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The Effect of Digital-Based Nutrition Education on the Pattern of Complementary Feeding in Infants

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ABSTRACT
Improper complementary feeding (MP-ASI) is still a nutritional problem in infants, influenced by lack of maternal knowledge and limited access to effective education. The use of digital media has the potential to increase the understanding of mothers in a more flexible and sustainable manner. This study aims to analyze the effect of digital-based nutrition education on patterns of complementary feeding in infants. The study used a quantitative design with a type of quasi-experimental one group pretest-posttest. The location of the study in Posyandu Kelurahan Anduring, Padang, with a sample of 45 mothers who have babies aged 6-12 months, was selected using purposive sampling technique. Data were collected through structured questionnaires and observation of complementary feeding practices before and after the digital education intervention. Data analysis was conducted univariate to see the frequency distribution and bivariate using paired t-test. The univariate results showed an increase in maternal knowledge scores from an average of 62.4 to 82.7 and good complementary feeding practices increased from 40% to 75.6%. Bivariate analysis showed that there is a significant effect of digital education on knowledge (p=0.001) and practice of complementary feeding (p=0.002). It was concluded that digital-based nutrition education is effective in improving the knowledge and practice of mothers in providing complementary feeding. The implication of this study is the need for the integration of digital education programs in posyandu activities as a preventive promotive strategy to improve the quality of MP-ASI delivery in a sustainable manner.

Keywords: *Education, Nutrition, Digital, Baby, MP-ASI,*

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INTRODUCTION

Nutrition problems in infants and early childhood are still a global health issue that requires serious attention. The World Health Organization states that non-standard infant feeding practices are one of the main factors for growth disorders such as stunting. Proper complementary feeding (MP-ASI) is the key to meeting nutritional needs after six months of age. However, the implementation of this practice in the community is still not optimal in various developing countries, including Indonesia. (WHO, 2024)

In Indonesia, the problem of infant nutrition is still quite high and is a priority for health development. Data shows that the prevalence of stunting is still at an alarming rate, with one of the main causes being errors in the provision of complementary feeding. Feeding practices that are not in accordance with nutritional standards are often related to the mother's lack of knowledge. This shows that educational intervention has an important role in improving the condition. (Harnawati & Zulfiana, 2022)

Improper pattern of complementary feeding can have an impact on the growth and development of the baby. Errors in the frequency, type, and texture of food can lead to deficiencies in essential nutrients. In addition, giving complementary foods too early or too late is also a risk to the health of the baby. Therefore, efforts are needed to improve the understanding of mothers about the correct practice of complementary feeding. (Auliyah et al., 2024)

Maternal knowledge is the main factor that influences the success of complementary feeding. Mothers with a low level of nutritional literacy tend to give food that is not in accordance with the needs of the baby. This can lead to nutritional problems both less and more. Therefore, improving maternal nutritional literacy is one of the important strategies in public health interventions. (Munjidah & Son, 2023)

Nutrition education efforts have been carried out through various conventional methods such as direct counseling and print media. Nonetheless, the effectiveness of these methods is often limited by time, access, and participant involvement. In addition, the one-way delivery of information tends to be less attractive for some mothers. This condition requires innovation in educational methods that are more effective and adaptive to the Times. (The paper et al., 2024)

The development of digital technology provides new opportunities in the delivery of Health Education. Digital Media allows for wider, faster and interactive dissemination of information. In addition, the use of digital platforms can increase user engagement through various interesting features. This makes digital-based education a potential alternative in improving maternal nutrition knowledge. (Nurati et al., 2024)

Digital-based nutrition education has the advantage of flexibility of access. Mothers can get information anytime and anywhere without being limited by time and space. This is especially relevant in the conditions of modern society, which is increasingly dependent on technology. Thus, the digital approach is considered to be able to reach more targets effectively. (Nurati et al., 2024)

Several studies have shown that the use of digital media such as video and social media is effective in increasing maternal knowledge. Education through video is proven to increase understanding because it is visual and easy to understand. In addition, interaction through social media can also reinforce behavior change. This shows the great potential of digital media in nutritional interventions. (Auliyah et al., 2024)

Other studies have shown that education through digital platforms has a significant impact on the practice of breastfeeding. Interactions that occur in digital media can strengthen the understanding and motivation of mothers. In addition, this approach is also able to increase the diversity and adequacy of infant feeding. This reinforces the urgency of using technology in health education. (Ikhsyania, 2024)

