

Report
CRS Media Evaluation Research

March 10, 1990

Submitted by

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EXECUTIVE SUMMARY

This study was conducted to evaluate the strengths and weaknesses of four media developed by CRS : namely flipchart, KPG Leaflet, "sistem nilai" song cassette, and posters. The basic findings and recommendations of the study are as follows :

1. The KPG Leaflets are found "quite effective" in facilitating the targetted audiences knowledge, attitudes, and practice regarding child health and nutrition. The degree of understanding of most of the respondents towards the messages in the leaflets are "quite good".

It is recommended that colour illustrations and the use of local terms for food should be made in order to make the leaflets "more attractive" and "more suitable" to the local condition.

2. The majority of respondents consider the rythm, singer's voice, words and the musical instruments used in the "sistem nilai" song' cassette as "quite good" and "quite attractive". The respondents also understand well the meaning of the song. Nevertheless, there is a large difference between the respondents in the NTT and Lampung area, when asked whether or not they have heard this "sistem nilai" song cassette. Most of the respondents in NTT stated that they have heard the song at the Posyandu. On the other hand, majority of the respondents in Lampung said that

they "don't know" and "never heard" the song.

It is recommended that this cassette soon be distributed to the CRS Counterparts and Cadres in Lampung. A reasonable cassette player or radio cassette should also be provided so that the cadres could play the "sistem nilai" song cassette more frequently without having to be dependent on other's people's private appliances or the Posyandu's.

3. Almost all the respondents generally view that the message contents of the posters are easy to comprehend. Most of the suggestions made are concerned with the illustrations and the printing technique aspects.

It is recommended that the illustrations in the posters should be more in accordance with the events that are depicted. The posters should also be pressed and provided a hole for hanging.

4. The use of flipchart as a "group communication" medium is considered "very effective" by all respondents. According to them the main messages delivered in the flipchart and the sequences are "clear", "attracting" and "appropriate" with the child health and nutrition program. Nevertheless, most of the illustrations in the flipchart (about two thirds of them) need to be revised.

It is recommended that the illustrations should be made completely and in accordance with the events that are depicted. The illustrated pages for the cadres should also be in colours

(same as the ones shown to the target audience). The respondents also suggested that the flipchart be given a "prop" (restraining tool) or a "holder" so that it can stand without having to hold it.

I. INTRODUCTION

This report presents the general findings of the CRS Media Evaluation Research. The media evaluated consisted of 1 (one) Flipchart, 1 (one) Cassette containing the "sistem nilai" song, 5 (five) Posters, and 5 (five) "Kartu Pesan Gizi" Leaflets. These four media have been developed and utilized by CRS for approximately one year in order to promote and apply the "Grade System of Child Growth Surveillance" program in several CRS's project sites in East Nusa Tenggara and Lampung.

The general objective of this study, as mentioned in the research proposal, is to identify the strengths and weaknesses of the media. The specific objectives are :

- to assess the intelligibility and accuracy of the message content
- to identify how well the media can facilitate the village cadres in communicating the intended health and nutrition messages to the targetted mothers
- to identify how well the media can facilitate the mothers knowledge and practices regarding child health and nutrition
- to formulate recommendations concerning appropriate revisions needed for future reproduction

II. METHODS AND PROCEDURES

The study locations selected for this study included 2 (two) provinces, 3 (three) regencies and 7 (seven) villages as follows:

<u>Province</u>	<u>Regency</u>	<u>Village Sample</u>
Lampung	Lampung Utara	-Purbasakti -Bumi Harja
NTT	Kupang	-Sonraen -Buraen -Niukbaun
	Sikka	-Beru -Kabor

These seven villages were chosen purposively based on the criteria determined by the CRS Counterparts.

Actual data gathering was conducted from January 11 to 20, 1990. Three methods were used for collecting the data : indepth interviews, focused group discussions (FGDs), and questionnaire guided survey. The indepth interviews were conducted with 15 CRS's Counterparts (5 respondents from Lampung Utara, 4 respondents from Kupang, and 6 respondents from Sikka). The objective of this indepth interview was to gather information about the utilization of cassette, leaflet and flipchart.

Nine FGDs or three FGDs for each selected recency were also conducted in this study. These FGDs consisted of three groups of cadres, three groups of mothers, and three groups of fathers. The

main topics discussed in the Cadres' FGDs were concerned with posters, flipchart and leaflet; while the discussion topics of the groups of mothers and fathers were about the posters.

Finally, the field surveys were also successfully completed. The total sample was 150 respondents which consisted of 75 "mothers" and 75 "fathers". Due to the very limited time in conducting this survey and the difficulties found in the field, these mothers and fathers were selected (some randomly and some purposively) as the respondents.

The field data gathering activities such as listing the respondents, conducting focused group discussions, and interviewing the selected respondents were conducted with the assistance of the CRS's counterparts and cadres. The following table describes the field data gathering methods, the targetted respondents, and the sample size for each medium evaluated.

<u>Respondents</u>	<u>Medium</u>	<u>Method</u>	<u>Sample size</u>
Counterparts	Cassette	Indepth Interview)	15 R*
	Leaflet	Indepth Interview)	
	Flipchart	Indepth Interview)	
Cadres	Poster	FGDs)	3 Groups**
	Flipchart	FGDs)	
	Leaflet	FGDs)	
Mothers	Cassette	Survey)	75 R*
	Leaflet	Survey)	
	Poster	FGDs)	
Fathers	Leaflet	Survey)	75 R*
	Poster	FGDs)	

 R* : Respondents
 Groups** : 1 Group consisted of 6-8 respondents

III. RESEARCH FINDINGS

As it has been explained in the previous chapter, the media that are being evaluated in this research consist of five KPG Leaflets, a cassette containing the "sistem nilai" song, five posters, and a flipchart. The following sections will describe the research findings of each medium.

A. KPG (KARTU PESAN GIZI) LEAFLET

A.1. THE SURVEY RESULTS

1. Identity of respondents

The respondents of this leaflet research consisted of 75 males and 75 females (Table 1). The biggest number of respondents (25.3%) were between 25-29 years old, followed by those between 30-34 years (24%), and 35-40 years (19.3%). The middle-aged respondents (40-49 years) were 12%, while the oldest group of the respondents accounted for only 2.7% (Table 2).

According to their marital status, almost all the respondents (97.3%) were married. Only 1.3% were single and the remainders were widow/widower-(Table 3).

Majority of the respondents (44.6%) have only elementary school education, and those who have no formal education account for 5.3%. The respondents who have junior high school education were 25.3%, while those who have senior high school education were 24.7% (Table 4).

The largest number of respondents work as farmers (42.7%). Only a few respondents who work as laborer (2.0%) or teacher (1.3%). The rest were government employees (12.7%), trader (9.3%) and housewives (29.3%) (Table 5).

Dharma Wanita, PKK and Korpri were the type of social activities most of the respondents take part in (43.3%), followed by "asah terampil" activity (13.3%). Other activities were "arisan" (9.3%), LKMD (3.3%), AMPI (6.7%) and "Koperasi" (1.3%) (Table 6).

2. Acquirement of the leaflets

Almost all respondents (98.7%) stated that they have received KPG leaflet (Table 7). Most of them (83.1%) received the leaflet from the CRS cadres. The remaining respondents received the leaflet from the CRS Field workers (6%), their wives (8%), and other officers (1.3%) (Table 8).

Most of the respondents (85.1%) received the leaflet at posyandu. The other respondents received it at their homes (10.7%), "Village Hall" (2.7%), or Cadre's house (1.3%) (Table 9). Further most of the respondents (64.9%) admitted that they

read the leaflet on their own. The remaining respondents stated that they received assistance from other member of their household (22.7%), cadre (8.7%), or neighbour (0.7%) (Table 10).

3. Respondents understanding towards the leaflets

3.1 The meaning of "grade"

Several open-ended questions were used to measure the respondents' understanding towards the meaning of grades "1", "2", "3", "4" and "5". The response for each question was then listed. In coding data, the coders were provided with a list of the respondent's answers. Based on this list, every respondent's answer was categorized as "good" when it was in accordance with the leaflet content, or "quite good" when it was quite in accordance with the leaflet content, or "not good at all" when it was not in accordance with the leaflet content. Detailed description can be seen in appendix 3.

The collected data indicated that, when asked about the meaning of grade "1", 23.3% of the respondents answers can be categorized as "good", 44.7% are "quite good", and 16.7% "not good at all" (Table 11).

For the meaning of grade "2", 21.3% of the respondents answers can be categorized as "good", 35.3% "quite good", and 28.0% "not good at all" (Table 12).

As for grade "3", those that can be categorized as "good"

constituted 29.3% of the total. While for the "quite good" and "not good at all" categories, were 46.0% and 8.0% (Table 13).

For grade "4", the respondents answers which can be categorized as "good" reached a higher proportion or 42.0%, while 32.7% of the answers were categorized as "quite good" and 11.3% were "not good at all" (Table 14).

For grade "5", the respondents answers which can be categorized as "good" also reached 42.0%, followed by 26.7% for "quite good" and 14.7% for "not good at all" categories (see table 15).

It should be noted that during the interview, several respondents (18.7%) answered questions concerning the meaning of these grades by looking over the leaflets. But most of the respondents (70.7%) answered the questions basing on their memory (Table 16).

3.2. Respondents understanding of the leaflet contents

The measurement of the respondents understanding of the leaflet content, was also done by asking them to reexplain (in their own words) the message content of the leaflet page by page. Their answers were then listed and categorized as "good", or "quite good", or "not good at all". The coding system is similar to the one applied for measuring the respondents understanding towards the meaning of grade (see appendix 3 for description in details).

In terms of the respondents understanding towards the leaflet contents, the collected data indicated that the front page (cover) received the highest percentage compared to the other pages of the leaflet. The lowest percentage was given to page "two".

