

ANALYSIS OF PICKY EATER BEHAVIOR IN MUSTIKA SIWI KINDERGARTEN STUDENTS IN TERMS OF EATING PATTERNS AT HOME

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Abstract

Picky eater behavior, or children who have difficulty eating, can be a confusing and worrying challenge for parents and teachers alike. In Mustika Siwi Kindergarten, this phenomenon is a serious concern because it can have an impact on children's health and development. This problem not only affects the nutritional aspect of the child, but can also cause anxiety, stress, and conflict among parents, teachers, and children. The purpose of this study was to explore and analyze picky eater behavior in Mustika Siwi Kindergarten (TK) students, focusing on eating patterns at home. This research method uses the method used in this writing in the form of qualitative methods using a descriptive analysis approach. The results of this study show that in tracing picky eater behavior in Mustika Siwi Kindergarten students, it can be concluded that eating patterns at home have a significant impact on children's tendency to choose food types. The results of the analysis revealed that limited food variations, special rules related to food, and interactions during meals at home play a key role in the emergence of picky eater behavior. Steps to address this problem not only include parental education, but also involve close collaboration between parents and teachers. Strategies of a positive approach to food, increasing menu variety in schools, and creating a pleasant eating experience at home are important elements in creating positive change.

Keywords: *Picky Eater Behavior, Home Diet, Kindergarten Mustika Siwi*

INTRODUCTION

In the era of growing children, aspects of nutrition and eating habits play a very important role in supporting their growth and development. However, there is a group of children known as "picky eaters", who have a strong tendency towards certain food preferences. One of these groups is Mustika Siwi Kindergarten students, who may experience picky eater behavior. It is important to understand that eating patterns at home

can have a significant impact on children's eating behavior at school. Therefore, the analysis of picky eater behavior in Mustika Siwi Kindergarten students, judging from the diet at home, is important to gain a better understanding of the factors that influence the eating habits of children at preschool age. Children's diets can be affected by a variety of factors, including the home environment and family habits. Mustika Siwi Kindergarten students may face challenges in developing healthy and diverse eating habits. Some of the problems that may arise include Limitations of Home Meals: If students are only exposed to certain types of food at home, they may become less open to a variety of foods while in the school environment. The influence of parents, the role of parents is very important in shaping children's eating habits. An unbalanced diet at home or lack of food variety can affect children's eating behavior in Mustika Siwi Kindergarten. Impact on health and growth: Picky eater behavior, if not addressed, can negatively impact a child's nutritional intake, which in turn can affect their growth and development (van der Horst et al., 2016).

Picky eater behavior, or children who have difficulty eating, can be a confusing and worrying challenge for parents and teachers alike. In Mustika Siwi Kindergarten, this phenomenon is a serious concern because it can have an impact on children's health and development. This problem not only affects the nutritional aspect of the child, but can also cause anxiety, stress, and conflict among parents, teachers, and children. Several factors may trigger picky eater behavior in children, and one factor that deserves attention is diet at home. Children at kindergarten age are often directly exposed to their family's eating habits. Therefore, it is important to understand whether there is a relationship between eating at home and picky eater behavior in Mustika Siwi kindergarten students (Khaq et al., 2018).

Analysis of picky eater behavior in Mustika Siwi kindergarten students, we can gain deeper insight into the factors that influence the diet of children at preschool age and find solutions to promote healthy eating habits in the school environment and at home. A healthy diet at an early age has long-term implications for a child's health and development. Not only does it affect physical growth, but it can also contribute significantly to cognitive and social development. Therefore, it is important for educators, parents, and related parties to carefully understand picky eater behavior in Mustika Siwi Kindergarten students and identify factors that might affect their diet (Cardona Cano et al., 2016).

Given the high prevalence of picky eater children, this study will provide a foundation for developing more effective approaches in promoting healthy and diverse

eating habits among preschool-aged children. In this case, emphasis will be placed on the role of the family and the home environment, since the environment becomes the main foundation for the development of children's appetite. In addition, the success of picky eater prevention and intervention efforts at Mustika Siwi Kindergarten will also enrich our insight into strategies that can be applied at the school level. By understanding the psychological and social aspects that may influence children's eating behavior, we can create an environment that supports positive development and provides the necessary support for children to explore and accept different types of food (Boquin et al., 2014).

Through this research, it is hoped that a new paradigm in approach to picky eater behavior can be created, which can be adopted by schools and families to increase mutual understanding and design more holistic solutions. Thus, this research is the first step towards providing education and eating environments that support optimal growth and development of children in the future. This study aims to explore and analyze picky eater behavior in Mustika Siwi Kindergarten students, focusing on eating patterns at home (Chao, 2018).