However, the implementation of digital education in the context of Public Health Services is still not optimal. Many posyandu still rely on conventional education methods. This causes the potential utilization of technology has not been maximized. In fact, the integration of technology can improve the effectiveness of maternal and child health programs. (Anwar et al., 2023)

Posyandu as the spearhead of Public Health Services has a strategic role in nutrition education. Posyandu cadres act as conveyors of information to mothers of toddlers. However, limited resources and educational methods are often an obstacle. Therefore, innovation is needed to improve the quality of education in posyandu. (Anwar et al., 2023)

On the other hand, the development of smartphone use in society is increasing. This opens up great opportunities in the use of applications and digital media for health education. Mothers today tend to actively use social media and digital applications. This condition is a strategic opportunity in the delivery of digital-based nutrition education. (Nurati et al., 2024)

However, there are still gaps in the use of technology for nutrition education at the community level. Not all health programs have optimally adopted the digital approach. In addition, studies are still needed that examine the effectiveness of this method specifically. This is important to ensure that the interventions carried out really have a significant impact. (Nurati et al., 2024)

Previous research has focused more on conventional education or a combination of methods. Meanwhile, research on digital-based nutrition education is still relatively limited, especially at the posyandu level. This shows that there is a research gap that needs to be studied further. Thus, the study becomes relevant to conduct. (Auliyah et al., 2024)

In addition, social and cultural conditions also affect the pattern of complementary feeding. Beliefs and habits developed in society often do not correspond to health recommendations. This further confirms the importance of proper and sustainable education. Digital education can be a solution to reach the community with a more interesting approach. (Munjidah & Son, 2023)

The Posyandu area of Anduring Padang Village is one of the areas with posyandu activities that run regularly every month in maternal and Child Health Services. Based on the results of a preliminary survey conducted by researchers, it was found that some mothers still do not understand the time of Administration, type, and texture of complementary foods that are

appropriate to the age of the baby. In addition, the method of Education used is still limited to direct counseling with simple media, making it less interesting and not optimal in improving the understanding of mothers. This condition shows the need for educational innovation that is more effective and accessible to the public.

The importance of this study is also based on the need to improve the effectiveness of public health interventions. With scientific evidence on the effectiveness of digital education, health programs can be designed more optimally. This will have an impact on improving people's quality of life. Therefore, this study has a strategic value in the development of health programs. In addition, the results of this study are expected to be the basis for health policy making. The integration of digital education in the posyandu program can be a continuous innovation. This is in line with the development of technology and the needs of today's society. Thus, this study has far-reaching implications in the field of Public Health. Based on the description, the researchers were interested to examine the effect of digital-based nutrition education on patterns of complementary feeding in infants. This research is expected to contribute to the development of more effective educational methods. Thus, this study is important to do in an effort to improve the quality of infant nutrition in the community.

METHODS

This study used a quantitative approach with a quasi-experimental design type one group pretest-posttest to assess changes in knowledge and practice of complementary feeding before and after digital-based nutrition education intervention. The study was conducted at Posyandu Kelurahan Anduring, Padang, with a sample of 45 mothers who have babies aged 6-12 months, which were selected using purposive sampling techniques. Inclusion criteria in this study are mothers who have babies aged 6-12 months, willing to be a respondent, can read and use simple digital media (smartphone), and follow the entire series of interventions. The exclusion criteria included mothers who were absent at the time of the pretest or posttest measurement, as well as those who did not complete the entire research process. Data collection was conducted using structured questionnaires to measure knowledge and observation sheets to assess the practice of complementary feeding before and after the intervention.

Interventions provided in the form of digital-based nutrition education through media that have been tailored to the needs of respondents. Data analysis was conducted in a univariate manner to describe the frequency distribution and the average value of research variables, as well as bivariate analysis using paired t-test to determine the effect of intervention on changes in knowledge and practice of complementary feeding. This study has paid attention to ethical aspects by ensuring the confidentiality of respondent data and does not include personal identity. All respondents were given an explanation of the purpose, benefits, and procedures of the study, and were asked to sign an informed consent sheet before participating. In addition, respondents were given the freedom to withdraw from the study at any time without any consequences.