About 29% of the respondents answers can be categorized as having a "good understanding" of the front page. Nearly 27% were categorized as "quite good", and those that can be categorized as "not good at all" also reached 27%. There were 10 respondents (6.7%) who said "don't know", while the remaining respondents (10%) didn't give any answer (Table 16).

For page "one", the respondent answers which can be categorized as having a "good understanding" accounted for only 17.3%. Those who have a "quite good" understanding constituted the largest proportion (63.3% of the total sample). About 6% were categorized as "not good at all", while the rest said "don't know" (5.3%) or didn't give any answer (8%) (Table 17).

Concerning page "two", only 12.7% of the respondents have a "good understanding". Those stating that they have "quite a good understanding" constituted the majority (65.3%), while those categorized as "not good at all" comprised 7.3% of the total sample (Table 18).

Only 14% of the respondents which can be categorized as having a "good understanding" of page "three". The largest proportion (62.0%) have "quite good understanding", while those categorized as "not good at all" accounted for 9.3% (Table 19).

For page "four", 16.0% of the respondents have a "good understanding" of the contents, 57.3% have "quite good understanding" and 12% "not good at all" (Table 20).

Respondents answers about the contents of page "five" are not far different from their answers about page "four". There were 16.7% of the respondents who have a "good understanding", 58.7% "quite good" and 9.3% "not good at all" (Table 21).

For the last page (page six), the respondents answers also are almost similar to their answers about the "cover" page. About 24% of the respondents have a "good understanding", 38.7% have "quite good" understanding, and 16.7% of them are classified as "not good at all" (Table 22).

The respondents understanding towards the whole contents of the KPG leaflet can be said "quite good". This was indicated from the data where the largest proportion (39.3%) "understand well" the leaflet contents thoroughly, followed by 26.7% of them who were categorized as "understand". About 24% of the respondents were categorized as having "a little" understanding, while the remaining 10% said that they "don't understand" the leaflet contents (Table 23).

3.3. Parts of the leaflet which are difficult to comprehend

A considerable number of respondents (29.3%) said that no parts of the KPG leaflet were difficult to understand (see table 24). Nevertheless, some respondents pointed out several parts of

the leaflet which, according to them, were difficult to understand. About 15% of the respondents mentioned about the illustrations on pages 2,3,4 and 6. Seventeen respondents stated that they didn't understand the words "kacang tolo" (read bean), and six respondents (4%) said that the language used (structure of sentence) in the leaflet was difficult to understand. Other respondents stated that they didn't understand the terms "hidrat arang" (carbo hidrat) (2.7%), and the use of "korek api" (matches) as a means of measurement (page 5) (Table 24).

4. Attractiveness of the leaflet

The majority of the leaflet respondents (56.7%) stated that no parts the leaflets were "unattractive" (in their own words : "all were good"). About 28% of the respondents mentioned several "unattractive" parts of the leaflets. These respondents pointed out that the unattractive parts were : the pictures of mother and child (12%), the messages were boring (4%), colorless illustration (7.3%), substitute menu tables (2%), and pages 3 and 6 (2.7%). Other respondents did not give any answers (6.7%) or said "don't know" (8.7%) (Table 25).

A number of respondents (12.0%) also gave their comments on several pictures. There were three illustrations which, according to them, need to be revised namely :

(1) the figures of mother and child illustrated in this leaflet look unhealthy.

(2) the child's position during feeding (page 2) is viewed incorrect,

(3) the picture showing a mother feeds her child (page 3) should be illustrated completely.

5. Suitability of the leaflet with the local customs

A little more than half of the respondents (50.7%) pointed out that no parts of the KPG leaflet were unsuitable with the local customs. On the other hand, about 49% of the respondents said the opposite. The remaining respondents did not give any answers (Table 26).

The parts which most of the respondents (43.8%) indicated were names of a number of food (in the substitute menu tables, pages 6 and 7) which were not available in their area such as "kobis", "wortel" (carrot), "katuk", "lobak", "krokot", "oncom", "genjer", "canel" and "telur bebek" (duck's egg). "Tempe" was specifically mentioned by 6.8% of the respondents. Wearing a hat during meal time was also considered as "unsuitable" by the considerable number of respondents (37.0%). Two respondents (2.7%) also mentioned that "having a meal by sitting on the floor while facing a low-legged table" (picture on page 5) was unsuitable with the local customs (see table 27).

6. Actions undertaken

A large number of the respondents (70.0%) admitted that actions were carried out after receiving/ reading the KPG leaflet (Table 28). Most of it was by carrying out the instructions in the leaflet which were intended to improve nourishment (56.2%). This is followed by preparation/purchasing/ menu setting/ improving nutritious food for the children (32.4%). Other actions were also carried out by 9.5% of the respondents, such as visiting the posyandu diligently, measuring the child's weight at the posyandu and bringing the child to the posyandu when ill (Table 29).

7. Respondents suggestions

7.1. Typography

Suggestions to enlarge the letters came from about 11% of the respondents. A large number of respondents were pleased (72.7%), while the remaining did not give any suggestions (16.7%) (Table 30).

7.2. Sentence Arrangement

The majority of respondents (72.7%) stated that the sentence arrangement was good. Only a small number of respondents (4.0%)

wanted a more simpler arrangement, and 3.3% desired for a more orderly and easier to understand sentences. Other respondents (17.3%) did not give any suggestions. 17.3%. (Table 31).

7.3. Illustration

The majority of respondents (58.7%) said that the illustrations in the leaflet were already "good". Suggestion for a colourful illustration was given by about 21% of the respondents. Other suggestions given by a small number of respondents include: enlarge illustration (2.0%); show a picture of a healthy child (3.3%); and the eyes of the mother should be open (0.7%) (Table 32).

7.4. Colour

The largest part of the respondents (46%) suggested that the illustration would be of its natural colour. This number is larger than those indicating indicating that the colour was good (38.7%) (see table 33).

7.5. Type of paper

The majority of respondents (71.3%) were satisfied with the quality of leaflet's paper. About 9% of the respondents recommended that the leaflets use a plastic coated paper to

prevent from tearing or soaking. Other respondents suggested to use a glossy paper (2.7%) or rough paper (2%). The remaining respondents (14%) didn't give any suggestions (Table 34).

7.6. Thickness of paper

About 31% of the respondents suggested that the leaflets use a more thicker type of paper. However, the majority of respondents (53.3%) were quite pleased with the existing ones (Table 35). There were 3 respondents (2%) who suggested to use a thin paper, while the remaining respondents didn't give any suggestions.

7.7. Others suggestions

Other suggestions put forward were: (1) the models should wear traditional clothes ; (2) a spoon is adequate enough to soften the baby's food ; (3) the method in feeding should be suited to the child's age and the instructions in the leaflet; and (4) the clothes worn by the models should not be too "Javanese" oriented.

A.2. THE FOCUSED GROUP DISCUSSIONS RESULTS

Data on the KPG leaflets were also obtained from the Focused Group Discussions (FGDs) conducted among the CRS cadres. The FGDs basic findings are as follows :

1. Size

Generally, participants of the discussion were pleased with the existing leaflets. Nevertheless, suggestions to enlarge the leaflets used by the cadres were also put forward.

2. Illustrations

A lot of suggestions were given by the cadres concerning this matter. Almost all of the cadres recommended for a fully colour illustrations. Other suggestions were specifically directed to illustrations such as : the motherly model should be used in the illustration of a mother breast feeding her child ; use an illustration of "pods" to substitute tempe ; in the illustration of a mother breast feeding her child, the seating position should be correct; the illustration of fruits should be suited with the fruits available in local areas.

3. Terms

A lot of suggestions were also directed towards the terms used in the leaflets, such as : "lepek" should be changed to "piring kecil" (small plate), ASI should not be abbreviated, usia (age) should be changed to umur, change "sumber hidrat arang" (carbohidrate) to "sumber tenaga", change "oncom" to "tempe kacang tanah", change "kacang tolo" to "nasi" (rice), change "candel" to "roti" (bread), and dark-coloured vegetables to dark-green vegetables.

4. Colour

Participants of the FGDs also suggested that the illustrations be of its original colour. Other suggestions implied that the red colour on the grade "one" card should not be too dark. Apart from that, some different colours should be used so that the grades indicated in the cards would be easier to memorize.

5. Quality of paper

The cadres indicated that the leaflets' quality of paper was pleasing but they also suggested that a more thicker paper be used.

6. Advantages of the leaflet

The cadres agreed that the leaflets made them easier in providing necessary information. They also indicated that the leaflet was useful in giving examples and methods for mothers in improving the child's nourishment. It was also useful in giving an understanding to mothers about the meaning of the "sistem nilai" (grade system).

A.3. THE INDEPTH-INTERVIEW RESULTS

1. Use and usage

Several CRS fieldworkers pointed out that the KPG leaflet has given much support for them in providing informations needed. The leaflet was especially useful to help them recall necessary information. Further they mentioned that this leaflet was also useful in popularizing the "sistem nilai" program, particularly to mothers although the leaflet distribution was limited to those who visited the Posyandu.

The leaflet was also considered as "practical", easy to carry and easy to use. However, one of the difficulties is that a number of the CRS cadres were not sufficiently trained.

2. Attractiveness and simplicity of content

Most of the fieldworkers said that the leaflet was "quite attractive" for mothers participating in the program as well as themselves. Nevertheless, the attractiveness of the leaflet was also due to the cadres role in providing an explanation. With such explanations, it is easier for the program participants to memorize the messages at their homes.

According to the cadres, the difficulty to understand was particularly due to the unfamiliar words. These unfamiliar words

(which is also unfamiliar to the CRS fieldworkers) included terms used to specify types of food. The likeness of several messages given on each page of the leaflet was also considered as dispersing the attention of readers.

