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The Effect of Illustrated Module-Based Education on Improving Mothers' Knowledge of Toddler Nutrition

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Abstract

Toddler nutrition is an important aspect of child growth and development, while mothers' nutritional knowledge plays a key role in supporting appropriate feeding practices. This study aimed to determine the effect of illustrated module-based education on mothers' knowledge of toddler nutrition in Baderan Village, Sumbermalang District, Situbondo Regency. This study employed a pre-experimental design with a one-group pretest-posttest approach. The population consisted of 83 mothers with toddlers aged 0–59 months, and total sampling was used to include all 83 respondents. Data were collected using a 14-item knowledge questionnaire administered before and after the educational intervention. The intervention was delivered using an illustrated module containing information on toddler nutritional requirements, nutritious food sources, balanced eating patterns, the consequences of nutritional deficiencies, and prevention of nutritional problems. Data were analyzed using the Wilcoxon Signed Rank Test with a significance level of 0.05. Before the intervention, 45 respondents (54.2%) had a fair level of knowledge and 38 respondents (45.8%) had a poor level, while none had a good level of knowledge. After the intervention, 57 respondents (68.7%) had a good level of knowledge and 26 respondents (31.3%) had a fair level, with no respondents remaining in the poor category. The median knowledge score increased from 8 before the intervention to 12 after the intervention. The Wilcoxon test showed a significant difference in knowledge before and after the intervention ($p<0.001$). Illustrated module-based education was associated with a significant improvement in mothers' knowledge of toddler nutrition and may serve as a supporting medium for nutrition education among mothers of toddlers.

Keywords: Illustrated Module, Mothers of Toddlers, Nutrition Education, Nutritional Knowledge, Toddler Nutrition

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1. Introduction

Toddlers are children under five years of age who require adequate nutritional intake to support growth and development. Adequate nutrition during this period helps prevent growth disturbances, including undernutrition and overweight, while reducing the risk of diseases that may affect developmental outcomes. This period is commonly recognized as the golden age, when physical, cognitive, language, motor, and social-emotional development occurs rapidly and is closely interconnected (Maryani and Wisudawati, 2024). Nutritional adequacy, appropriate stimulation, and continuous health monitoring are essential for optimal development. Routine screening is necessary to detect growth and developmental disturbances early, as inadequate nutritional intake may increase the risk of stunting and impaired intellectual development (Pakpahan *et al.*, 2023).

Stunting has consequences that extend beyond impaired physical growth, including increased risks of morbidity and mortality, impaired brain development, reduced cognitive ability, and metabolic dysfunction. The first 1,000 days of life represent a critical period during which chronic nutritional deficiencies and recurrent infections may produce lasting effects (Imeldawati, 2025). Nutritional problems among children under five remain a public health concern. The World Health Organization reported that in 2022, approximately 149 million children experienced stunting, 45 million experienced wasting, and 37 million were overweight or obese (World Health Organization, 2023). East Java also continues to face nutritional challenges, with stunting prevalence declining from 26.86% in 2020 to 23.5% in 2021 and approximately 19.2% in 2022, while the prevalence was reported at 17.7% in the SSGI data (Kementerian Kesehatan RI, 2023). These conditions demonstrate the urgency of strengthening preventive nutrition education.

Initial research through an analysis of Posyandu registers in Baderan Village, Sumbermalang District, Situbondo Regency, identified three active Posyandu: Mawar, Melati, and Dahlia. Records from January to March 2026 indicated that 117 toddlers participated in activities involving measurements of body weight, height or length, mid-upper arm circumference, and head circumference (Posyandu Desa Baderan, 2026). Regular anthropometric monitoring alone, however, does not guarantee optimal nutritional outcomes. Mothers play a central role in selecting food, preparing meals, determining feeding schedules, and establishing eating habits. Adequate maternal knowledge may support appropriate feeding practices, whereas insufficient knowledge may contribute to nutritional problems (Yanti, Wulandhari and Bahriyah, 2021). These findings highlight the need for accessible and understandable nutrition education for mothers of toddlers.

Health education is an important strategy for improving maternal nutritional literacy. Its effectiveness is influenced by the methods and media used to deliver information, as attractive and easily understood media may facilitate comprehension and retention. Naulia, Hendrawati and Saudi (2021) reported that nutrition education significantly improved mothers' knowledge and attitudes regarding nutritional fulfillment among toddlers with stunting. Nafilah and Eliyana (2025) also found increased maternal understanding of healthy meal preparation following the use of a balanced nutrition guidebook. These findings indicate that appropriate educational media can strengthen maternal knowledge

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and support the application of nutritional practices in daily life. An illustrated module may serve as a practical alternative because it combines structured explanations with visual information that mothers can review repeatedly.

