

ABSTRAK

Judul : Pengaruh Pemberian Edukasi Cairan Terhadap Pengetahuan Cairan, Kecukupan Cairan Dan Status Hidrasi Pada Remaja Di SMAN 27 Jakarta Pusat
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Latar Belakang: Berdasarkan hasil riset *The Indonesian Hydration Regional Study* (THIRST) tahun 2010 dehidrasi ringan didominasi oleh remaja. Munculnya dehidrasi pada remaja disebabkan oleh kurangnya pengetahuan mengenai cairan.

Tujuan: Mengetahui pengaruh pemberian edukasi cairan terhadap pengetahuan cairan, kecukupan cairan, dan status hidrasi pada remaja.

Metode: Penelitian ini merupakan penelitian *quasy experiment* menggunakan metode *one group pre test and post test design*. Pengumpulan data dilakukan dengan cara pemeriksaan berat jenis urin melalui uji *reagent strip test* (*dipstick test*), dan pengambilan data kuesioner pengetahuan, data *food recall* 2x24 jam. Sebanyak 50 orang siswa mengikuti program edukasi cairan yang diberikan melalui 1 kali penyuluhan, dan pemberian materi cairan melalui media infografis pada grup line selama 2 minggu.

Hasil: Hasil penelitian menunjukkan terdapat pengaruh yang signifikan pada pemberian edukasi cairan terhadap pengetahuan cairan, kecukupan cairan, dan status hidrasi dengan p value 0.001 ($p < 0.05$).

Kesimpulan: Pengetahuan cairan dan kecukupan cairan siswa meningkat setelah diberikan edukasi cairan.

Kata Kunci : Edukasi cairan, kecukupan cairan, pengetahuan cairan, status hidrasi

ABSTRACT

Title :Effect of Providing Fluid Education on Fluid Knowledge, Fluid Adequacy, and Hydration Status in Adolescents at SMAN 27 Jakarta Pusat
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Background: Based on the results of The Indonesian Hydration Regional Study research (THIRST) in 2010 mild dehydration was dominated by teenagers. The appearance of dehydration in adolescents is caused by a lack of knowledge about fluids

Objective: This study aims to know the effect of providing fluid education on fluid knowledge, fluid adequacy, and hydration status in adolescents.

Methods: This research is a quasy exsperiment using one group pre test and post test method. Data was collected by examining urine specific gravity through reagent strip test (dipstick test), collecting data of fluid knowledge questionnaire and food recall 2x24 hours data. 50 students attended a fluid education program which was given through 1 counseling, and the provision of fluid material through infographic media on the group line for 2 weeks.

Results: The results showed that there was a significant effect of fluid education on fluid adequacy, fluid knowledge, and hydration status with p value 0.001 ($p < 0.05$).

Conclusion: Fluid knowledge and fluid adequacy of students increases after fluid education.

Keywords:

Fluid education, fluid knowledge, fluid adequacy, hydration status.