village on a fixed date each month. Posyandu is served by

a cadre that concised of people around the neighborhood health center voluntarily. Routine activities carried out are weighing, measuring height, write data in *Kartu Menuju Sehat* (KMS = Books Health Card), and supplementary feeding for children under five year. In addition, Posyandu also serve immunization, examination of pregnant women, family planning consultation and blood pressure checks for the elderly. Supplementary feeding activities for toddlers is a routine activity that always involves all of society. Taking turns citizens groups tasked to provide additional food for children that check their health. The cost for the additional food comes from Posyandu subsidies and partly a non-governmental funds. Distributed food was very variated, from green bean porridge, eggs, up to a full meal with rice, side dishes, vegetables and fruit.

Based on interviews with Posyandu administrators, students found several issues relating to public health. They identified a seasonal disease, primarily due to the change of seasons such as cough and influenza that often affects infants and childrens. In some Posyandu there is some cases of malnutrition or poor nutrition. In the elderly, mostly health problems founded was high blood pressure (hypertension).

Obstacles encountered during the of observation is a matter of time. Some Posyandu carry out its activities in the morning along with time college student, so that some groups of students ask for

permission because they can not attend a course on the day of the program. Besides the issue of implementation time, some groups experienced problems in finding a Posyandu where the program will be executed. In addition, from the students, there is one group whose each members seek Posyandu so they have to compromise to determine which one will be used to implement the program.

### **B. Program Planning**

After students identify problems that exist in society, they began to plan programs for solved the existing problems. Based on the literature study and observation they developed a program that is appropriate to address the problems faced by the community. Through discussion concluded that the source of the health problems faced by the community is the lack of public knowledge about health and less knowledge about good and balance nutrition for the children. Students prepare all necessary purposes to run the program, including making leaflets for counseling program. In outline, student programs can be grouped into 2 major groups of activities, namely (1) Counseling regarding a healthy diet and balanced for childrens and (2) Guidance on how to maintain health for childrens.

### **C. Program Implementation**

The program was held in November 2012 in accordance with a schedule each Posyandu as seen at table 1. Students help all activities at

Posyandu ranging from site preparation, set all equipment needed, all purposes are used, for example, setting up tables, stationary, standing and hanging scales, height measuring meter, sphygmomanometer and stethoscope. In the implementation of Posyandu students directly involved in helping all of the activities include weighing, measuring height, the data recorded in the Health Card (KMS), given supplementary feeding, measuring blood pressure for elderly peoples and doing health education in accordance with the planned program.

**Table 1.** Schedule of Program Implementation

Gr p	Place of Posyandu	Date
1	Posyandu Dadap Jingga, Gondomanan, Yogyakarta	17-11-2012
2	Posyandu Apokad II, Jombor, Sleman	17-11-2012
3	Posyandu Ngudi Rahayu 3, Prambanan, Klaten	21-11-2012
4	Posyandu Mawar, Blendengan, Berbah, Sleman	25-11-2012
5	Posyandu Eka Cipta Sari, Muntilan	21-11-2012
6	Posyandu Dusun Kembang, Maguwoharjo	19-11-2012
7	Posyandu Koroulon Kidul	21-11-2012
8	Dusun Demangan Yogyakarta	23-11-2012
9	Dusun Ngabean, Ngaglik, Sleman	22-11-2012
10	Posyandu Kunthi, Kaliwaru, Ngaglik, Sleman	19-11-2012
11	Posyandu Teratai, Banjarbaru, Bantul	18-11-2012
12	Posyandu Salak Pondoh, Sambilegi, Sleman	21-11-2012
13	Posyandu Nangka, Karang Ploso, Maguwoharjo	13-11-2012

Some counseling conducted by the students as follows: (1) Guidance on healthy foods and variations for toddlers as well as the correct

way to cook vegetables, (2) Counseling regarding a healthy and balanced diet for toddlers, (3) Health education and nutrition for babies and toddlers; (4) Socialization to brush teeth properly from an early age, and (5) The importance hand wash habit at an early age.

