






# The Effect of Feeding Rules Counseling with Flipcharts on Maternal Knowledge about Overcoming Feeding Difficulties During MP-ASI

Dwi Karina Ariadni<sup>\*1</sup> , Farida Linda Sari Siregar<sup>1</sup> , Eqlima Elfira<sup>1</sup> ,  
Riska Novita Harahap<sup>1</sup>

<sup>1</sup>Faculty of Nursing, Universitas Sumatera Utara, Medan, Indonesia



Corresponding author: [dwi.k.ariadni@usu.ac.id](mailto:dwi.k.ariadni@usu.ac.id)

## ARTICLE INFO

### Article history:

Received 3<sup>th</sup> September 2024

Revised 22<sup>th</sup> November 2024

Accepted 19<sup>th</sup> December 2024

Available online

<https://talenta.usu.ac.id/IJNS>

E-ISSN: 2685-7162

**How to cite:** Ariadni, D.K., Siregar, F.L.S., Elfira, E. Harahap, R.N. (2024). The Effect of Feeding Rules Counseling with Flipcharts on Maternal Knowledge About Overcoming Feeding Difficulties during MP-ASI. *Caring: Indonesian Journal of Nursing Science*, 6(2), 91-97.

## ABSTRACT

Feeding rules counseling is one of the efforts to overcome eating difficulties in children aged 06-24 months. This study was conducted to analyze the effect of feeding rules counseling with flipchart media on mothers' knowledge about overcoming eating difficulties during complementary feeding. This research method is quantitative pre-experimental one group pre-posttest using a 20 question questionnaire and two analyses there were univariate and bivariate with Paired T-Test. The population in this study was 213 respondents and with 69 samples. The sampling technique was purposive sampling according to the inclusion criteria, namely mothers who have children aged 6-24 months and have behavioral problems of eating difficulties in Lama Village, Hamparan Perak District, Deli Serdang Regency. Data were collected from May-June 2024. The results of study are the average percentage of maternal knowledge value before counseling is less as much as 69.6% and after counseling becomes good as much as 68.1%. This study shows there is a significant difference in the level of knowledge about feeding rules before and after counseling with a P-value of 0.000 ( $\alpha = 0.05$ ). There is a significant effect between feeding rules counseling with flipcharts on mothers' knowledge about overcoming eating difficulties during complementary feeding.

**Keyword:** Counselling, Feeding Rules, Flipchart



This work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International.  
<https://doi.org/10.32734/ijns.v6i2.17785>

## 1. Introduction

Children aged 6–24 months, often referred to as babies under two years old, represent a crucial period within the first 1,000 days of life, commonly known as "the golden age period" or "the golden period" of child growth and development (Hamner *et al.*, 2022). The care and attention provided during this phase significantly influence the quality of the child's future life (Workie *et al.*, 2020). Among the factors critical to the success of a child's growth and development is nutrition. Nutrition involves more than merely satisfying hunger; it requires consideration of both the quality and quantity of the nutrients consumed (Hamner *et al.*, 2022). Eating difficulties, which are common during this stage, encompass a range of eating habits or behaviors. Frequently observed issues include appetite disorders, such as playing with food, holding food in the mouth for extended periods, and refusing to eat by tightly closing the mouth. Additionally, eating difficulties may stem from psychological factors, environmental influences, or disturbances in the mother-child relationship (Wulandari

*et al.*, 2023). Other common eating problems in children include picky eating, selective eating, and consuming very small portions.

According to the results of the SSGI survey in 2023, nutritional status challenges include a stunting prevalence of 21.6%, wasting at 7.7%, underweight at 17.1%, and overweight at 3.5%. Specifically, in North Sumatra Province, the stunting prevalence among infants aged 6–23 months was as high as 37.21% in 2022. A key parameter influencing a child's nutritional status is their eating behavior, which is shaped by the child's developmental phase. During the 6–24 month period, children begin to develop autonomy, self-concept, social competence, and self-regulation processes, which play a pivotal role in shaping their eating patterns (Viljakainen *et al.*, 2018).