3. Suggestions

Most of the suggestions given during the indepth interview were similar to the suggestions put forward by respondents of the survey. This includes :

- The leaflet paper should be thicker and covered by plastic to prevent tearing and soaking.
- The size of letters in the Substitution Menu Tables should be enlarged;
- The messages should be simplified and use easy to understand terms. For example, change 'hidrat arang' to zat tenaga.
- Several pictures should be made more clearer. For example :
the illustration on page 1 should show a child breast-feeding;
the illustrations should differentiate a table spoon and a tea spoon; the illustration should also depict the models physical feature which are relevant to local conditions.
- Add explanations such as why the child's weight does not increase although the quantity of food is multiplied.

B. "SISTEM NILAI" SONG CASSETTE

B.1. THE SURVEY RESULTS

1. Respondents identity

To evaluate the "Sistem Nilai" song cassette, 75 mothers were selected as samples. From this number, only 53 of them have heard the song. The respondents age ranged from 20 to 48 years old. Most of the respondents were of the 30-34 age group (37.7%) followed by the 25-29 age group (24.5%) and 20-24 age group (15.1%) (Table 36).

According to their marital status, 98.1% of them were married. The unmarried respondents accounted for only 1.9%.

Based on their education, most of the respondents have undergone Junior High School (43.4%). The percentage of those who have undergone Elementary School and Senior High School were almost similar (approximately 25.0%). The highest formal education reached by the respondents was completing Bachelor's Degree (1.9%) (Table 38).

The majority of respondents (60%) were housewives, while other jobs included farmers (18.9%) and teachers (7.5%) (Table 39).

Most of the respondents (73.6%) took part in social activities such as PKK, Dharma Wanita and Korpri. Other

activities were "arisan" (5.7%) and cooperatives (3.8%) (See Table 40).

2. Characteristics in utilizing the cassette

The data collected indicated a large difference between the respondents in NTT and Lampung area, when asked whether or not they have heard the "sistem nilai" song cassette. All respondents in NTT (50 respondents) stated that they have heard the song. On the other hand, in Lampung only 3 respondents (7.5%) who have heard the song.

As a means of supporting the program, the "Sistem Nilai" song cassette was mostly used (played) during gatherings, such as at the posyandu/ pos penimbangan (child's weight measurement centers). Data shows that out of the 53 respondents, 43 (81.1%) of them have heard it at the posyandu. Only 4 respondents (7.6%) have listened to it at the district office/ parish, and only 1 respondent (1.9%) have listened to it at her own home (Table 41).

More than three quarter of the respondents (77.4%) heard the song when visiting the posyandu to have their child's weight measured. About 9.4% during "asah terampil" sessions and 5.7% during other opportunities (Table 42).

Various answers were given when asked the last time they heard the song. Answers range from a month ago to 12 months ago. The largest number (37.7%) stated that they heard the song less than a month ago. Those who heard it more than 12 months

ago were 26.4% of the total respondents. The remaining respondents heard the song 2-4 months ago (11.3%), 5-6 months ago (9.4%), and 7-12 months ago (5.7%). Apart from that, one respondent (1.9%) answered that she just heard the song during the interview (Table 43).

3. Respondents ability to recall the song's messages

Data show that the majority of respondents (60.4%) can precisely recall one to two messages depicted in the song out of the overall 6 messages. About 15% (8 respondents) could recall 3-4 messages, and only 3.8% (2 respondents) could recall 5-6 messages depicted in the song (Table 45). The six messages include: (1) the meaning of the grades (1 to 10), (2) efforts to improve the child's nourishment, (3) nutritious food, (4) measuring the weight of babies, (5) awareness of a clean environment, and (6) routine visit to "posyandu".

By listening to the song, almost all the respondents (98.1%) admitted that the song reminded them in carrying out some sort of action. Only one respondent answered "don't know" (Table 46).

Based on the 6 messages delivered through the song, the respondents recalls about the sort of actions that should be carried out were also analyzed. Twenty respondents (37.7%) gave 1 to 2 "suitable" (in accordance with the basic messages delivered in the song) answers, 17 respondents (32.1%) gave 3-4 suitable answers, and 12 respondents (22.6%) gave 5-6 suitable answers

(Table 47).

The respondents capability to recall the contents of the song was possibly linked to the clarity in expressing the lyrics of the song. Touching on this matter, data indicated that 45.3% respondents stated that the song was "very clear". There were 49.1% respondents who said "quite clear", and only 1.9% of the respondents who said "not clear" (Table 48). Although such is the case, still there were 2 respondents (3.8%) who recommended to improve the clarity of the song. Another respondent suggested that the word "pos gizi" be changed to "posyandu". Other respondents (67.9%) did not give any suggestions (table 49).

When asked whether or not their friends can understand the gist of the song, about 66% respondents answered that their friends also could understand the song. There were 13 respondents (24.5%) who answered "don't know" (Table 50).

4. Attractiveness of the song

Four components was used to evaluate the attractiveness of the song: "words", "singer's voice", "rythm" and "musical istruments". These four components were considered as "attractive" by most of the respondents, which can be specified more further as: (1) 98.1% for words, (2) 75.5% for the singer's voice, (3) 67.9% for the rythm, and (4) 73.6% for the musical istruments. Only a small number of respondents stated

that the song was "unattractive". This opinion was particularly directed to the rythm (1.9%) and the musical instruments (3.8%) (see tables 51 to 54).

5. Suggestions

Only few respondents' who suggested some revisions for the "sistem nilai" song cassette. Some of their suggestions are actually conflicting one another. The suggestions put forward were : (1) the song should use local language, (2) the rythm should be more energetic, (3) the rythm should be a little bit slow, (4) the song should use Dangdut's rythm, (5) the song should use traditional instrument, and (6) the song should use piano. However, it should be noted that the majority of respondents viewed the song as "already good".

B.2. THE INDEPTH INTERVIEW RESULTS

From the indepth interview with the CRS fieldworkers, several points concerning the "Sistem Nilai" song cassette are elaborated below.

1. Use and usage

According to the fieldworkers, the use of the cassette was very practical. One of the set backs was that there was not enough tape recorders available. As a result, during events such as measuring the child's weight at the posyandu, cadres and field workers' training course, gatherings at the village hall as well as "asah terampil" sessions, the tape recorders must be borrowed. They further added that they need to repeat the song 4 to 5 times since the duration was too short.

The fieldworkers stated that the quality of the cassette was satisfactory and up till the moment, the cassettes were still in a good condition.

2. Attractiveness and suitability of the song

Almost half of the respondents said that the song should be more frequently played in order to attract more attention. They also suggested to use other musical instruments apart from an organ. Other respondents stated that the existing song was able

or quite able to attract attention.

A large number of the fieldworkers viewed the contents of the song as thorough and suitable enough with the program's objectives. They also said that the use of the cassette with other sort of media would also increase its attractiveness.

3. The song's messages

Most of the fieldworkers stated that the message contents were not difficult to understand. Using a school children's grading system in this song has also made it easier to comprehend. The only difficulty was about the song's title, particularly the word "sistem". This term, according to them, is not so familiar to the common people.

3. Suggestions

The following are the suggestions put forward by most of the respondents :

- The song should be sung by several (different) singers.
- The rhythm should be made more slower to make it easier to grasp the meaning.
- Use musical rhythm that is familiar to local people and also translate into local dialects.
- Present the song clearly and lively such as the children's songs sung by Kak Seto and Kak Henny.

C. POSTERS

The focussed group discussions results indicated that most inputs were related to the pictures of the poster. The participants from group of fathers and mothers gave several suggestions on the picture's precision in portraying the event. First, they commented the picture of measuring a child's weight. They stated that the mother's hands are not supposed to touch her child. Further, they also commented about the completeness of the picture. For example, the child depicted in the picture should wear clothes.

The focussed group discussions conducted with the CRS cadres also resulted in several suggestions. Most of the suggestions dealt with the physical aspects of the poster. According to them, the poster should be pressed, and be made a hole or a clip to hang the poster. As far as the content concern, they suggested that the content of each poster should be in accordance with the main theme of the program.

In addition, several cadres said that the word 'tiga guna' should be changed to "triguna"; the word "buruk" (malnutrition) should be printed in red ; and the sentence "Dengan rajin menimbang anak, kita bisa mengetahui Nilai Anak" should be changed to 'Dengan menimbang anak, kita bisa mengetahui Nilai Gizi Balita'.

The poster, according to fathers and mothers, was useful in reminding, persuading, and making them aware about increasing child nutrition, going to "posyandu", and maintaining sanitation. However, they further pointed out that this poster could only be understood by those who have ability to read and understand the Indonesian language.

D. FLIPCHART

Cadres who discussed the flipchart also generally paid more attention on the pictures. From thirty pages of pictures, two third of them received suggestions. As for words, there was only one suggestion put forward by the cadres.

The suggestions directed to the pictures were mostly concerned with the precision of picture with reality or event being portrayed. Their suggestions include :

- (1) the mother's face should be portrayed healthy and happy (page 4),
- (2) proportion of body and head of the nurse should be adjusted (page 8),
- (3) the baby's picture shouldn't look older than her age (page 13),
- (4) the foods should be placed on the table with a kettle (page 4),

- (5) the door of the public health center should be open (page 12),
- (6) the midwife should gave information with her right hand, not left (page 16).
- (7) the instruction pages for the cadre (pages 1 to 30) should also be in colour (same with the ones for the audiences).

IV. CONCLUSIONS AND RECOMMENDATIONS

Based on the preceeding descriptions, the basic conclusions and recommendations of this study are as follows :

A. "Kartu Pesan Gizi" (KPG) Leaflets

1. The collected data indicated that all the respondents have received the KPG Leaflets. Most of them received the leaflets from CRS Cadres during meetings held at Posyandu. Further the majority of them said that they read the contents of the leaflet on their own.