Previous studies have examined various educational media for improving knowledge of toddler nutrition and stunting prevention. Dinanda, Manikam and Angesti (2024) found that leaflet-based education significantly increased mothers' knowledge of balanced nutrition (P = 0.000). Johari, Agrina and Putri (2023) similarly reported that leaflet-based health education significantly improved mothers' knowledge and attitudes regarding toddler nutrition (p = 0.000). Aisyah, Neni and Faturahman (2023) found that nutrition education using a healthy food module combined with demonstrations, lectures, discussions, and simulations significantly increased cadres' knowledge. Kamaruddin *et al.* (2023) also reported increased knowledge among health cadres following balanced nutrition education. Nurfatimah *et al.* (2024) demonstrated that flipbook-based education could improve mothers' knowledge regarding child health and stunting prevention. Nevertheless, a research gap remains concerning the effectiveness of an illustrated module as a single educational medium specifically designed to improve mothers' knowledge of toddler nutrition, particularly in Baderan Village.

The novelty of the present study lies in examining the effect of an illustrated module as a single educational medium on mothers' knowledge of toddler nutrition in Baderan Village, Sumbermalang District, Situbondo Regency. Unlike previous studies that primarily used leaflets, flipbooks, or combinations of educational methods, this study focuses on an illustrated module as the main intervention and evaluates its effect on maternal knowledge. The module incorporates illustrations, diagrams, and practical examples to facilitate the comprehension and retention of nutritional information. Utario, Misniarti and Haryani (2022) emphasized the usefulness of visual educational media in supporting health information delivery and understanding. The findings are expected to provide an evidence-based reference for community health centers and village authorities in selecting educational media to strengthen maternal knowledge and nutritional care for toddlers.

2. Research Methods

This study employed a pre-experimental design using a one-group pretest-posttest approach. The study was conducted in Baderan Village, Sumbermalang District, Situbondo Regency, from June to July 2026. The population consisted of 83 mothers who had toddlers aged 0–59 months in Baderan Village. Total sampling was used, resulting in 83 respondents who met the inclusion criteria. Data analysis was performed using the Wilcoxon Signed Rank Test. Statistical significance was set at $\alpha = 0.05$, with $p < 0.05$ indicating a statistically significant difference in mothers' knowledge after receiving education using an illustrated module.

Ethical principles were applied throughout the study to protect the rights, dignity, privacy, and welfare of the respondents. The study followed the principles of respect for persons, informed consent, anonymity, confidentiality, beneficence, non-maleficence, and justice. Participation was voluntary, and respondents were informed about the purpose,

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procedures, benefits, and their right to participate without coercion (Kementerian Kesehatan RI, 2022). Respondents' identities were protected by using codes instead of names, while all collected data were kept confidential and used solely for research purposes. The educational intervention was designed to provide benefits without causing physical, psychological, or social harm, and all respondents received the same research procedures and intervention.

3. Results and Discussion

a. Results

Table 1. Characteristics of Respondens

Respondent Characteristics	Frequency (n)	Percentage (%)
Age		
20-25 years	20	24,1
26-30 years	30	36,1
31-35 years	20	24,1
>35 years	13	15,7
Total	83	100
Highest Level of Education		
Elementary School	15	18,1
Junior High School	35	42,2
High School/ Vocational High School/ Islamic High School	27	32,5
College/University	6	7,2
Total	83	100
Occupation		
Housewife	58	69,9
Farmer	12	14,5
Self-Employed	9	10,8
Other	4	4,8
Total	83	100
Experience as a Mother		
<5 years	39	47,0
≥5 years	44	53,0
Total	83	100
Access to Nutriotion Information		
Yes	49	59,0
No	34	41,0
Total	83	100

The results presented in Table 1 show that most respondents were aged 26–30 years (36.1%), followed by those aged 20–25 years and 31–35 years (24.1% each), while 15.7% were aged >35 years. Regarding educational attainment, the largest

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proportion had completed junior high school (42.2%), followed by high school/vocational high school/Islamic high school (32.5%), elementary school (18.1%), and college/university (7.2%). Most respondents were housewives (69.9%), while 14.5% were farmers, 10.8% were self-employed, and 4.8% had other occupations. Regarding maternal experience, 53.0% had been mothers for ≥5 years, while 47.0% had less than 5 years of experience. More than half of the respondents (59.0%) had access to nutrition information, whereas 41.0% had not received or accessed nutrition information.