Failure in feeding practices is a significant cause of feeding problems among infants under two years of age (Meivita Dewi Purnamasari, Gita Sabrina Pratiwi and Aprilia Kartikasari, 2023). These issues often arise due to insufficient maternal knowledge regarding proper complementary feeding practices. For example, some mothers introduce complementary foods prematurely or compel their children to finish meals despite refusal (Hidayatullah *et al.*, 2021). When faced with eating problems in their children, many mothers resort to providing multivitamins and supplements; some even mistakenly believe that meals can be replaced with milk. This misconception can inadvertently harm the child's nutritional well-being, potentially leading to malnutrition (Munjidah *et al.*, 2020).

One strategy to address feeding problems in children involves educating mothers or caregivers. According to Chatoor (2009), counseling that emphasizes feeding rules education effectively alters caregiver behaviors. Feeding rules, as formulated by the World Health Organization (WHO), aim to address feeding issues by establishing guidelines for feeding schedules, environments, and procedures. These rules are designed to foster internal feeding regulation and encourage the development of a structured feeding routine (Chatoor, 2009). A mother's knowledge is crucial for maintaining her child's nutritional status, as it significantly influences the formation of positive feeding behaviors (Meivita Dewi Purnamasari, Gita Sabrina Pratiwi and Aprilia Kartikasari, 2023).

This study employs counseling on feeding rules using flipchart media. A flipchart serves as a concise and practical medium suitable for both outdoor and indoor settings due to its independence from network and electricity requirements, as well as its portability and ease of use. Flipcharts are effective, economical, and capable of enhancing engagement while simplifying the comprehension of material presented to mothers (Rukmana *et al.*, 2022).

Previous studies have demonstrated the effectiveness of various educational media in improving maternal knowledge of feeding practices. For instance, Wulandari *et al.*, (2023), found that educational videos significantly enhanced mothers' understanding of feeding rules. Similarly, research by De Rosso, S. *et al.*, (2022) indicated that distributing brochures facilitated the dissemination of information and improved mothers' grasp of feeding guidelines. Munjidah *et al.*, (2020) reported a significant impact of feeding rule interventions on addressing eating difficulties in children, such as picky eating, selective eating, and limited appetite.

Interviews conducted with five mothers of infants in Lama Village, Hamparan Perak Sub-district, Deli Serdang Regency, revealed that only one mother was aware of the basic principles of proper feeding, while the remaining four lacked this knowledge. A nutritional status assessment found three infants to be well-nourished and two to be malnourished. According to an initial survey by the Head of the Puskesmas Pembantu of Lama Village, the nutritional status of children in the village was predominantly classified as malnourished (Primary Data, 2023). Enhanced maternal knowledge of feeding rules is crucial for implementing structured feeding behaviors that promote better nutritional outcomes. IDAI (2014) emphasizes the importance of introducing proper feeding practices and rules alongside complementary feeding. However, ignorance and insufficient practice of these rules remain prevalent among mothers, highlighting the need for further research. This study examines "The Effect of Feeding Rules Counseling with Flipcharts on Maternal Knowledge About Overcoming Eating Difficulties During MP-ASI".

## 2. Methods

A quantitative research approach with a *one-group pretest-posttest* design was employed. This design, which excludes a control group, involves *pretest* measurements, an intervention, and *posttest* evaluations to assess the changes induced (Notoatmodjo, 2018). The study population included 213 mothers of children aged 6–24 months, with *purposive sampling* applied to select 69 respondents meeting the inclusion criteria: mothers of children aged 6–24 months experiencing feeding difficulties during complementary feeding. The independent variable was the effect of *feeding rules* counseling using *flipcharts*, while the dependent variable was maternal knowledge regarding overcoming feeding difficulties during MP-ASI. Flipcharts were utilized as the intervention medium, and questionnaires served as the data collection tool. The questionnaire was

adapted from Wulandari *et al.* (2023) and included 10 modified questions alongside 10 questions derived from relevant literature on *feeding rules* (Chatoor, (2009) and Bernard-Bonnin, (2006) and complementary feeding (Nurjannah Supardi *et.al.*, 2023). A total of 20 questions assessed maternal knowledge, with four answer options provided for each question, requiring respondents to select the correct answer.