2. Generally, the degree of understanding of most of the respondents towards the messages in the leaflet can be categorized as "quite good". This was reflected by the data where the number of respondents who understood the meaning of the leaflet messages (thouroughly as well as page by page) constituted the majority.

3. In regards to the technical aspects of the leaflet such as typography, illustration, colour, lay-out, and quality of paper, majority of the respondents also viewed them as "quite attractive", "quite acceptable", and "good enough". However, quite a large number of respondents suggested for a colour illustration, changing the terms (especially food terms), and for revising the pictures.

4. Most of the respondents admitted that actions were carried out after receiving and reading the KPG leaflet. The actions undertaken were to implement the instructions written in the leaflet such as providing a nutritious meal, visiting Posyandu, and to have the child's weight scaled at the Posyandu.

5. The recommendations put forward by the respondents are as follows :

---Colour illustrations are necessary as a means of making the leaflets look "more attractive".

---There are three illustrations which need revisions, namely: (1) the figures of mother and child illustrated in this leaflet (pages 1,2,3 and 4) should look "healthy", (2) the child's position during feeding (page 2) should be revised since it is incorrect, and (3) the picture showing a mother feeds her child (page 3) should be illustrated completely.

---The term "hidrat arang" should be changed to "sumber tenaga" (page 6).

---Several foodstuffs such as "kacang tolo", "kobis", "wortel", "oncom", "krokot", "katuk", "genjer", "candel", and "lobak", should be changed since they are not available at the local area (pages 2 and 6).

B. "Sistem Nilai" Song Cassette

1. There is a large difference between the respondents in NTT and Lampung when asked whether or not they have heard the

"sistem nilai" song cassette. All the respondents of NTT have heard the song at Posyandu. On the other hand, almost all of the respondents in Lampung said that they "don't know" and "never heard" the song.

2. The majority of respondents in both provinces consider the rhythm, singer's voice, words, and the musical instruments used in the song as already "quite good", "clear" and "quite attractive". The same response is also directed to the quality of the cassette, the completeness and suitability of the message contents of the song.

3. The recommendations proposed by the respondents are :

---The "sistem nilai" song cassette should be soon distributed to the CRS Counterparts and Cadres in Lampung.

---A reasonable number of "cassette player" or "radio cassette" also should be provided, so that the cadres and fieldworkers could play this song cassette more frequently without having to be dependent on other people's private appliances or the Posyandu's.

C. Poster

1. Almost all the respondents generally view that the message contents of the poster are clear and easy to understand. Most of the suggestions proposed are concerned with the illustrations and printing technique aspects.

2. The CRS cadres agreed that the posters are useful in reminding, persuading or building awareness to improve the child's health.

3. The recommendations put forward include :

---In general the illustrations in the posters should be more in accordance with the events that are depicted. For example, in the picture where a child is being scaled, the mother's hand should not touch the child.

---The pictures in the poster should also be made completely. For example, the child depicted in the poster should wear clothes.

---The cadres suggested that the poster should be pressed and provided a hole for hanging.

---The cadres also recommended that the message contents of the poster be written in the local dialect with a more clearer picture and in a larger size.

D. Flipchart

1. The use of flipchart as a "group communication" medium is considered "very effective" by all the FGDs participants. The main messages and the sequences of the flipchart are viewed as "clear", "attracting", and "appropriate" with the child's health and nutrition program.

2. However, in their discussion on flipchart, almost all of the participants gave comments and suggestions relating to the

pictures. Out of the total 30 illustrated pages, suggestions were directed to two thirds of them.

3. The suggestions proposed are generally concerned with the appropriateness of the picture with the event being depicted, as well as the completeness of the picture.

4. The recommendations proposed are :

---The instruction pages for the cadre (pages 1 to 30) should also be in colour, same with the ones for the audiences.

---The mother's face should be portrayed healthy and happy (page 4).

---The foods should be placed on the table with a kettle (page 4).

---Size of body and head of the nurse should be adjusted proportionally (page 8).

---The door of the Puskesmas (Public Health Centre) should be open (page 12)

---The baby's picture shouldn't look older than her age (pages 12, 13, 14, 15, 16, 17, 18, 19, 20, 22, and 23).

---The nurse should give information with her right hand, not left (page 16)

APPENDIX 1

LEAFLET

Table 1. Sex of Respondent

	N	%
Male	75	50.0
Female	75	50.0
	-----	-----
	150	100.0

Table 2. Age of Respondent

	N	%
Less than 19 years	1	0.7
20 - 24 years	24	16.0
25 - 29 years	38	25.3
30 - 34 years	36	24.0
35 - 39 years	29	19.3
40 - 44 years	12	8.0
45 - 49 years	6	4.0
50 - 54 years	4	2.7
	-----	-----
TOTAL	150	100.0

Table 3. Marital Status

	N	%
Married	146	97.3
Widow	1	.7
Widower	1	.7
Not married	2	1.3
	-----	-----
TOTAL	150	100.0

Table 4. Education

	N	%
No schooling	8	5.3
Elementary School (not grad)	14	9.3
Elementary School (grad)	53	35.3
Junior High School (not grad)	17	11.3
Junior High School (grad)	21	14.0
Senior High School (not grad)	18	12.0
Senior High School (grad)	19	12.7
TOTAL	150	100.0

Table 5. Occupation

	N	%
Housewife	44	29.3
Farmer	64	42.7
Laborer	3	2.0
Trader	14	9.3
Government employee	19	12.7
Teacher	2	1.3
Others	4	2.7
TOTAL	150	100.0

Table 6. Social Activities

	N	%
No answer	19	12.7
Dharma wanita	65	43.3
Asah trampil	20	13.3
LKMD	5	3.3
Arisan	14	9.3
AMPI	10	6.7
Koperasi	2	1.3
Others	15	10.0
TOTAL	150	100.0

40

Table 7. Do you receive KPG leaflets?

	N	%
No answer	1	.7
Yes	148	98.7
No	1	.7
TOTAL	150	100.0

Table 8. Who give you the leaflets?

	N	%
No answer	1	.7
CRS cadre	124	82.7
Field Officer	9	6.0
Other Officer	2	1.3
Wife	12	8.0
Combination of 3&4	1	.7
Others	1	.7
TOTAL	150	100.0

Table 9. Where did you receive the leaflets?

	N	%
Posyandu	128	85.3
Balai desa	4	2.7
Cadre's house	2	1.3
My own home	16	10.7
TOTAL	150	100.0

Table 10. Who read the leaflet?

	N	%
Myself	97	64.7
Cadre	13	8.7
Member of household	34	22.7
Neighbour	1	.7
Others	5	3.3
TOTAL	150	100.0

RESPONDENT'S COMPREHENSION TOWARDS THE MEANING OF "GRADE"

Table 11. Grade "One"

	N	%
Good	35	23.3
Quite good	67	44.7
Not good at all	25	16.7
Don't know	11	7.3
No answer	12	8.0
TOTAL	150	100.0

Table 12. Grade "Two"

	N	%
Good	32	21.3
Quite good	53	35.3
Not good at all	42	28.0
Don't know	10	6.7
No answer	13	8.7
TOTAL	150	100.0

Table 13. Grade "Three"

	N	%
Good	44	29.3
Quite good	69	46.0
Not good at all	12	8.0
Don't know	10	6.7
No answer	15	10.0
TOTAL	150	100.0

Table 14. Grade "Four"

	N	%
Good	63	42.0
Quite good	49	32.7
Not good at all	17	11.3
Don't know	8	5.3
No answer	13	8.7
TOTAL	150	100.0

Table 15. Grade "Five"

	N	%
Good	63	42.0
Quite good	40	26.7
Not good at all	22	14.7
Don't know	9	6.0
No answer	16	10.7
TOTAL	150	100.0

Respondents' Understanding of The Leaflet Content

Table 16. Cover page

	N	%
Good	44	29.3
Quite good	40	26.7
Not good at all	41	27.3
Don't know	10	6.7
No answer	15	10.0
TOTAL	150	100.0

Table 17. First Page

	N	%
Good	26	17.3
Quite good	95	63.3
Not good at all	9	6.0
Don't know	8	5.3
No answer	12	8.0
TOTAL	150	100.0

Table 18. Second Page

	N	%
Good	19	12.7
Quite good	98	65.3
Not good at all	11	7.3
Don't know	8	5.3
No answer	14	9.3
TOTAL	150	100.0

Table 19. Third Page

	N	%
Good	21	14.0
Quite good	93	62.0
Not good at all	14	9.3
Don't know	8	5.3
No answer	14	9.3
TOTAL	150	100.0

Table 20. Fourth Page

	N	%
Good	24	16.0
Quite good	86	57.3
Not good at all	18	12.0
Don't know	8	5.3
No answer	14	9.3
TOTAL	150	100.0

Table 21. Fifth Page

	N	%
Good	25	16.7
Quite good	88	58.7
Not good at all	14	9.3
Don't know	9	6.0
No answer	14	9.3
TOTAL	150	100.0

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Table 22. Sixth Page

	N	%
Good	36	24.0
Quite good	58	38.7
Not good at all	25	16.7
Don't know	8	5.3
No answer	23	15.3
	-----	-----
TOTAL	150	100.0

Table 23. Do you understand the whole content of KPG?

	N	%
No	15	10.0
A little	36	24.0
Understand	40	26.7
Very well	59	39.3
	-----	-----
TOTAL	150	100.0

Table 24. Which parts of the KPG do you think are difficult to comprehend?

	N	%
Pictures on pages 2,3,4,6	22	14.7
Red bean	17	11.3
Carbo Hydrat	4	2.7
Matches	2	1.3
Language	6	4.0
Don't know	10	6.7
No answer	45	30.0
None	44	29.3
	-----	-----
TOTAL	150	100.0

Table 25. Which parts of the KPG do you think are not attracting?