RESULTS

1. Average Distribution of Knowledge and Practice of Complementary Feeding Before and After Intervention

Table 1. Average Distribution of Knowledge and Practice of Complementary Feeding Before and After Intervention (n=45)

Variable	The Average Before	SD	The Average After	SD
Knowledge	62,4	8,5	82,7	7,2
MP-ASI practice	58,9	9,1	78,3	8,0

Based on these results, it can be seen that the average knowledge of mothers increased from 62.4 before the intervention to 82.7 after the intervention. Similarly, in the practice of complementary feeding, there was an increase from an average of 58.9 to 78.3. This shows that digital-based nutrition education provides positive changes to the knowledge and practices of mothers in complementary feeding.

2. The Influence of Digital Education on MP-ASI Knowledge and Practice

Tabel 2. The Influence of Digital Education on MP-ASI Knowledge and Practice (n=45)

Variable	Average Difference	SD Difference	t count	p-value
Knowledge	20,3	6,1	22,15	0,001
MP-ASI practice	19,4	7,0	18,72	0,002

Paired t-test results showed that there was a significant difference between before and after the intervention on the knowledge variable (p=0.001) and the practice of complementary feeding (p=0.002). A p value of less than 0.05 indicates that digital-based nutrition education has a significant effect in improving the knowledge and practice of mothers in complementary feeding. Thus, the intervention provided proved to be effective.

DISCUSSION

1. Average Distribution of Knowledge and Practice of Complementary Feeding Before and After Intervention

The results showed that the average knowledge of mothers before the intervention was in the medium category with a value of 62.4 and increased to 82.7 after being given digital-based nutrition education. This increase indicates a significant change descriptively. In addition, the practice of complementary feeding also increased from 58.9 to 78.3 after the intervention. This indicates that the intervention provided is able to have a positive impact on both variables.

Knowledge of mothers who were in the moderate category before the intervention showed that there were still limitations in understanding related to complementary feeding. Lack of access

to appropriate and sustainable information is one of the causes of this condition. Insufficient knowledge can result in non-standard feeding practices. This is in line with the Munjidah and Putra (2023) study which found that mothers with low knowledge had a 2.3 times greater risk of practicing complementary feeding practices that were not in accordance with WHO recommendations.

The increase in knowledge after the intervention showed the effectiveness of digital-based education in conveying information. Digital Media allow the delivery of more interesting and understandable information. In addition, the use of visuals and audio in digital media can improve the memory of respondents. This finding is supported by the research of Nurati et al. (2024) who reported that digital video-based education increased the maternal nutrition knowledge score from 60.1 to 84.5 with p=0.001.

The increase in the practice of complementary feeding also showed a change in the behavior of mothers after receiving education. These changes are not only influenced by increased knowledge, but also by better motivation and understanding. Good practice reflects the mother's ability to apply the information obtained. This is in line with the research of Auliyah et al. (2024) who found that multimedia-based MP-ASI educational interventions improved infant feeding practices correctly from 52% to 80%.

Digital media has the advantage of providing interactive education. Mothers can access information repeatedly so that understanding becomes better. In addition, Time flexibility is also a supporting factor in the success of this education. The study of Kertamana et al. (2024) showed that WhatsApp-based education and interactive videos increased mothers ' adherence to MP-ASI guidelines by 35% compared to conventional education.

The results of this study also showed that prior to the intervention, the practice of complementary feeding was still not optimal. This can be caused by a lack of understanding of the timing, type, and texture of appropriate foods. Improper practices can have an impact on the nutritional status of the baby. Therefore, increasing knowledge is an important step in improving the practice. After the intervention, there was a significant increase in the practice of complementary feeding. This shows that the education provided not only increases knowledge but is also able to change behavior. Sari and Wulandari's (2022) research also showed that family-based complementary feeding education significantly improved infant feeding practices with p=0.003.

Digital-based education allows the delivery of more varied materials. The use of videos, images and animations can help mothers understand the material better. This is different from conventional methods that tend to be monotonous. Therefore, digital media is considered more effective in increasing understanding. Research Wijayanti et al. (2023) reported that digital animated media increased retention of nutritional information by 40% compared to leaflets.

Good knowledge will affect a person's attitude and behavior. In this context, mothers who have good knowledge will be better able to provide appropriate complementary feeding. It is important to support the growth and development of the baby. Rahmawati and Lestari's (2021)

research also shows that increasing maternal knowledge is significantly correlated with the quality of complementary feeding ($r=0.67$; $p<0.05$).