Table 2. Mothers' Knowledge Level Before the Intervention

Level of Knowledge	Frequency (n)	Percentage (%)
Poor	38	45,8
Fair	45	54,2
Good	0	0
Total	83	100

Table 2 shows that before the intervention, most respondents had a fair level of knowledge, accounting for 45 respondents (54.2%). A total of 38 respondents (45.8%) had a poor level of knowledge, while none of the respondents (0%) had a good level of knowledge. These findings indicate that the respondents' initial knowledge of toddler nutrition was predominantly in the fair and poor categories.

Table 3. Mothers' Knowledge Level After the Intervention

Level of Knowledge	Frequency (n)	Percentage (%)
Poor	0	0
Fair	26	31,3
Good	57	68,7
Total	83	100

Table 3 shows that after the intervention, most respondents had a good level of knowledge, with 57 respondents (68.7%). A total of 26 respondents (31.3%) had a fair level of knowledge, while none of the respondents (0%) had a poor level of knowledge. These findings indicate that the respondents' knowledge of toddler nutrition after receiving illustrated module-based education was predominantly in the good category.

Table 4. Wilcoxon Signed Rank Test Results of Mothers' Knowledge Before and After the Intervention

	After Education – Before Education
Z	-8,047[b]
Asymp. Sig. (2-tailed)	0,000

Table 4 shows that the Wilcoxon Signed Rank Test produced a Z value of -8.047 with an Asymp. Sig. (2-tailed) value of 0.000. Since the *p*-value was less than 0.05,

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there was a statistically significant difference in mothers' knowledge of toddler nutrition before and after receiving illustrated module-based education. The findings indicate that mothers' knowledge scores changed significantly following the intervention.

b. Discussion

Mothers' Knowledge of Toddler Nutrition Before the Intervention

The findings from 83 mothers of toddlers in Baderan Village showed that before receiving illustrated module-based education, 45 respondents (54.2%) had a fair level of knowledge, while 38 respondents (45.8%) had a poor level of knowledge. None of the respondents had a good level of knowledge at baseline. These findings indicate that mothers' understanding of toddler nutrition was not yet optimal. Nutritional knowledge is important in helping mothers recognize and meet children's dietary and nutrient requirements, particularly because mothers play a central role in selecting, preparing, and providing food for their children. The World Health Organization (2023) emphasizes that appropriate complementary and child feeding practices require adequate information regarding food types, quantities, frequency, safety, and appropriate feeding practices. Adequate knowledge and support for caregivers are therefore important to facilitate appropriate feeding practices among young children.

The present findings are consistent with Naulia, Hendrawati and Saudi (2021), who reported that some mothers had inadequate knowledge regarding toddler nutritional needs before receiving nutrition education. Kamaruddin *et al.* (2023) similarly found that several participants had low knowledge of balanced nutrition before receiving health education and subsequently demonstrated improved knowledge following the intervention. These findings suggest that access to appropriate nutritional information remains important for strengthening mothers' understanding of toddler nutrition. Differences in mothers' educational backgrounds, childcare experience, exposure to health information, and ability to understand and apply health-related information may contribute to variations in baseline knowledge. Such differences highlight the need for educational approaches that present nutritional information in a clear, simple, and accessible manner.

The baseline findings provided a rationale for using an illustrated module as the educational medium in this study. Combining written information with visual elements may facilitate comprehension by presenting nutritional concepts in a more concrete and accessible form. Rettob and Adnani (2023) emphasizes the importance of mothers' nutritional knowledge in supporting children's nutritional needs, including food selection, eating patterns, and monitoring of growth and development. The illustrated module used in this study covered the definition of toddler nutrition, nutritional requirements, sources of nutritious foods, balanced eating patterns, the consequences of nutritional deficiencies, and prevention of nutritional problems. Presenting these topics in a structured and visually supported format was intended to provide mothers with relevant information that could strengthen their understanding of toddler nutrition.

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Mothers' Knowledge of Toddler Nutrition After the Intervention

The findings demonstrated an improvement in mothers' knowledge of toddler nutrition following the illustrated module-based education. The posttest results showed that 57 respondents (68.7%) achieved a good level of knowledge, while 26 respondents (31.3%) were classified as having a fair level of knowledge. None of the respondents remained in the poor knowledge category. The improvement was also reflected in the knowledge scores, with the median score increasing from 8 before the intervention (minimum–maximum: 5–10) to 12 after the intervention (minimum–maximum: 8–14). This represents a four-point increase in the median score, indicating that respondents demonstrated better understanding when answering questions related to toddler nutrition after receiving the educational material.