	N	%
None	85	56.7
Don't know	13	8.7
No answer	10	6.7
Written message are boring	6	4.0
Pictures are not coloured	11	7.3
Menu table	3	2.0
Pages 3 and 6	4	2.7
Illustrations	18	12.0
TOTAL	150	100.0

Table 26. Is there any parts of the KPG which is considered as "not suitable" to the local custom?

	N	%
No answer	1	.7
Yes	73	48.7
No	76	50.7
TOTAL	150	100.0

Table 27. Parts of KPG which are "not suitable" to the local customs

	N	%
No answer	1	1.4
Wearing a hat while eating (page 5)	27	37.0
Tempeh	5	6.8
Having a meal by sitting on the floor (page 5)	2	2.7
Some food in the Menu Table which were not find in the local areas (page 6)	32	43.8
Others	6	8.2
TOTAL	73	100.0

Table 28. Did you do an action after receiving/
reading KPG

	N	%
Yes	105	70.0
No	45	30.0
TOTAL	150	100.0

Table 29. (If yes/n=105) Kinds of action done

	N	%
Not relevant	46	43.8
Applying KPG's guide	59	56.2
Improving children food	34	32.4
Reading KPG	1	.9
Others	10	9.5
TOTAL	105	100.0

SUGGESTIONS & COMMENTS

Table 30. Typography

	N	%
Good	109	72.7
Should be enlarged	16	10.7
No suggestion	25	16.7
TOTAL	150	100.0

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Table 31. Sentence arrangement

	N	%
Good	109	72.7
Should be simplified	6	4.0
Insert spaces	4	2.7
Should be in order	5	3.3
No suggestion	26	17.3
TOTAL	150	100.0

Table 32. Illustration

	N	%
Good	88	58.7
Should be enlarged	3	2.0
Illustrate a health children	5	3.3
Mother's eye should be opened	1	.7
The illustration should be coloured	31	20.7
No suggestion	22	14.7
TOTAL	150	100.0

Table 33. Colour

	N	%
Good	58	38.7
Less attractive	6	4.0
Need natural colour	63	42.0
No suggestion	23	15.3
TOTAL	150	100.0

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Table 34. Kinds of paper

	N	%
Not answer	2	1.3
Good	107	71.3
Plastic laminated	13	8.7
use glossy paper	4	2.7
Enlarge the size	2	1.3
Use kertas kasar	3	2.0
No suggestion	19	12.7
TOTAL	150	100.0

Table 35. Thicknes of paper

	N	%
Good	80	53.3
Use thin paper	3	2.0
Use thick paper	47	31.3
No suggestion	20	13.3
TOTAL	150	100.0

"SISTEM NILAI" SONG CASSETTE

Table 36. Age of respondent

	N	%
20 - 24 Year	8	15.1
25 - 29 Year	13	24.5
30 - 34 Year	20	37.7
35 - 39 Year	7	13.2
40 - 44 Year	4	7.5
45 - 48 Year	1	1.9
TOTAL	53	100.0

Table 37. Marital status

	N	%
Married	52	98.1
Not married	1	1.9
TOTAL	53	100.0

Table 38. Education

	N	%
No formal education	2	3.8
Primary school (not grad)	4	7.5
Primary school (grad)	10	18.9
Junior High school (not grad)	7	13.2
Junior high school (grad)	16	30.2
High school (not grad)	6	11.3
High school (grad)	7	13.2
University	1	1.9
TOTAL	53	100.0

Table 39. Occupation

	N	%
Housewife	32	60.4
Farmer	10	18.9
Laborer	1	1.9
Trader	2	3.8
Government employee	2	3.8
Teacher	4	7.5
Others	1	1.9
TOTAL	53	100.0

Table 40. Social activities

	N	%
No answer	8	15.1
"Darma Wanita"	39	73.6
"Asah trampil"	1	1.9
"Arisan"	3	5.7
"Koperasi"	2	3.8
TOTAL	53	100.0

Table 41. Where did you listen the "Sistem Nilai" song cassette?

	N	%
No answer	2	3.8
Posyandu	43	81.1
Village office	3	5.7
Paroki Hall	1	1.9
Respondent's house	1	1.9
Others	3	5.7
TOTAL	53	100.0

Table 42. In what occasion did you listen the "Sistem Nilai" song cassette?

	N	%
No answer	4	7.5
Measuring baby's weight	41	77.4
Asah trampil	5	9.4
Others	3	5.7
TOTAL	53	100.0

Table 43. When was the last time you listened to the "Sistem Nilai" song cassette?

	N	%
0-1 month ago	2	3.8
2-4 months ago	20	37.7
5-6 months ago	6	11.3
6-12 months ago	5	9.4
>12 months ago	3	5.7
Today	14	26.4
Others	1	1.9
	2	3.8
TOTAL	53	100.0

Table 44. How often do you listen to the "Sistem Nilai" song cassette?

	N	%
Always	8	15.1
Frequently	21	39.6
Seldom	20	37.7
Never	4	7.5
TOTAL	53	100.0

Table 45. Number of correct messages mentioned
by respondent

	N	%
1-2 messages	32	60.4
3-4 messages	8	15.1
5-6 messages	2	3.8
Not relevant	4	7.6
No answer	7	13.2
TOTAL	53	100.0

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Table 46. Did the song tell you something to do?

	N	%
Yes	52	98.1
Don't know	1	1.9
TOTAL	53	100.0

Table 47. Number of correct messages recalled by respondent

	N	%
No answer	1	1.9
1-2 answers	20	37.7
3-4 answers	17	32.1
5-6 answers	12	22.6
Not relevant	3	5.7
TOTAL	53	100.0

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Table 48. Respondent's opinion about the clarity of the song's words

	N	%
Very clear	24	45.3
Quite clear	26	49.1
Not clear	1	1.9
Others	1	1.9
No answer	1	1.9
TOTAL	53	100.0

Table 49. Suggestions for the song's words

	N	%
Should not be changed	7	13.2
Should be clearer	2	3.8
Use local language	1	1.9
Pos gizi changed with Posyandu	1	1.9
Others	6	11.3
No suggestion	36	67.9
TOTAL	53	100.0

Table 50. Do you think that the song can be understood by others?

	N	%
No answer	1	1.9
Yes	35	66.0
No	4	7.5
Don't know	13	24.5
TOTAL	53	100.0

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Table 51. Attractiveness of the song's words

	N	%
Attractive	52	98.1
No answer	1	1.9
TOTAL	53	100.0

Table 52. Attractiveness of the singer

	N	%
Attractive	40	75.5
Less attractive	9	17.0
Others	3	5.7
Don't know	1	1.9
TOTAL	53	100.0

Table 53. Attractiveness of the rythm

	N	%
Don't know	2	3.8
Attractive	37	69.8
Less attractive	7	13.2
Not attractive	1	1.9
Others	5	9.4
No answer	1	1.9
TOTAL	53	100.0

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Table 54. Attractiveness of music instrument

	N	%
Attractive	39	73.6
Less Attractive	6	11.3
Not attractive	2	3.8
Others	4	7.6
No answer	1	1.9
TOTAL	53	100.0

Table 55. Suggestion for lyrics

	N	%
Shuld not be changed	9	17.0
Spirit	1	1.9
Local language	1	1.9
Should be clearer	2	3.8
Others	1	1.9
No answer	39	73.6
TOTAL	53	100.0

Table 56. Suggestion for the singer's voice

	N	%
No change	9	17.0
A little fast	1	1.9
Spirit	1	1.9
Children's voice	2	3.8
Elvi Sukaesih's voice	1	1.9
Others	8	15.1
No answer	31	58.5
TOTAL	53	100.0

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Table 57. Suggestion for the rythm

	N	%
Should not be changed	9	17.0
Slow	2	3.8
Energetic	3	5.7
Spirit	1	1.9
Dangdut	2	3.8
Soft	3	5.7
Traditional rythm	3	5.7
No answer	30	56.6
TOTAL	53	100.0

Table 58. Suggestion for music instrument

	N	%
Should not be changed	9	17.0
Traditional instrument	2	3.8
Piano	2	3.8
Guitar	1	1.9
Others	5	9.4
No answer	34	64.2
TOTAL	53	100.0

.....
APPENDIX 2
.....

Evaluasi Media CRS 1990

KUESIONER LEAFLET

No :

Propinsi :

Kabupaten :

Kecamatan :

Desa/Kelurahan :

Kategori Responden: 1. Ibu 2. Bapak/Suami

Identitas Responden :

1. Umur : tahun

2. Jenis Kelamin : 1. Laki-laki 2. Perempuan

3. Status Perkawinan : 1. Menikah 2. Janda
3. Duda 4. Belum menikah

4. Pendidikan :

(Sebut pendidikan terakhir yang pernah dicapai)

5. Pekerjaan :

6. Kegiatan sosial yang diikuti :

(Misal: Asah trampil, PKK, dsb)

7. Lama ikut program CRS: bulan

01. Apakah Ibu/Bpk pernah memperoleh Kartu Gizi (Tepatnya: Kartu Pesan Gizi = KPG) seperti ini ?
(Tunjukkan kepada responden kartu yang dimaksud)
1. Pernah (teruskan ke pertanyaan-pertanyaan berikutnya)
 2. Tidak pernah (stop wawancara, cari responden lainnya yang pernah/telah menerima KPG)
02. Jika Ibu/Bpk pernah menerimanya, siapa yang memberikan Kartu Gizi itu?
1. Kader
 2. Lainnya
03. Kapan dan di mana Ibu/Bpk menerimanya?
-
.....
04. Ibu/Bpk pernah menerimanya siapa yang membaca Kartu Gizi tersebut?
1. Dibaca sendiri
 2. Dibacakan kader
 3. Dibacakan anggota keluarga
 4. Dibacakan tetangga
 5. Lainnya, yakni
05. Anak (atau anak-anak, jika lebih dari satu) Ibu/Bpk berumur berapa ketika Ibu/Bpk menerima kartu tersebut?
- | | Kartu dengan | |
|------------|--------------|-------|
| | Nilai berapa | |
| 1. 0 - 3 | bulan | |
| 2. 4 - 6 | bulan | |
| 3. 7 - 12 | bulan | |
| 4. 13 - 24 | bulan | |
| 5. 25 - 60 | bulan | |
06. Anak tersebut di atas sekarang berumur berapa?
1. bulan dengan Nilai ...
 2. bulan " ...
 3. bulan " ...