Validity testing of the questionnaire yielded a high value of 0.885 ( $>0.70$ ) based on *Aiken's V* formula, indicating robust validity. Reliability testing using *Cronbach's Alpha* produced a strong value of 0.817 ( $>0.60$ ), confirming the instrument's reliability. Data analysis included univariate analysis for frequency distribution and percentages, and bivariate analysis using the *Paired T-Test* for parametric evaluation. Statistical significance was determined at a p-value threshold of  $<0.05$ . Ethical approval for the study was granted by the Research Ethics Committee of the University of North Sumatra, Indonesia (*Ethical Clearance* No. 306/KEPK/USU/2023).

### 3. Results

**Table 1** Frequency Distribution and Percentage of Demographic Data Characteristics in Mothers with Children Aged 6-24 Months with Feeding Difficulties (n = 69)

Characteristics	Frequency (f)	Percentage (%)
Mother's Age		
21-25	14	20,3
26-30	21	30,4
31-35	12	17,4
>35	22	31,9
Education Level		
No School	0	0
Elementary School	4	5,8
Junior High School	18	26,1
Senior High School	38	55,1
Higher Education	9	13
Occupation		
Housewife	64	92,8
Employee	1	1,4
Midwife	1	1,4
Self-employed/Merchant	1	1,4
Farmer	1	1,4
Teacher	1	1,4
Types of Eating Difficulties		
<i>Picky Eaters</i>	12	17,4
<i>Selective Eaters</i>	2	2,9
<i>Small Eaters</i>	29	42
<i>Food Phobia</i>	0	0
<i>Parenting Misperception</i>	0	0
<i>Inappropriate Feeding Practice</i>	26	37,7
Child Gender		
Male	40	58
Female	29	42
Child Age		
6-8 Months	7	10,1
9-11 Months	12	17,4
12-23 Months	50	72,5

The demographic characteristics analyzed in this study include the mother's age, education level, occupation, the type of child's eating difficulty, child's gender, and child's age. The study involved 69 respondents. Table 1 shows that the majority of mothers were aged over 35 years, accounting for 22 respondents (31.9%).

Regarding education level, most mothers had completed secondary education, totaling 18 respondents (26.1%). Based on occupation, the majority of the participants (64 respondents, 92.8%) were housewives. Concerning types of eating difficulties, the most prevalent issue was "small eater," affecting 29 children (42%). Regarding gender distribution, most children were male, comprising 40 respondents (58%). Finally, the majority of children were aged between 12–23 months, accounting for 50 respondents (72.5%).

**Table 2** Mean Percentage Distribution of Maternal Knowledge about Overcoming Feeding Difficulties during complementary feeding before and after Feeding Rules Counseling with Flipchart (n = 69 people)

Knowledge Level Category	Before Counseling ( <i>Pretest</i> )		After Counseling ( <i>Posttest</i> )	
	Frequency ( <i>f</i> )	Percentage (%)	Frequency ( <i>f</i> )	Percentage (%)
Less (<56%)	48	69,6	0	0
Fair (56-75%)	20	29	22	31,9
Good (76-100%)	1	1,4	47	68,1
Total	69	100	69	100

Table 2 presents maternal knowledge about addressing eating difficulties during complementary *feeding*. The data collected via a *pretest* using a questionnaire prior to the counseling intervention with a *flipchart* revealed that most mothers (48 respondents, 69.6%) had poor knowledge (<56%). After the counseling intervention, the *posttest* results showed a significant improvement, with the majority of mothers (47 respondents, 68.1%) achieving good knowledge levels (76–100%).