METHODS

The method used in writing this journal is based on qualitative writing using a descriptive approach of analysis. The writing technique is based on qualitative data. However, if in writing found various forms of data that are quantitative or related to numbers and values, then this will certainly be mentioned in the writing of this journal. Here is Figure 1 which describes the researcher's frame of mind. After some data is deposited then proceed to the data analysis stage. Here is Figure 2 which describes the data analysis, namely: Data analysis is carried out inductively qualitative descriptive research method is a method used by researchers to find knowledge or theory of research at one time. The method applied in this study is qualitative descriptive method (Sugiyono, 2018). Primary data is a data source that directly provides data to data collectors. The type of research used is a case study. Things that will be examined in this study are explore and analyze picky eater behavior in Mustika Siwi Kindergarten students, focusing on eating patterns at home, this research was conducted from December 24, 2023 to January 9, 2024.

RESULTS

Analysis of Eating Patterns of Mustika Siwi Kindergarten Students:

The results showed that most Mustika Siwi kindergarten students have a tendency to picky eater behavior, with a limited list of foods and lack of variety in their diet. Most students tend to choose certain types of food that are already their favorites at home, and rarely experiment with new foods in the school environment. This suggests a potential limitation in the acceptance of food variations. To gain a deeper understanding of the diet of Mustika Siwi Kindergarten students, data collection was carried out through interviews with parents or guardians of students, as well as direct observation in the school environment. The results of this dietary analysis are then divided into several main aspects that include food variations, preferences, and exploration of new types of food (Eun et al., 2013).

Table 1. Diet Analysis of Mustika Siwi Kindergarten Students

Dietary Aspects	Analysis Results
Food Variety	Most students tend to limit themselves to a few favorite types of food. It found a lack of variety of fruits, vegetables, and proteins in the daily diet. They prefer to eat foods that are already familiar at home.
Food Preferences	Students' food preferences tend to be shaped by family habits. If at home there is a tendency to choose certain types of food, students tend to follow this pattern at school. Some students have a tendency to reject foods that are unfamiliar or considered "weird".
New Food Exploration	Most students showed resistance to trying new foods. Factors such as food appearance, aroma, and consistency can affect their courage to try something new. Limitations in developing diverse appetites are one of the challenges.

Source: Field observations

A diet that is limited to a few types of food can have an impact on students' nutritional intake and health. A lack of food variety can also hinder the development of a healthy and diverse appetite in the future. Therefore, efforts need to be made to raise awareness of the importance of food variety and provide support for the exploration of new types of food. The recommendations include the Nutrition Education Program: Implement nutrition education programs that involve parents, teachers, and students to increase understanding of nutritional needs and the importance of food variety. Food Exploration Sessions: Host activities that encourage students to try new foods. Involve

parents in these activities to create a positive environment at home. **Balanced School Canteen Menu:** Support the provision of a diverse and nutritionally balanced school cafeteria menu, to provide attractive food options for students. **Cooperation with Parents:** Encourage active cooperation between schools and parents to create a home environment that supports the development of healthy appetites. By implementing these recommendations, it is expected to improve the diet of Mustika Siwi Kindergarten students, create healthy eating habits, and support their optimal growth and development. The data contained in Table 1 were obtained through observational studies and interviews conducted at Mustika Siwi Kindergarten. Information is obtained from the voluntary participation of parents or guardians who provide insight into children's eating patterns at home. Direct observation in the school environment is also carried out to record students' eating behavior during eating activities in the school cafeteria. Dietary analysis is based on findings gathered from observational data and interviews (Daniel E Shumer & Uebelacker, 2017).

Identify Factors of Influence

Factors that have the potential to influence picky eater behavior in Mustika Siwi Kindergarten students involve family eating habits and parental preferences. Children tend to imitate the eating habits of parents, and if there is a limited variety of food at home, this can be reflected in the child's eating behavior at school (Robert Cronin Yung Peng, Rose Khavari, 2017a). In addition, the role of other family members and the atmosphere of eating at home can also play an important role in shaping children's diet.

Table 2. Identification of Factors of Influence on Picky Eater Behavior of Mustika Siwi Kindergarten Students

Factors of influence	Identification Results
Family Eating Habits	Eating habits at home have a significant influence on students' picky eater behavior. If there is a limited variety of food at home, students tend to maintain this pattern at school.
Parental Preferences	Food preferences of parents directly affect children's appetite. If parents have a preference for certain types of food, children tend to follow that pattern.
Family Member Roles	The roles of other family members, such as siblings, can also influence picky eater behavior. The influence of the family environment that supports food variety can have a positive impact on children's eating behavior.
Dining	The atmosphere of eating at home, including togetherness and excitement

Factors of influence

Identification Results

Atmosphere at Home during mealtimes, can affect whether students are likely to refuse or accept new foods. A positive atmosphere can stimulate food exploration.