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06. Sepengetahuan Ibu/Bpk apa arti "nilai" atau "angka" tersebut?

1. Nilai 1 artinya :

.....
.....
.....
(Menjawab dengan cara: membaca kartu/mengingat-ingat)

2. Nilai 2 artinya :

.....
.....
.....
(Menjawab dengan cara: membaca kartu/mengingat-ingat)

3. Nilai 3 artinya :

.....
.....
.....
(Menjawab dengan cara: membaca kartu/mengingat-ingat)

4. Nilai 4 artinya :

.....
.....
.....
(Menjawab dengan cara: membaca kartu/mengingat-ingat)

5. Nilai 5 artinya :

.....
.....
.....
(Menjawab dengan cara: membaca kartu/mengingat-ingat)

6. Tidak tahu

7. Tidak menjawab

07. Coba Ibu/Bpk ceritakan tentang hal-hal yang dijelaskan dalam Kartu Gizi ini:

1. Halaman depan (cover) :

.....
.....
.....
.....

2. Halaman 1 (Anak usia 0-3 bulan) :
.....
.....
.....

3. Halaman 2 (Anak usia 4-6 bulan) :
.....
.....
.....

4. Halaman 3 (Anak usia 7-12 bulan):
.....
.....
.....

5. Halaman 4 (Anak usia 13-24 bulan):
.....
.....
.....

6. Halaman 5 (Anak usia 25-60 bulan):
.....
.....
.....

7. Halaman 6 (Daftar makanan pengganti):
.....
.....
.....

8. Tidak tahu

9. Tidak menjawab

08. Secara umum/keseluruhan apakah Ibu/Bpk memahami/mengerti hal-hal yang dijelaskan dalam Kartu Gizi ini?

- 1. Tidak mengerti
- 2. Sedikit mengerti
- 3. Cukup mengerti
- 4. Mengerti

09. Menurut Ibu/Bpk bagian yang mana dari Kartu Gizi ini yang kurang menarik/tidak menarik?
1.
 2. Tidak ada
 3. Tidak tahu
 4. Tidak menjawab
10. Menurut Ibu/Bpk bagian yang mana dari Kartu Gizi ini yang sulit Ibu/Bpk mengerti/pahami ?
-
11. Adakah hal-hal/bagian dari Kartu Gizi ini yang menurut Ibu/Bpk kurang sesuai/tidak sesuai dengan kebiasaan di daerah ini ?
1. Ada
 2. Tidak ada (langsung ke no. 12)
12. Kalau ada, sebutkan hal-hal apa/bagian yang mana yang kurang/tidak sesuai dengan kebiasaan setempat tersebut ?
-
13. Adakah tindakan yang Ibu/Bpk lakukan setelah menerima dan membaca Kartu Gizi ini ?
1. Ada
 2. Tidak ada (langsung ke No. 14)
14. Kalau ada, tindakan apa yang Ibu/Bpk lakukan ?
-
15. Saran-saran :
1. Bentuk huruf :
-

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2. Susunan kalimat :
.....
3. Gambar :
.....
4. Warna :
.....
5. Jenis kertas :
.....
6. Tebal/tipis kertas:
.....

Keterangan Wawancara:

1. Nama Pewawancara:
2. Tempat Wawancara:
3. Waktu dan lama Wawancara: Jam ; menit
4. Orang lain yang :
 hadir ketika
 wawancara

Evaluasi Media CRS 1990

KUESIONER LAGU

No:

Propinsi :

Kabupaten :

Kecamatan :

Desa/Kelurahan :

Kategori Responden: Ibu

Identitas Responden :

1. Umur : tahun

2. Status Perkawinan: 1. Menikah 2. Janda

3. Pendidikan :

(Sebut pendidikan terakhir yang pernah dicapai)

4. Pekerjaan :

5. Kegiatan sosial yang diikuti :

(Misal: Asah trampil, PKK)

6. Lama ikut program CRS: bulan

01. Seperti yang Ibu katakan, Ibu pernah mendengar lagu tadi.

Di mana?

Kapan?

Pada kesempatan apa?

02. Kalau Ibu ke Posyandu, apakah Ibu sering mendengar lagu tersebut?

- 1. Selalu
- 2. Sering
- 2. Jarang
- 3. Tidak pernah

03. Bercerita tentang apakah lagu CRS yang pernah Ibu dengarkan ?

.....

04. Menurut Ibu, apakah isi lagu tersebut mengingatkan Ibu untuk melakukan sesuatu?

- 1. Ya
- 2. Tidak (langsung ke no. 6)
- 3. Tidak tahu (langsung ke no. 6)

05. Jika "Ya", lagu tersebut mengingatkan Ibu melakukan apa?
(Pewawancara tidak boleh membacakan yang di bawah ini)

- 1. Menimbangkan anak
- 2. Menambah nilai
- 3. Memberi makanan bergizi
- 4. Memperhatikan KMS
- 5. Menciptakan lingkungan bersih
- 6. Rajin ke pos Gizi

06. Menurut Ibu bagian-bagian manakah dari lagu itu yang menarik atau kurang menarik?

(Beri tanda silang atas jawaban yang diberikan)

Bagian dr lagu kaset:	Menarik	Krng Mnrk	Tdk Mnrk	(Jawaban lainnya)
.....

1. Kata-kata
--------------	-------	-------	-------	-------

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- 2. Suara penyanyinya
.....
- 3. Iramanya
.....
- 4. Alat musiknya
.....
- 5. Lainnya(sbt)
.....

07. Kalau kurang/tidak menarik, menurut Ibu sebaiknya dibuat bagaimana?

- 1. Kata-kata, sebaiknya
.....
- 2. Suara penyanyi, sebaiknya
.....
- 3. Irama, sebaiknya
.....
- 4. Alat musik, sebaiknya
.....
- 5. Lainnya,
.....

08. Menurut Ibu, bagaimanakah kejelasan kata-kata dalam lagu itu?

- 1. Sangat jelas/mudah dimengerti
- 2. Cukup jelas/cukup mudah dimengerti
- 3. Agak kurang jelas/agak sulit dimengerti
- 4. Sangat sulit dimengerti

09. Berikan saran-saran perbaikan dari Ibu untuk kata-kata yang perlu diperbaiki.

.....
.....
.....

10. Menurut Ibu, apakah maksud/pesan dalam lagu tersebut dapat dimengerti oleh teman-teman/tetangga-tetangga Ibu?

- 1. Ya
- 2. Tidak
- 3. Tidak tahu

Keterangan Wawancara:

1. Nama Pewawancara:
2. Tempat Wawancara:
3. Waktu dan lama wawancara: Jam ; menit
4. Orang lain yang :
 hadir dalam
 wawancara

PEDOMAN WAWANCARA

No :

INDEPTH INTERVIEW

Propinsi :

Kabupaten :

Kecamatan :

Desa/Kelurahan :

Kategori Responden: Counterpart

Identitas Responden :

1. Umur : tahun

2. Jenis Kelamin : 1. Laki-laki 2. Perempuan

3. Status Perkawinan : 1. Menikah 2. Janda
3. Duda 4. Belum menikah

4. Pendidikan :

(Sebut pendidikan terakhir yang pernah dicapai)

5. Pekerjaan :

6. Jabatan :

7. Kegiatan sosial yang diikuti :

(Misal: Asah trampil, PKK, dsb)

B. Lama bergabung dengan program CRS: bulan

PEDOMAN WAWANCARA
(INDEPTH INTERVIEW)

Pedoman wawancara ini khusus ditujukan kepada Counterpart CRS

I. Kaset

A. Penggunaan

Tanyakan kepada Counterpart CRS mengenai segala sesuatu yang berkaitan dengan penggunaan kaset seperti:

Cara penggunaannya/cara mengoperasikannya,
Misalnya : Dapatkan Bapak/Ibu/Sdr. menjelaskan kepada kami mengenai apa sajakah keuntungan/kemudahan dan kesulitan yang ditemui dalam menggunakan kaset ini ?
(probbing)

a. Tingkat kepraktisan/kemudahan pengoperasiaannya
(probbing)
.....
.....

b. Kelengkapan/kesiapan/ketersediaan alat penunjang
(cassette deck atau radio kaset, loud-speaker, kaset lagu Sistem Nilai, dsb)
(probbing)
.....
.....

c. Kualitas materi (kaset)
(mudah rusak atau tidak)
(probbing)
.....
.....

d. Mutu rekaman
(probbing)
.....
.....

e. Lama putar
(probbing)
.....
.....

f. Frekwensi pengoperasian/penggunaan dan dalam kesempatan apa saja.
(probbing)

.....
.....

g. Penyiaran lagu Sistem Nilai melalui stasiun radio
(probbing)

.....
.....

B. Kegunaan

Menurut Bapak/Ibu/Saudara bagaimanakan kegunaan Kaset tersebut dalam membantu program CRS ini ?

a. Kesesuaian Isi Pesan dengan tujuan program
(probbing)

.....
.....

b. Penggunaan kata-kata (mudah dimengerti atau tidak)
(probbing)

.....
.....

d. Kemampuan isi dalam menarik perhatian khalayak
(probbing)

.....
.....

e. Kelengkapan isi pesan
(probbing)

.....
.....

f. Saran lainnya:

.....
.....
.....

II. Leaflet

A. Penggunaan

Dapatkah Bapak/Ibu/Saudara menjelaskan kepada kami mengenai penggunaan leaflet ini ?