The improvement in knowledge is consistent with the findings of Nurfatimah *et al.* (2024), who examined the use of flipbooks and educational games to improve knowledge among 26 mothers of toddlers in Lantojaya Village, Poso Regency. Their findings showed an increase in mothers' knowledge regarding child health and stunting prevention after the educational activities. The findings support the importance of presenting health information through media that can attract attention and facilitate interaction, particularly when delivering nutritional information to mothers of toddlers. Engaging educational media may help make health information easier to receive and understand.

Similar findings were reported by Nafilah and Eliyana (2025) in a study examining the use of balanced nutrition booklets among mothers of toddlers. Their quasi-experimental study employed a pretest-posttest design involving 20 mothers and demonstrated that booklet-based education could improve mothers' knowledge of balanced nutrition. These findings, together with the present results, indicate that printed educational media can support the delivery of structured nutritional information to mothers. The illustrated module used in the present study provides nutritional information through organized written content supported by visual elements, allowing mothers to understand the material and review the information when needed.

Effect of Illustrated Module-Based Education on Mothers' Knowledge of Toddler Nutrition

The results demonstrated a significant improvement in mothers' knowledge of toddler nutrition following the illustrated module-based education. The median knowledge score increased from 8 before the intervention to 12 after the intervention, representing a four-point increase. The Wilcoxon Signed Rank Test yielded a Z value of -8.047 and a *p*-value of <0.001, indicating a statistically significant difference in knowledge before and after the intervention. These findings demonstrate that illustrated module-based education was associated with a significant improvement in mothers' knowledge of toddler nutrition. The change was also reflected in the distribution of knowledge categories, as respondents who were previously classified

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as having poor or fair knowledge shifted predominantly into the good knowledge category after the intervention.

The findings are consistent with previous studies demonstrating the contribution of educational media to improving mothers' nutritional knowledge. Dinanda, Manikam and Angesti (2024) reported that nutrition education using leaflets improved balanced nutrition knowledge among mothers of toddlers. Sari and Sulistyoningsih (2023) similarly found a significant difference in mothers' knowledge before and after booklet-based education using a one-group pretest-posttest design and the Wilcoxon test. Nafilah and Eliyana (2025) also reported that balanced nutrition booklets were effective in improving nutritional knowledge among mothers of toddlers. Raodah and Putra (2024) further demonstrated a significant effect of booklet-based education on mothers' knowledge using a one-group pretest-posttest design. The consistency of these findings suggests that printed educational media can serve as a useful means of delivering structured nutritional information to mothers of toddlers.

The improvement observed in the present study may be related to the way information was organized and presented through the illustrated module. The module combined written explanations with visual elements and covered relevant topics, including toddler nutritional requirements, nutritious food sources, balanced eating patterns, the consequences of nutritional deficiencies, and prevention of nutritional problems. This format allowed respondents to receive information through both textual and visual presentation during the educational session. The module could also be retained and reviewed after the education session, providing respondents with continued access to the material. Murtiningsih, Mardiana and Putri (2024) similarly reported that e-booklet-based education could improve knowledge among mothers of toddlers while allowing them to revisit the information provided. The availability of educational material for repeated review may support the reinforcement of information beyond the duration of the intervention.

The findings also highlight the practical value of providing mothers with educational materials that can be accessed beyond the formal education session. An illustrated module allows information to be presented in a structured manner while giving mothers the opportunity to review topics that may require further understanding at their own pace. This characteristic may be particularly useful for nutritional education, as information regarding food selection, meal patterns, and toddler nutritional requirements involves several aspects that may not be fully understood after a single explanation. The use of an illustrated module can therefore complement direct health education by providing a tangible learning resource that mothers can retain and consult when needed. Future studies may further examine whether improvements in nutritional knowledge are followed by changes in mothers' feeding practices and the nutritional care provided to toddlers.

4. Conclusion

Based on the results of the study on the effect of illustrated module-based education on mothers' knowledge of toddler nutrition in Baderan Village, it can be concluded that

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before the intervention, most mothers of toddlers had a fair level of knowledge (54.2%), followed by poor knowledge (45.8%), while none had a good level of knowledge. After the intervention, the majority of mothers demonstrated good knowledge (68.7%), while 31.3% had a fair level of knowledge, and none remained in the poor knowledge category. These findings indicate that illustrated module-based education had a significant effect on improving mothers' knowledge of toddler nutrition, as evidenced by the increase in the median knowledge score from 8 before the intervention to 12 after the intervention, with a Wilcoxon Signed-Rank Test result of $p<0.001$.

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