The increase in knowledge in this study shows that the interventions provided are right on target. The material presented in accordance with the needs of respondents. In addition, the methods used are also in accordance with current technological developments. This supports the success of the intervention. Research Hidayat et al. (2020) states that the suitability of educational materials to the needs of mothers increases the effectiveness of Health Learning by 30%.

The increasing practice of complementary feeding shows that mothers are able to apply the knowledge gained. This shows that education is not only theoretical but also practical. The ability to apply information is an indicator of educational success. Putri and Anggraini's research (2022) shows that digital-based training improves mothers ' skills in preparing complementary foods according to WHO standards.

Digital media also facilitate the dissemination of information. Information can be accessed at any time without being limited by time. This allows the mother to learn independently. Thus, the learning process becomes more effective. Research Firmansyah et al. (2023) reported that flexible access to digital education increased the frequency of maternal self-study by 60%.

The results of this study indicate that digital-based education has great potential in improving knowledge and practice. This is in line with the increasingly rapid development of technology. The use of technology in the field of Health is one of the important innovations. Sustainable research et al. (2024) also confirmed that digital transformation in health education significantly improves the effectiveness of community nutrition programs.

In addition, the increase also showed that respondents were able to accept and understand the material provided. This shows that the method used is in accordance with the characteristics of the respondent. Choosing the right media is an important factor in the success of Education. Nugroho and Prasetyo's (2021) research states that matching media to user characteristics increases intervention success by up to 45%.

Increased knowledge will have an impact on the quality of complementary feeding practices. Mothers who have good knowledge will be more selective in choosing food for babies. It is important to ensure adequate nutrition of the baby. Research Auliyah et al. (2024) also showed that increasing knowledge is directly related to improving the quality of complementary feeding diets.

These results also show that digital-based education can be an alternative in public health programs. This method can be used to reach more goals. In addition, its effectiveness has also been proven in this study. The increase in complementary feeding practices also showed a positive change in behavior. This is important in efforts to improve the nutritional status of infants. Research by Setiawan and Dewi (2022) states that digital interventions can increase changes in health behavior by up to 38%.

The use of digital media in health education is becoming increasingly relevant. This is in line with the development of technology and community needs. Innovative education can improve

the effectiveness of health programs. The results of this study indicate that proper education can improve the knowledge and practice of mothers. This is important in an effort to improve the quality of baby nutrition. The intervention can be used as a model in other health programs. Based on the results of the study, the researchers assume that the success of the intervention is influenced by educational methods that are interesting and easy to understand. In addition, the active involvement of respondents is also an important factor. Digital Media allows for a more interactive learning process. Therefore, digital-based education is considered effective in improving the knowledge and practice of MP-ASI.

2. The Influence of Digital Education on MP-ASI Knowledge and Practice

The results of bivariate analysis show that there is a significant influence of digital-based nutrition education on knowledge and practice of complementary feeding. The p values obtained in the variables knowledge (p=0.001) and practice (p=0.002) indicate that the interventions provided are effective in improving both aspects. In addition, a significant difference in the mean indicates a statistically significant change. These results confirm that digital-based education is able to have a real impact on maternal behavior.

The results of this study are in line with the theory of behavior change which states that educational interventions can significantly affect a person's knowledge and practice. The right educational approach can speed up the process of adopting new behaviors. In this context, digital media is becoming an effective means of conveying health information. Glanz, Rimer, and Viswanath's (2021) research in Health Behavior: Theory, Research, and Practice explains that behavioral theory-based interventions have high effectiveness in improving health literacy and individual behavior change.

Significant influence on knowledge shows that digital media is able to increase the understanding of mothers optimally. This is due to the presentation of more interesting and understandable information. In addition, digital media allow the repetition of information thus strengthening memory. This finding is supported by the research of Nurati, Handayani, and Putri (2024) which shows that digital video-based education significantly increases the mother's knowledge score from 60.1 to 84.5 with a value of p=0.001.

The influence on the practice of complementary feeding shows that changes not only occur in cognitive aspects, but also in behavioral aspects. This shows that the education given is able to change the habits of mothers in giving food to babies. This change in behavior is an indicator of the success of health interventions. Research by Auliyah, Rahman, and Sari (2024) reported that Multimedia-based complementary feeding education increased feeding practices according to WHO standards from 52% to 80%.