**Table 3** Effect of Feeding Rules Counseling with Flipchart on Maternal Knowledge about Overcoming Feeding Difficulties during MP-ASI

Variables	N	Mean	MD	P-Value
Maternal knowledge about overcoming feeding difficulties during complementary feeding before being given feeding rules counseling with flipcharts	69	<56%	6,88	0,000
Maternal knowledge about overcoming feeding difficulties during complementary feeding after being given feeding rules counseling with flipcharts	69	76-100%		

Table 3 illustrates that prior to the counseling intervention, the majority of mothers had poor knowledge (<56%) about addressing *feeding* difficulties during complementary *feeding*. Following the intervention, the majority demonstrated good knowledge (76–100%). The *Mean Difference* between *pretest* and *posttest* scores is 6.88. A statistical test indicated a significant difference in maternal knowledge ( $p < 0.05$ ), with a p-value of 0.000 ( $<0.05$ ). This result supports the hypothesis ( $H_a$ ), indicating that counseling on *feeding rules* using *flipcharts* significantly improved maternal knowledge about overcoming feeding difficulties during complementary *feeding*.

#### 4. Discussion

The results of the study, illustrated in Table 2, highlight the distribution of the average percentage of maternal knowledge regarding strategies for addressing feeding difficulties during complementary feeding prior to receiving counseling on feeding rules using a flipchart. Among 69 respondents, the majority (69.6%) demonstrated low knowledge levels (<56%), followed by 29% who exhibited sufficient knowledge (56–75%), and only 1.4% who had a good level of knowledge (76–100%).

The limited maternal knowledge concerning feeding rules during complementary feeding can be attributed to various factors, one of which is educational background. The data revealed that the majority of mothers (55.1%) had attained only a high school education. According to Widayanti *et. al.* (2023), an individual's knowledge can be significantly influenced by factors such as education, occupation, age, and access to information. Higher educational attainment is often associated with improved knowledge, as it facilitates better assimilation of information and fosters behavioral change (Purba *et. al.*, 2023). Mothers with higher education levels are more likely to possess better knowledge about appropriate feeding practices during complementary feeding (MP-ASI).

These findings align with the research conducted by Hijja (2022), entitled The Relationship between Feeding Practices and the Incidence of Picky Eaters in Toddler Age Children The study demonstrated that a high school education level (37.5%) was the most prevalent among participants, and the majority (91.3%) practiced inappropriate feeding methods.

Furthermore, the lack of knowledge in this area can also be attributed to limited access to information. Based on interviews with respondents, it was found that the majority of respondents do not have adequate access to information, such as internet connectivity, and many respondents do not even possess a cellphone to access such resources. The researcher also conducted interviews with health workers at the Puskesmas

Pembantu Desa Lama. These health workers reported that information regarding feeding guidelines had never been disseminated to the community.

A lack of knowledge about feeding guidelines undoubtedly leads to respondents being unaware of proper feeding procedures and how to address feeding difficulties in children during the complementary feeding period (MP-ASI). In interviews with mothers, it was commonly revealed that children consumed insufficient food because mothers often provided sugar water, milk, or additional snacks such as bread before mealtimes, even when the child did not request them. Additionally, children tended to prefer less nutritious foods, such as crackers, fried foods, and meatballs, over healthier options like vegetables and fruits. Mothers also reported being unaware of the appropriate types of food to give during MP-ASI, the optimal timing for introducing complementary feeding, and the necessity of introducing food at six months of age. Some mothers admitted to introducing food before their children reached six months, while others failed to introduce complementary foods when their children turned six months old. When faced with feeding difficulties, many mothers believed that staple foods could be substituted with milk, multivitamins, or even appetite stimulants for their children.

Furthermore, the findings presented in Table 2 illustrate the impact of counseling on feeding guidelines using flipcharts among 69 respondents. The results indicate that the average level of maternal knowledge regarding managing feeding difficulties in children during the complementary feeding period was good in 68.1% of respondents (47 individuals) and sufficient in 31.9% of respondents (22 individuals).