Source: *Field observations*

These influencing factors highlight the importance of the family's role in shaping children's eating behavior. Awareness of these factors is key in designing effective intervention strategies. The recommendations include Socialization of Food Variety Needs: Educate parents about the importance of food variety for child development and provide practical advice for introducing new foods at home. Family Eating Workshops: Host workshops or counseling sessions for parents to increase understanding of how family eating habits can affect children's eating behavior. Involve Family Members: Encourage positive involvement of the whole family in creating an environment that supports food variety and reduces resistance to new foods. Collaboration with Schools: Increase cooperation between schools and parents to create a positive eating environment at home and at school. By implementing these recommendations, it is hoped that positive changes can be created in children's eating habits, enrich their diets, and support optimal growth and development (Kwon et al., 2017).

Impact of Restricted Eating Patterns

The impact of picky eater behavior includes potential malnutrition, lack of intake of essential nutrients, and potential growth delay. In addition, picky eater children may have difficulty developing a healthy appetite and tend to have less diverse preferences, which can have an impact on their diet in the future.

Intervention Recommendations and Strategies

Based on the research findings, it is recommended to develop a nutrition education program at Mustika Siwi Kindergarten involving parents and teachers. The program can provide information on the importance of food variety, provide practical advice for introducing new foods, and create a positive eating atmosphere at home and school. In addition, cooperation between schools and parents can play a key role in creating an environment that supports the development of children's appetites.

Contribution to Knowledge

This study contributes to our understanding of the relationship between eating at home and picky eater behavior in Mustika Siwi kindergarten students. The findings could lay the groundwork for further research on more specific and effective interventions in addressing eating behavior problems in preschool-aged children. Through a deeper understanding of the factors that influence picky eater behavior and their impact, we can direct efforts to improve children's healthy diets in school and home settings. Implementation of appropriate recommendations and intervention strategies can help create an environment that supports children's optimal growth and development in the future.

DISCUSSION

A child's diet is a critical aspect of their development, playing an important role in physical growth, health, and cognitive performance. Despite this, not all children have a harmonious relationship with food. One phenomenon that is often faced by parents and teachers is picky eater behavior in children, where children tend to be picky in choosing the type of food they consume. The focus of this article is on the analysis of picky eater behavior in Mustika Siwi kindergarten students, with an emphasis on the influence of eating patterns at home on this trend. Analysis of picky eater behavior in Mustika Siwi Kindergarten students involves a deep understanding of the diet in their homes. This involves surveys, interviews, and observations of children and their families. Questions such as the type of food commonly served at home, whether there are any special rules regarding food, and how families interact during meals will be the focus of data collection. Other factors that might contribute to picky eater behavior will also be considered, such as peer influence at school or food-related trauma experiences. By detailing and analyzing these data, it is hoped that behavioral patterns and key factors can be found that can form the basis for formulating effective intervention strategies (Robert Cronin Yung Peng, Rose Khavari, 2017).

After conducting an analysis of picky eater behavior on Mustika Siwi Kindergarten students, various interesting findings emerged. Survey data, interviews, and observations provide a clearer picture of home eating patterns and their impact on children's eating behaviors. Here are some of the key results found:

Variety of Food Types at Home:

The majority of students tend to be exposed to a limited variety of food types at home. These limitations can affect children's interest in new foods outside the home environment. The variety of food types served at home plays a central role in shaping children's diets. First of all, it needs to be recognized that children who are exposed to different types of food have a greater chance of nutrition. A diverse diet can provide a variety of nutrients necessary for optimal growth and development. Therefore, parents may consider introducing children to different fruits, vegetables, proteins, and carbohydrate sources, creating a solid nutritional foundation for their future (Cole et al., 2017).

In addition, increasing the variety of food types at home also creates a unique learning experience. Children tend to learn through direct experience, and food is an effective way to introduce the concepts of variety, color, texture, and taste. By serving a variety of foods, parents can stimulate children's curiosity towards the world of food and build their positive relationships with different types of dishes. However, keep in mind that the introduction of new foods is best done gradually. Children's openness to food variety can be enhanced through creativity in presentation and involving them in the cooking process. By providing positive experiences early on, it can be expected that children will be more open to new and diverse foods in the long run. Increasing the variety of food types at home is also closely related to the creation of a positive eating environment. Parents can create an atmosphere that encourages the exploration of new foods and trying creative recipes with children. Making mealtime a warm and fun family moment can reduce the tendency of children to be picky eaters. Inviting children to participate in the cooking process can be an educational and fun activity. This can stimulate their interest in new foods and provide a sense of ownership of food choices. When children feel they have a role to play in choosing and preparing dishes, they tend to be more open to trying new foods.

Increasing the variety of food types at home requires consistency and patience from parents. This process may not happen instantly, and some children may take longer to get used to a new food. Therefore, parents need to be patient and provide positive support without applying excessive pressure. This patience allows children to naturally develop their own preferences and form healthy eating habits in the long run.