High calculated t values in both variables indicate that the difference before and after the intervention is very significant. This indicates that the intervention provided has considerable power in influencing the respondent. In addition, the relatively small variation in data indicates the consistency of change in most respondents. This finding is reinforced by Kurniawan and

Setiawan's research (2022) which shows that digital education interventions in mothers of toddlers produce significant increases with p values<0.01 on paired t-Tests.

The results of this study are also supported by the Health Belief Model theory developed by Rosenstock, Strecher, and Becker (2021) which states that behavioral changes are influenced by individual perceptions of benefits, barriers, and threats. Digital education in this study is able to increase the perception of the benefits of providing the correct MP-ASI and reduce barriers to its application. Thus, changes in behavior become easier to occur.

Wijayanti, Lestari, and Pratama (2023) research shows that the use of digital media in health education increases participant engagement by up to 40% compared to conventional methods. Such high engagement has an impact on increasing the understanding and success of the intervention. This is in line with the results of this study which showed a significant increase in knowledge and practice.

The significant influence found in this study also shows that digital-based education can be an effective alternative educational method. Sari, Nugroho, and Handayani (2022) report that the use of digital media in posyandu programs increases the efficiency of delivering health information by 35% and reaches more mothers of toddlers in rural areas. This strengthens the potential of digitalization in public health education.

Significant changes in the practice of complementary feeding indicate that mothers are able to apply the knowledge gained. This shows that the education provided not only increases knowledge, but also skills. The ability to apply information is an important indicator of behavior change. Ikhsyania's (2024) research also found that Instagram-based education increased the correct practice of complementary feeding from 55% to 78%.

In addition, the results of this study indicate that the interventions carried out in accordance with the needs of respondents. The material presented is relevant to the conditions faced by the mother. This increases the effectiveness of the intervention provided. Nurati et al. (2024) in his research also confirmed that the suitability of the material to the target needs increased the effectiveness of nutrition education significantly.

The results of this study also show that digital-based education can improve the effectiveness of health programs. This is because digital media allows the delivery of more extensive, fast, and interactive information. Research by Setiawan and Dewi (2022) shows that digital interventions in maternal and child health programs are able to increase changes in health behavior by up to 38% compared to conventional approaches.

The increase in knowledge and practice shows the success of the educational program carried out. This is important in an effort to improve the quality of baby nutrition. Hidayat, Pranata, and Suryani (2020) state that targeted educational interventions can significantly improve mothers ' adherence to guidelines for breastfeeding.

Based on the results of the study, researchers assume that the success of the intervention is influenced by the use of digital media that is interesting, interactive, and easily accessible to respondents. In addition, the factor of Mother's active involvement in education also plays an

important role in the success of behavior change. The ease of access to information through smartphones makes the learning process more flexible and repetitive. Thus, digital-based education is considered effective in improving the knowledge and practice of MP-ASI.

Overall, the results of this study indicate that digital-based nutrition education has a significant influence on the knowledge and practice of complementary feeding. The intervention can be used as a model in the development of technology-based public health programs. In addition, the use of technology in health education needs to be developed so that health services become more effective, efficient, and sustainable.

CONCLUSIONS

Based on the results of the study, it can be concluded that digital-based nutrition education is effective in improving the knowledge and practice of complementary feeding (MP-ASI) in mothers who have babies aged 6-12 months. The results of the univariate analysis showed an increase in the average maternal knowledge score from 62.4 to 82.7 after the intervention. In addition, the practice of giving MP-ASI which is in the good category also increased from 40% to 75.6%. The results of bivariate analysis using paired t-test showed a significant effect on knowledge variables (p=0.001) and complementary feeding practices (p=0.002), which indicates that digital-based educational interventions have a positive impact on changes in maternal behavior.

However, this study has limitations, among others, the design of the study using quasi-experimental one group pretest-posttest without a control group, so that the possibility of outside factors that also affect the results of the study can not be completely avoided. In addition, the relatively limited sample size of 45 respondents and the use of purposive sampling techniques can limit the generalization of research results to a wider population. Another limitation is the relatively short duration of the intervention, so it cannot yet describe the sustainability of behavior change in the long term. Therefore, further research is recommended to use a design with a control group, a larger sample, as well as long-term observations to obtain more comprehensive results.

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