There was a notable increase in maternal knowledge about addressing eating difficulties. Prior to receiving counseling, respondents with poor knowledge improved to a sufficient level, and those with sufficient knowledge progressed to a good level. This improvement can be attributed to the provision of counseling interventions. Counseling is defined as an activity that provides guidance to clients, helping them resolve their problems. Mortensen and Schmuller describe counseling as a process of assisting individuals in enhancing their understanding and ability to overcome challenges. Counseling aids counselees by fostering knowledge, mental health, and changes in attitudes and behavior. In nursing, counseling represents a professional service that supports patients (Tamsuri, 2007). Counseling sessions can also involve discussions about the client's feelings and interests. In this study, the researcher helped respondents explore the challenges they faced in managing children's eating difficulties during the complementary feeding period (MP-ASI). Problems were identified, and potential solutions were developed collaboratively. The counseling sessions were more effective because they were conducted at the respondents' residences, allowing for a focused environment. Additionally, the material was presented using engaging flipchart media. Counseling sessions were carried out over two weeks.

The findings of this study are consistent with research conducted by Darwati (2014), entitled *The Effect of Feeding rules and Stimulation Counseling Interventions on Nutritional Status and Child Development at Posyandu Jayapura Regency*. This study employed a non-randomized pre-posttest quasi-experimental design with 119 children as participants. The results revealed that 83.2% of the children experienced eating difficulties. The study concluded that there was a significant improvement in the nutritional status and development of children with eating difficulties after receiving nutritional counseling using the feeding rules method at the Posyandu ( $p = 0.021$ ).

However, a contributing factor to why some respondents remained at a sufficient knowledge level after counseling may be related to the questionnaire design and respondents' focus. The questionnaire comprised 20 multiple-choice questions, requiring considerable concentration. Although the counseling lasted approximately 30 minutes, respondents who lacked focus may not have fully absorbed the material. Environmental factors likely influenced this; for instance, during the research process, some respondents had to hold their children because the children could not be separated from their mothers, leading to distractions during the counseling sessions and while answering the questionnaire.

Based on Table 3, a  $p$ -value of 0.000 was obtained. Since  $0.000 < 0.05$ , this indicates a significant effect of feeding rules counseling with flipchart media on maternal knowledge about overcoming feeding difficulties during MP-ASI.

According to Edgar Dale (1969), as cited in Nurfalah (2014), the concept of 'Dale's Cone of Experience' highlights that the educational process becomes more effective and memorable when it engages multiple senses. This principle suggests that health education can be more impactful and yield optimal results when appropriate methods and media are used to involve multiple senses.

This aligns with the findings of a research conducted by Wulandari *et.al.*, (2023), titled *The Effect of Video Feeding Rules on Maternal Knowledge About Picky Eating Behavior in Children at Aisyiyah I Kindergarten, Bukittinggi City*. The study employed a quasi-experimental design with a one-group pre-test and post-test approach. It was conducted in August 2020 at Aisyiyah I Kindergarten, Bukittinggi City, involving a population of 206 mothers or guardians of students. A purposive sampling technique was applied,

resulting in a sample size of 20 respondents. Data were analyzed using a Paired T-Test with a significance level of  $\alpha=0.05$ . The results indicated that the average maternal knowledge about picky eating behavior was 2.40 before the intervention, which significantly increased to 8.50 after the intervention. The post-test analysis revealed a statistically significant effect of video feeding rules on maternal knowledge about picky eating behavior ( $p\text{-value}=0.005$ ).

Providing education through counseling using flipchart media is the most appropriate alternative for this research site, given that the average respondent lacks sufficient access to information, such as mobile phones. A flipchart is a collection of summaries, schemes, pictures, and tables, arranged sequentially and systematically based on the counseling material topics. It presents information in the form of images, text, diagrams, and numerical data (Rukmana *et al.*, 2022). This approach facilitates comprehensive and effective message delivery, enabling respondents to concentrate more effectively. The effectiveness of flipchart educational media largely depends on the number of sensory modalities involved in message reception. The more senses engaged, the easier it becomes for respondents to understand the material. In addition, researchers provided supplementary material sheets in the form of leaflets, allowing respondents to revisit the information at home. This strategy enhances accessibility to information and promotional media, particularly regarding education on feeding rules as an effort to increase mothers' knowledge in addressing children's eating difficulties during the complementary feeding (MP-ASI) phase.