- a. Bentuk leaflet (apakah sudah baik atau tidak)
(probbing)
.....
.....
- b. Kemudahan dalam menggunakan
(probbing)
.....
.....
- c. Gambar/ilustrasi cukup menarik
(probbing)
.....
.....

B. Kegunaan

Menurut Bapak/Ibu/Saudara apakah Leaflet ini cukup membantu dalam hal :

- a. Memberikan kelengkapan informasi
(probbing)
.....
.....
- b. Pemahaman/Kemudahan isi pesan
(probbing)
.....
.....
- c. Menarik perhatian khlayak
(probbing)
.....
.....
- d. Menyebarkan ide-ide program
(probbing)
.....
.....
- e. Sebagai media yang membantu petugas lapangan dalam melakukan penyuluhan
(probbing)
.....
.....

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f. Saran lainnya

.....
.....
.....

III. Flipchart

A. Penggunaan

Menurut Bapak/Ibu/Saudara, Bagaimanakah penggunaan alat bantu ini dari segi :

a. Kemudahan/kesulitan penggunaannya
(probbing)

.....
.....

b. Bentuk flipchart (apakah sudah baik atau tidak)
(probbing)

.....
.....

c. Gambar/ilustrasi cukup menarik
(probbing)

.....
.....

B. Kegunaan

Menurut Bapak/Ibu/Saudara apakah Flipchart ini cukup membantu dalam hal :

a. Memberikan kelengkapan informasi
(probbing)

.....
.....

b. Pemahaman/Kemudahan isi pesan
(probbing)

.....
.....

c. Menarik perhatian khlayak
(probbing)

.....
.....

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- d. Menyebarkan ide-ide program (probbing)
 -
 -

- e. Sebagai media yang membantu petugas lapangan dalam melakukan penyuluhan (probbing)
 -
 -

- f. Saran lainnya:
 -
 -
 -

Keterangan Wawancara:

- 1. Nama Pewawancara:
- 2. Tempat Wawancara:
- 3. Waktu dan lama wawancara: Jam ; menit
- 4. Orang lain yang :
 hadir dalam
 wawancara

PEDOMAN
DISKUSI KELOMPOK TERARAH (FGD)

Fasilitator / pengarah diskusi : 1 orang (Counterpart)
Pendamping : 1 orang (LPPKM)
Peserta diskusi kelompok : 6 - 8 orang (kader)
Jenis Media : Poster
Tempat :
Tanggal/ waktu :
Hadirin (siapa) :

- Tahap 1 : *Perkenalan*
Peserta diskusi memperkenalkan diri dan diakhiri oleh fasilitator
Pengantar
Fasilitator menjelaskan secara ringkas tujuan dan hasil yang diharapkan dari FGD

Semua peserta diskusi diminta menyampaikan pendapatnya, komentar dan saran
- Tahap 2 : Diskusi terbuka
Topik : Bentuk fisik dan format poster
(meliputi ukuran, gambar, kata-kata, warna, dan kualitas kertas)
- Tahap 3 : Diskusi terbuka
Topik : Kesulitan yang dialami dalam menggunakan poster
Meliputi misalnya, kekurangan poster sebagai alat peraga
- Tahap 4 : Diskusi terbuka
Topik : Pandangan kader tentang pemahaman ibu-ibu anggota posyandu terhadap poster
Meliputi kegunaannya sebagai alat peraga, kapan poster digunakan, dimana saja ditempelnya, daya tarik poster bagi ibu-ibu, kesesuaian dengan tradisi setempat
- Tahap 5 : Diskusi terbuka
Topik : Manfaat poster dalam menjelaskan peningkatan pertumbuhan anak
Misalnya, bagaimana kemampuan poster sebagai alat peraga
- Tahap 6 : Diskusi terbuka
Komentar dan saran dari peserta
- Tahap 7 : Saran dari peserta dan kesimpulan oleh fasilitator / pendamping

PEDOMAN
DISKUSI KELOMPOK TERARAH (FGD)

Fasilitator / pengarah diskusi : 1 orang (Counterpart)
Pendamping : 1 orang (LPPKM)
Peserta diskusi kelompok : 6 - 8 orang (kader)
Jenis Media : Leaflet
Tempat :
Tanggal/ waktu :
Hadirin (siapa) :

- Tahap 1 : *Perkenalan*
Peserta diskusi memperkenalkan diri dan diakhiri oleh fasilitator
Pengantar
Fasilitator menjelaskan secara ringkas tujuan dan hasil yang diharapkan dari FGD

Semua peserta diskusi diminta menyampaikan pendapatnya, komentar dan saran
- Tahap 2 : Diskusi terbuka
Topik : Bentuk fisik dan format leaflet
(meliputi ukuran, gambar, kata-kata, warna, dan kualitas kertas)
- Tahap 3 : Diskusi terbuka
Topik : Kesulitan yang dialami dalam menggunakan leaflet
Meliputi misalnya, kekurangan leaflet sebagai pembawa pesan "peningkatan pertumbuhan anak"
- Tahap 4 : Diskusi terbuka
Topik : Pandangan kader tentang pemahaman ibu-ibu anggota posyandu terhadap leaflet
Meliputi kegunaannya bagi ibu-ibu, kesesuaian dengan tradisi setempat
- Tahap 5 : Diskusi terbuka
Topik : Manfaat leaflet dalam menjelaskan peningkatan pertumbuhan anak
Misalnya, kelengkapan informasi yang dimuat di dalam leaflet
- Tahap 6 : Diskusi terbuka
Komentar dan saran dari peserta
- Tahap 7 : Saran akhir dari peserta dan kesimpulan oleh fasilitator/ pendamping

PEDOMAN
DISKUSI KELOMPOK TERARAH (FGD)

Fasilitator / pengarah diskusi : 1 orang (Counterpart)
Pendamping : 1 orang (LPPKM)
Peserta diskusi kelompok : 6 - 8 orang (kader)
Jenis Media : Flipchart
Tempat :
Tanggal/ waktu :
Hadirin (siapa) :

- Tahap 1 : *Perkenalan*
Peserta diskusi memperkenalkan diri dan diakhiri oleh fasilitator
Pengantar
Fasilitator menjelaskan secara ringkas tujuan dan hasil yang diharapkan dari FGD

Semua peserta diskusi diminta menyampaikan pendapatnya, komentar dan saran
- Tahap 2 : Diskusi terbuka
Topik : Bentuk fisik dan format flipchart
(meliputi ukuran, gambar, kata-kata, mutan, warna, arah putaran dan kualitas kertas)
- Tahap 3 : Diskusi terbuka
Topik : Kesulitan yang dialami dalam menggunakan flipchart
Meliputi misalnya, kekurangan flipchart sebagai alat peraga
- Tahap 4 : Diskusi terbuka
Topik : Pandangan kader tentang pemahaman ibu-ibu anggota penyandu terhadap flipchart
Meliputi kegunaan sebagai alat peraga, dimana daya tarik flipchart bagi ibu-ibu, kesesuaian dengan tradisi setempat
- Tahap 5 : Diskusi terbuka
Topik : Manfaat flipchart dalam meningkatkan pertumbuhan anak
Misalnya, bagaimana kemampuan flipchart sebagai alat peraga
- Tahap 6 : Diskusi terbuka
Komentar dan saran dari peserta
- Tahap 7 : Saran dari peserta dan kesimpulan oleh fasilitator, pendamping

.....
APPENDIX 3
.....

PENJELASAN TENTANG KATEGORI PENILAIAN
UNTUK JAWABAN PERTANYAAN NO. 06

KATEGORI

JAWABAN RESPONDEN

NILAI 1

1. BAIK : - Sangat berbahaya, perlu ke Puskesmas
- Bawa ke Puskesmas minta petunjuk
2. CUKUP BAIK/
MENDEKATI : - Kurang Gizi/Sehat
- Jelek Kesehatannya
- Tidak baik untuk kesehatan
- Tanda-tanda gizi buruk/kurang
- Tanda-tanda gizi buruk, minta petunjuk
ke Puskesmas
- Sangat buruk sekali
- Gizi jelek sekali
- Paling buruk
- Buruk terhadap anak
- Gizi buruk kurang perhatikan makanan anak
- Gizi buruk
- Gizi buruk, ibu merasa sangat tidak puas
3. TIDAK BAIK: - Buruk/Jelek/Tidak baik/tidak bagus
- Baik/Agak baik
- Lemah
- Masih jelek/Belum baik
- Kurang bagus
- Kurang mengerti
- Lebih baik dari nilai 2, 3
- Selama penimbangan, kalau dengan nilai 1
tidak puas
4. TIDAK TAHU
5. TIDAK MENJAWAB

NILAI 2

1. BAIK: - Berbahaya/gizi sedang, bawa ke Puskesmas
- Gizi anak berbahaya
- Kurang sehat, berbahaya
- Berbahaya
- Segera bawa ke Puskesmas
- Kurang baik, segera dibawa ke Puskesmas
- Gizinya masih sangat buruk, tidak senang

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2. CUKUP BAIK:
- Sangat berbahaya/gizi kurang, bawa ke Puskesmas
 - Sangat berbahaya, gizi kurang
 - Kurang baik, perhatikan makanan anak
 - Gizi buruk
 - Sangat buruk/Sangat tidak baik
 - Kurang sehat
 - Lebih baik dari nilai 1, agak membahayakan
 - Nilai 2 juga tidak puas, makanan anak itu harus dipaksa oleh ibunya, sehingga nilainya juga tidak puas

3. TIDAK BAIK:
- Buruk/Kurang
 - Jelek gizinya
 - Lebih dari nilai satu
 - Kurang baik kesehatannya
 - Gizi kurang
 - Kurang puas
 - Gizi agak lumayan
 - Baik