Special Rules related to Food:

Most children have specific rules regarding food at home, such as having to eat all vegetables or not being picky eaters. This rule can create additional pressure on children, increasing the likelihood of picky eater behavior. Special rules regarding food at home have a huge impact on children's eating behavior. When parents enforce strict rules regarding food, such as requiring children to eat all vegetables or avoiding picky eating, this can create additional pressure on children. Children may feel constrained and deprived of freedom in choosing the foods they like. Overly restrictive rules can trigger conflicts during meals and trigger a child's reluctance to try new foods, which in turn can contribute to picky eater behavior (Costa & Oliveira, 2023).

It is important to approach food-related rules with a good balance between providing guidance and providing freedom of exploration. Introducing positive rules, such as getting kids to try at least one new type of food a day, can create a more relaxed and fun atmosphere around food. Involving children in the food decision-making process can also give them a sense of responsibility and control over their food choices. Encouraging children's involvement in the food decision process can be key in overcoming the negative impact of food-specific rules. Children who feel they have a role in choosing and structuring their dishes tend to be more open to food variation. Parents can involve children in menu planning, let them choose new foods to try, or even take them shopping to the market to pick out groceries. By involving children in the food decision-making process, we not only help them develop more positive eating habits but also give them the skills to make healthy food choices in the future (Fernandez et al., 2020).

Positive interactions during meals:

Children who experience positive interactions during meals at home, such as casual chats or family meals, tend to have better relationships with food. Conversely, children who experience conflict during meals have a tendency to be picky eaters. Positive interactions during meals have a central role in shaping children's relationship with food. A positive atmosphere during mealtimes creates a strong foundation of emotional health. Children who experience casual chatter, laughter, and positive conversation during meals at home tend to have a better relationship with food. Conversely, when food is a source of conflict or pressure, children may associate food with less pleasant experiences, which can negatively impact their eating behavior. It is important to create positive eating habits by

making mealtime a moment of gathering with family. The dinner table is not only a place to consume food but also to share stories, experiences, and happiness. Parents can create positive routines, such as talking about children's day or sharing funny moments, so that food becomes a fun aspect and builds a positive relationship between children and food (Ellis et al., 2018).

The role of parents as models also has a major impact on positive interactions during meals. Children tend to imitate their parents' behaviors, including attitudes toward food. Therefore, parents need to be positive role models in eating, showing joy and appreciation for different types of food. Eating together can be a time to show an open attitude towards trying new foods and respect children's food choices. By being a positive role model, parents can shape children's views on food, creating an environment that supports the development of healthy and positive eating behaviors (Scaglioni et al., 2018).

Implications and Intervention Strategies

These findings have significant implications in designing effective intervention strategies to overcome picky eater behavior in Mustika Siwi kindergarten students. Some recommendations and strategies to consider are:

Parent Education:

Involving parents in educational programs related to the importance of variety of food types and creating a positive eating environment at home. Parents can be given information on how to introduce new foods gradually and make the eating experience enjoyable.

Collaboration with Teachers:

Teachers can play a role in supporting healthy eating patterns in schools by organizing activities that involve eating together or nutrition education. Collaboration between teachers and parents is also important to ensure consistency between the eating environment at home and at school.

A Positive Approach to Food:

Encourage a positive approach to food by reducing stress and conflict during home meals. Providing interesting food choices and involving children in the cooking process can also increase their interest in food.

Increased Menu Variety in Schools:

Putting together a diverse and engaging school menu can help engage children in positive eating experiences. New food sampling programs or experiments in schools can also open children's horizons to different types of food. Through the implementation of these strategies, it is expected to reduce picky eater behavior in Mustika Siwi kindergarten students and create a healthy foundation for their relationship with food. Collaboration between parents, teachers, and children is key in creating sustainable positive change.

CONCLUSION

In tracing picky eater behavior in Mustika Siwi Kindergarten students, it can be concluded that eating patterns at home have a significant impact on children's tendency to choose food types. The results of the analysis revealed that limited food variations, special rules related to food, and interactions during meals at home play a key role in the emergence of picky eater behavior. Steps to address this problem not only include parental education, but also involve close collaboration between parents and teachers. Strategies of a positive approach to food, increasing menu variety in schools, and creating a pleasant eating experience at home are important elements in creating positive change. In pursuit of solutions to picky eater behavior problems, awareness of each child's uniqueness and deep understanding of the home dining environment are key. By integrating efforts from different parties, we can create a supportive eating environment, foster children's interest in new foods, and establish healthy relationships with food from an early age. The earlier we acknowledge and address the problem of picky eater behavior, the greater the chances of forming healthy eating habits that will have a positive impact on children's health and development. Thus, the conclusion of this study is a call for active collaboration between parents, teachers, and children in building foundations of health through positive relationships with food.

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