This approach aligns with research conducted by Pratiwi (2019), titled *The Effect of Dental and Oral Health Counseling Using Flipchart on the Level of Knowledge of Brushing Teeth for Parakan Adolescent Elementary School Students*. The study employed a quasi-experimental design with a non-randomized control group pretest-posttest design. The sample comprised 80 children, divided into 40 respondents in the experimental group and 40 in the control group. Data analysis was performed using the Wilcoxon Signed Rank Test and the Mann-Whitney U Test. The analysis of pretest and posttest results demonstrated a significant difference between the two groups, with a  $p\text{-value}$  of 0.00 ( $p < 0.05$ ). This indicates that knowledge levels regarding toothbrushing among elementary school children significantly improved following counseling using flipchart media. Similarly, providing interventions in the form of feeding rules counseling with flipcharts is an effective method for enhancing maternal knowledge about addressing eating difficulties. It is anticipated that the knowledge gained will empower respondents to apply the feeding rules effectively, thereby addressing problematic eating behaviors in children during the MP-ASI phase.

## 5. Conclusion

The conclusion that can be drawn in this study is that counseling with flipchart media is effective in facilitating the delivery of feeding rules material because it is more interesting and easier to understand, the majority of respondents are mothers over 35 years old with high school education, mostly housewives, and most children are male, aged 12-23 months, with feeding problems "small eater". The results of the study were the average percentage of maternal knowledge value before counseling was less as much as 69.6% and after counseling became good as much as 68.1%. This study shows there is a significant difference in the level of knowledge about feeding rules before and after counseling with a  $P\text{-value}$  of 0.000 ( $<\alpha = 0.05$ ). This means that there is a significant effect between feeding rules counseling with flipcharts on mothers' knowledge in overcoming feeding difficulties during complementary feeding. This finding underscores the importance of targeted counseling interventions to improve mothers' practices in overcoming feeding difficulties during complementary feeding. Health workers are encouraged to use such methods to improve public health outcomes.

## References

- Bernard-Bonnin AC. Feeding problems of infants and toddlers. *Can Fam Physician* 2006;52:1247-51.
- Chatoor I. (2009). *Diagnosis and treatment of feeding disorders in infants, toddlers, and young children*. Washington: Zero to Three.
- Darwati, D., Mexitalia, M., Hadiyanto, S., Hartanto, F., & Nugraheni, S. A. (2016). Pengaruh Intervensi Konseling Feeding Rules dan Stimulasi Terhadap Status Gizi dan Perkembangan Anak di Posyandu Kabupaten Jayapura. *Sari Pediatri*, 15(6), 377. <https://doi.org/10.14238/sp15.6.2014.377-84>
- De Rosso, S. *et al.* (2022). 'Counseling parents about child feeding: a qualitative evaluation of French doctors and health/childcare professionals' experiences and perception of a brochure containing new recommendations', *BMC Public Health*, 22(1), pp. 1–15. Available at: <https://doi.org/10.1186/s12889-022-14778-2>
- Hamner, H.C. *Et Al.* (2022) 'Improving Nutrition In The First 1000 Days In The United States: A Federal Perspective', *American Journal Of Public Health*, 112, Pp. S817–S825. Available At:

<https://doi.org/10.2105/AJPH.2022.307028>

- Hidayatullah, R.N. *Et Al.* (2021) 'Perilaku Pemberian Mp-Asi Dini Di Kecamatan Babakan Madang , Kabupaten Bogor', *Pengmaskemas: Jurnal Pengabdian Kepada Masyarakat*, 1(2), Pp. 137–144.
- Hijja, N., Agrina, Dan Didi Kurniawan. (2022). Hubungan Praktik Pemberian Makan Dengan Kejadian Picky Eater Pada Anak Usia Toddler. *Jurnal Vokasi Keperawatan (JVK)*, 5(2). 85-92. Doi: <https://doi.org/10.33369/Jvk.V5i2.24177>
- IDAI (2014) 'Pendekatan Diagnosis Dan Tata Laksana Masalah Makan Pada Batita Di Indonesia', *Jurnal Penyakit Dalam Indonesia*, 4(2), Pp. 1–26. Available at: <http://Spesialis1.Ika.Fk.Unair.Ac.Id/Wpcontent/Uploads/2017/03/Rekomendasi-Pendekatan-Diagnosis-Dan-Tata-Laksana-Masalah-Makanpada-Batita.Pdf>
- Meivita Dewi Purnamasari, Gita Sabrina Pratiwi And Aprilia Kartikasari (2023) 'Korelasi Tingkat Pengetahuan Feeding Rules Ibu Dengan Status Gizi Batita', *Journal Of Bionursing*, 5(1), Pp. 76–82. Available At: <https://doi.org/10.20884/1.Bion.2023.5.1.175>
- Munjidah, A. *Et Al.* (2020) 'Pengaruh Penerapan Feeding Rules Sebagai Upaya Mengatasi Kesulitan Makan Pada Anak ( Picky Eater , Selective Eater Dan Small Eater )', (June), Pp. 29–39.
- Notoatmodjo, S. (2018). Metodologi Penelitian Kesehatan. Jakarta: Rineka Cipta.
- Nurfalah A, Yuniarramah E, Aspriyanto D. Efektifitas Metode Peragaan Dan Metode Video Terhadap Pengetahuan Penyikatan Gigi Pada Anak Usia 9-12 Tahun Di SDN Keraton 7 Martapura. *Dentino*. 2014;II(2).
- Nurjannah Supardi, *Et Al.* (2023). Gizi Pada Bayi Dan Balita. Jakarta. Yayasan Kita Menulis.
- Pratiwi, E., Haryani, W. And Purwati, D.E. (2019) 'Pengaruh Penyuluhan Kesehatan Gigi Dan Mulut Menggunakan Flip- Chart Terhadap Tingkat Pengetahuan Menyikat Gigi Bagi Siswa Sekolah Dasar Remaja Parakan', *Journal Of Oral Health Care*, 7(2), Pp. 77–87. Available at: <https://www.E-Journal.Poltekkesjogja.Ac.Id/Index.Php/JGM/Article/View/455>
- Purba, I.E., Sinaga, J., Adiansyah, Dan Sihura, I.R. (2023). Gambaran Pengetahuan, Sikap Dan Perilaku Terhadap Lansia Pelaksanaan Vaksinasi Covid-19. Medan: Umsu Press
- Rukmana, F. *Et Al.* (2022) 'Developing Flip Chart As Career Counseling Media For College Major Selection For The Students', *Jurnal Psikologi Pendidikan Dan Konseling: Jurnal Kajian Psikologi Pendidikan Dan Bimbingan Konseling*, 8(1), P. 47. Available At: <https://doi.org/10.26858/Jppk.V8i1.32034>
- SSGI (2023) 'Hasil Survei Status Gizi Indonesia', *Kementerian Kesehatan Republik Indonesia*, Pp. 77–77. Available At: <https://promkes.kemkes.go.id/Materi-Hasil-Survei-Status-Gizi-Indonesia-Ssgi-2022>
- Tamsuri, Anas . (2007). Konseling Dalam Keperawatan, EGC, Jakarta.
- Viljakainen, H.T. *Et Al.* (2018) 'Picky Eating – A Risk Factor For Underweight In Finnish Preadolescents', *Appetite* [Preprint]. Available At: <https://doi.org/10.1016/J.Appet.2018.10.025>
- Workie, S.B. *Et Al.* (2020) 'Child Development And Nutritional Status In 12-59 Months Of Age In Resource Limited Setting Of Ethiopia', *Journal Of Health, Population And Nutrition*, 39(1), Pp. 1–10. Available At: <https://doi.org/10.1186/S41043-020-00214-X>
- Wulandari, A. *Et Al.* (2023) 'Pengaruh Video Feeding Rules Terhadap Pengetahuan Ibu', 4(1), pp. 407–415.