4. TIDAK TAHU
5. TIDAK MENJAWAB

NILAI 3

1. BAIK:
- Buruk/Gizi buruk
 - Tanda-tanda gizi buruk
 - Tanda-tanda gizi berkurang, segera bawa ke Puskesmas
 - Gizi sangat kurang
 - Kalau tidak hati-hati, gizi buruk
2. CUKUP BAIK
- Kurang baik, segera bawa ke Puskesmas
 - Sangat berbahaya keadaan anak
 - Masih kurang sehat/Masih kurang juga
 - Masih kurang makanan bergizi (zat gizi)
 - Dianjurkan menambah makanan bergizi
 - Kurang zat gizi
 - Gizi masih jelek/Gizi anak berbahaya
 - Gizi kurang/Gizi anak kurang
 - Kurang baik/Tidak baik
 - Lebih baik dari nilai 2, gizi masih jelek
 - Kurang puas, perlu ibu berusaha supaya anak kami tiap bulan jangan nilai kurang terus
 - Gizi sangat kurang, tidak puas
3. TIDAK BAIK:
- Lebih baik dari nilai 2
 - Kurang puas
 - Hampir sehat

4. TIDAK TAHU

5. TIDAK MENJAWAB

NILAI 4

1. BAIK:

- Gizi kurang
- Gizi kurang, perhatikan makanan setiap hari
- Kurang baik, perhatikan makanan dan kesehatan
- Gizinya masih kurang
- Buruk kesehatannya karena kurang gizi
- Gizi kurang, ibu tidak puas, harus perhatikan makanan dan kesehatan

2. CUKUP BAIK:

- Buruk, tidak baik
- Gizi buruk/gizi jelek
- Gizi sangat kurang
- Masih kurang/Masih jelek
- Masih jelek, perhatikan tambah gizi
- Minta ditambah makanan yang bergizi
- Kurang baik kesehatannya
- Belum baik kesehatannya

3. TIDAK BAIK:

- Lebih baik dari nilai tiga
- Kurang puas
- Kurang vitamin
- Kurang sehat/kurang baik
- Cukup
- Belum puas karena nilainya masih kurang terus tiap bulan

4. TIDAK TAHU

5. TIDAK MENJAWAB

NILAI 5

1. BAIK:

- Gizi kurang
- Masih kurang gizinya
- Gizi kurang, juga harus diperhatikan makanannya setiap hari
- Gizi kurang, tidak sehat
- Kurang baik kesehatannya
- Masih kurang juga keadaan gizi dan kesehatannya, ibu perlu perhatikan makanan dan kesehatan anak

2. CUKUP BAIK:

- Kurang baik/ Kurang sehat/ Hampir sehat
- Kurang senang, ibu tetap berusaha meningkatkan makanan dan kesehatan, jangan sampai anak sakit
- Masih kurang
- Gizi buruk
- Gizinya rendah
- Perlu mengikuti petunjuk kader untuk meningkatkan gizi
- Gizinya sedikit lagi
- Gizi perlu diperhatikan supaya jangan turun ke nilai 4
- Berbahaya
- Gizi sedang, tapi masih kurang cukup
- Harus perhatikan makanan sehat

3. TIDAK BAIK:

- Kurang/Buruk
- Belum baik
- Sedang
- Cukup baik
- Tidak sehat
- Lebih baik dari nilai 1, 2, 3
- Hampir enam

4. TIDAK TAHU

5. TIDAK MENJAWAB

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**PENJELASAN TENTANG KATEGORI PENILAIAN
UNTUK JAWABAN PERTANYAAN NU. 07**

KATEGORI	JAWABAN RESPONDEN
1. HALAMAN COVER	
1. BAIK	<ul style="list-style-type: none">- Menunjukkan nilai gizi anak- Menunjukkan anak kurang gizi/sehat- Gizi buruk- Tentang makanan anak yang bergizi- Tentang gizi anak- tentang nilai anak yang tak baik- Bimbingan tentang gizi (mengenai gizi)- Nilai gizi anak, yang artinya berbahaya- Masalah gizi untuk pertumbuhan anak
2. CUKUP BAIK/ MENDEKATI	<ul style="list-style-type: none">- Bawa segera ke Puskesmas- Tanda supaya ibu mengetahui turun - naiknya keadaan anak- Nilai 3 berarti anak tidak sehat- Mengenai makanan- Warna agak kuning agar diperhatikan- Anak nilai 1 - 5 bawa ke Puskesmas- Menggambarkan anak yang nilai gizinya 5 kebawah- Berbahaya- Membedakan kesehatan/sebagai peringatan
3. TIDAK BAIK:	<ul style="list-style-type: none">- Selalu diberi ASI- Baik/cukup baik- Gambar dan warnanya menarik- Jelas dan menarik- Kurang makanan yang mengandung vitamin A
4. TIDAK TAHU	
5. TIDAK MENJAWAB	
2. HALAMAN 1 :	
1. BAIK:	<ul style="list-style-type: none">- Harus minum ASI; Anjuran perbanyak beri ASI; ASI terus diberikan- Beri ASI sesering mungkin- Beri ASI ibu makan yang cukup; Ibu perlu makan agar ASI banyak.- Ibu makan 2 piring, lebih dari biasa/ lebih banyak sayur dan buah-buahan

2. CUKUP BAIK: - Beri ASI sampai 2 bulan dan pisang
- Contoh memberi makan dan minum
- Makanan bayi
- Harus melakukan seperti dalam gambar

3. TIDAK BAIK: - Beri makanan bubur lumat

4. TIDAK TAHU

5. TIDAK MENJAWAB

3. HALAMAN.2 :

1. BAIK: - Anak diberi ASI
- Menyusui anak ditambah bubur saring
- menyusui anak diberi sayur, lauk pauk, buah-buahan berwarna kuning
- Beri makanan lunak/bubur lunak/ nasi yang lunak
- Makan harus ada lauknya
- Beri ASI, pisang, telur
- Anak masih diberi ASI dan bubur lumat, diganti dengan teri yang dihaluskan
- Anak diberi makan tempen sebesar bungkus korek api
- Makan makanan lumat 2 - 3 kali sehari
- Harus diberi makan selingan

2. CUKUP BAIK - Tentang gizi untuk anak dan ibu
- Beri makanan yang baik pada anak

3. TIDAK BAIK:

4. TIDAK TAHU

5. TIDAK MENJAWAB

4. HALAMAN 3 :

1. BAIK: - Anak diberi makan bubur
- Beri bubur dan nasi tim
- Beri bubur dan nasi tim ditambah sayur mayur
- Masih diberi ASI
- Beri nasi lembek/lunak, atau bubur
- Beri nasi, sayur, dan buah-buahan
- Menyusui anak beri, makanan bergizi
- Tetap diberikan ASI
- Makanan buah

2. CUKUP BAIK:
- Beri makanan bergizi
 - Gizi untuk anak
 - Baiknya dilakukan seperti dalam gambar
 - Beri bubur dan makan tambahan
 - Beri makanan selingan
 - Beri bubur campur

3. TIDAK BAIK:
- beri makanan orang dewasa
 - Maksimum anak umur 7 - 12 bulan
 - Diberi makanan keras
 - tentang cara minum obat

4. TIDAK TAHU

5. TIDAK MENJAWAB

5. HALAMAN 4:

1. BAIK:
- Diberi ASI, nasi
 - Makanan seperti orang dewasa
 - Beri makanan lembek (khusus nilai 2)
 - Beri nasi dan sayur
 - ASI, makan lembek dan sayur-sayuran
 - Beri nasi lembek/makan lebih banyak, susu tetap
 - Makanan lembek dan sayuran
 - Nasi, tempe, sayur, buah, dan ASI
 - Beri bubur campur
 - Menambah sayuran
 - Nasi tim

2. CUKUP BAIK:
- Tentang makanan bergizi
 - Baiknya lakukan seperti dalam gambar
 - Makan makanan bergizi
 - Anak diberi makan bubur
 - Menyusui anak, memberi makanan bergizi

3. TIDAK BAIK:
- Makanan anak
 - Maksimum anak 13 - 24 bulan
 - Tentang orang dewasa dan anak
 - Beri bubur saring

4. TIDAK TAHU

5. TIDAK MENJAWAB

6. HALAMAN 5:

1. BAIK:
 - Beri makanan orang dewasa
 - Anak makan bersama orang tua dengan lauk
 - Mempunyai kesempatan makan bersama
 - Makanan biasa+lauk pauk+buah
 - makan bersama
 - Makan nasi supaya tambah nafsu makan
 - Makan ditambah sayuran
 - Beri sayuran hijau
 - Makan nasi 3-4 kali sehari
 - Nasi, sayuran dan kacang2an
 - Sudah dapat diberi makanan lengkap
2. CUKUP BAIK:
 - Baiknya lakukan seperti dalam gambar
 - Tentang makanan orang dewasa
 - Tentang makanan sehat
 - Tentang makanan bergizi
 - Anak dilatih makan sendiri
3. TIDAK BAIK:
 - ASI
 - Makanan buah
 - Maksimum anak-orang dewasa
4. TIDAK TAHU
5. TIDAK MENJAWAB

7. HALAMAN 6-7 :

1. BAIK:
 - Makanan pengganti
 - Zat tenaga, zat protein, ditambah zat pengatur harus diberikan setiap hari
 - Contoh makanan pengganti yang bergizi
 - Anak bisa diberi makanan pengganti
2. CUKUP BAIK:
 - Pengganti bahan makanan/daftar makanan
 - Tentang vitamin
 - Contoh makanan sehat
 - Menu makanan tambahan
 - Contoh makanan tambahan
 - Contoh makanan bergizi
 - berbagai jenis makanan
3. TIDAK BAIK:
 - Tempe diganti telur
 - Daftar pengganti buah
 - tidak relevan
4. TIDAK TAHU
5. TIDAK MENJAWAB