The programs conducted by the students are very welcomed by community who regularly bring their children to the Posyandu for health checking. Enthusiasm shown by the community as seen in the sharing and discussion with students on the topic of counseled. The cadres also felt happy and was helped by the presence of students. Good reception is very supportive for students to continue a variety of activities that the end goal is for the good and welfare of the community.

#### **D. Reflection**

Reflection conducted at the end of the program. From sharing and documentation known that at the beginning of the activities students are still confused about the program design and where the implementation of the program will executed. Several times the students had to drive around Yogyakarta to find a suitable location for the implementation of this program. Through an ongoing process, at the end the students feel happy and take benefit from the implementation of service learning. These benefits are not only felt by the students, but also felt by the communities they serve. Here are some of the benefits of

service learning activities in the subjects of nutrition and health course:

- Students can socialize with community directly so the ability for communication increased
- Improve their confidence
- Sharpen students' skills in identifying problems and finding solutions
- Students can learn about the implementation of the Posyandu directly
- Provide new knowledge to the students about Posyandu
- Students can find out more about nutritional status of infants and toddlers in the community

Benefits perceived by the cadres and the public include:

- Assisted with the arrival of the students who participated in the activities of Posyandu
- Increasing public knowledge about healthy foods for their children and how to cook vegetables the right way
- Helping one of government program in achieving nutrition-conscious families
- Growing awareness of parents about the importance of dental health for children
- Increase public knowledge about how to maintain the cleanliness and health for children

Some of the results of student reflection, I quote as follows:

- "I was pleased with the Posyandu activity, although initially difficult to find a place for doing the program but at the end I was satisfied because I can share my knowledge to the community"
- "Our group felt less satisfied with the implementation of the counseling because we still can not answer the people questions that asking why carrots should not be cooked together with spinach, but we are trying to deliver the program as best as possible"
- "I get a new experience at Posyandu, because as a child I was never invited to the Posyandu. Apparently there is an activities that help people to maintain their health. Really interesting experience "
- "Sharing the health problems, open our mind that a lot of health problems that children faced every day. Hopefully all of our activities can provide a benefit for the community"
- "Knowledge about good nutrition for infants, children, adults and the elderly are particularly important to maintaining a healthy body"

From that reflection can be seen that the students take a lot of the benefits from service learning activities that they carry out. Sense of awareness for the community began to grow in each student. They try to identify the problem and then try to create a program that can solve the problems. Service learning activities in the

Nutrition and Health science course is a way to foster student awareness of the problems that occur in the community.

Not only stop at such activities, through the nutrition and health science course there is a group of students who care about the community also submitted a proposal to the Department of Higher Education through Student Creativity Program in the field of Community Service. Some of their proposal can be funded by the Department of Higher Education and now still in the process of implementation.

## CONCLUSION

From this study it can be concluded that the concept of Nutrition and Health Science course can be clearly understood by the student if the existing theory can be directly implemented in everyday life. Service-learning activities is one great way for students to apply the theory they have acquired in the class. In addition, with this activity students can also develop a sense of caring on for the health problems that are often faced by the community.

## ACKNOWLEDGEMENT

Author wish to express my gratitude to the Biology Education Study Program that supported this service learning activities which integrated in the Nutrition and Health Sciences course. I am grateful to all my Biology Education students who participated in Nutrition and Health Sciences course.

## REFERENCES

Anonim. (2011). Pedoman Umum Pengelolaan Posyandu. Kementrian Kesehatan RI. Jakarta.

Anonim. (2012). Pedoman Model Pembelajaran Berbasis Pedagogi Ignasian. P3MP-LPM USD. Yogyakarta.

Bringle, R. G., Phillips, M. A., and Hudson, M. (2003). The Measure of Service Learning: Research Scales to Assess Student Experiences. American Psychological Association, Washington, DC.

Kastuhandani, Fidelis Chosa. (2012). Our Dream, Effort, and Reflection: AJCU SLP Participant's Lived Experience. Paper presented in ASEACCU Conference. Wenzao Ursuline College of Languages. Taiwan.

Lunar Bernardo C. (2012). Creating Environmental Awareness and Sensitivity through Service Learning in Ecology Class. Paper presented in ASEACCU Conference. Wenzao Ursuline College of Languages. Taiwan.