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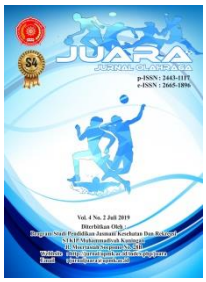

THE INFLUENCE OF NUTRITION EDUCATIONAL VIDEOS IN PHYSICAL EDUCATION LEARNING ON THE IMPROVEMENT OF HEALTHY FOOD KNOWLEDGE AND ITS IMPACT ON ATTITUDES TOWARD CHOOSING HEALTHY FOODS

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Abstract

Learning is a key process for success; therefore, its implementation must be constructed comprehensively, including the media used in its execution. The need for healthy food, as a primary necessity, must be instilled in students. This process can utilize instructional videos as a medium to provide students with knowledge about healthy food, which may influence their attitudes in choosing healthy food. This study employs a quantitative approach, using a questionnaire as its instrument, consisting of 30 questions distributed to 120 students at SMP Muhammadiyah 6 Wuluhan, Jember. Data analysis was conducted using the PLS model with path analysis. The results show that instructional videos have a significant effect, with a p-value of 0.022 < 0.05. However, the knowledge variable, as an intervening variable, does not have a significant effect on the attitude variable, with a p-value of 0.275 > 0.05. Similarly, the instructional video variable does not have a significant direct effect on the attitude variable, with a p-value of 0.984 > 0.05.

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INTRODUCTION

Learning in te digital era demands a fundamental shift in teaching approaches and strategies, one of which is through the use of innovative and interactive learning media to enhance the effectiveness of the teaching and learning process (Utomo, 2023). The use of media in education is no longer merely supplementary, but has become a primary necessity in creating meaningful learning experiences, particularly for today's learners who are familiar with technology. In selecting appropriate media for classroom use, educators must consider several important aspects, including learning objectives, subject matter, teaching methods, availability of teaching aids, the teacher's personal characteristics, as well as students' interests, abilities, and the current learning context (Antari et al., 2020).

Creatively designed learning processes supported by enjoyable educational media have a positive impact on students' overall learning outcomes, including cognitive, affective, and psychomotor domains (Wijaksono & Prima, 2022). Appropriate use of technology, the application of diverse approaches tailored to students' characteristics, and continuous evaluation of the learning process can significantly improve the effectiveness of instruction. This, in turn, contributes positively to students' potential development across all domains (Haris, 2022).

The learning process is an activity that involves interaction between two primary parties: the teacher as a learning facilitator, and the student as the subject who receives and constructs knowledge. In this context, the teacher functions not only as a provider of information but also as a manager of the learning process, responsible for creating a conducive environment for achieving learning objectives. This process involves the delivery of content across three main domains: cognitive (knowledge), affective (attitude), and psychomotor (skills). In order for these aspects to be delivered effectively and meaningfully to students, an intermediary is needed to bridge the material with students' understanding (Daniyati et al., 2023).

With the advancement of time and technology, learning practices have undergone significant transformation. Traditional approaches that relied heavily on one-way lectures are gradually being replaced by more interactive and adaptive methods that respond to students' evolving needs. Modern instruction tends to adopt blended approaches that combine various types of learning media, including visual, audio, and interactive digital formats. This approach has proven effective in increasing student engagement, simplifying complex concepts, and creating a more engaging and contextual learning experience. The shift from conventional to modern learning represents not only a change in the tools used but also a paradigm shift in viewing learning as an active and constructive process (Saleh & Azis, 2023).

The selection of appropriate learning media is one of the key factors in determining the success of the learning process**.** The chosen media must be able to bridge the instructional content with the characteristics and learning needs of students. One way to assess the extent of this alignment is by recognizing the critical role of media, especially when there is ambiguity or complexity in the material presented by the teacher. In such situations, instructional media serve as visual, audio, or audiovisual aids that can clarify content and help students understand concepts more concretely (Lutfi & Usamah, 2019). Moreover, the successful use of media is highly dependent on how well teachers innovate and create relevant and engaging media for the learning process (Nadia & Desyandri, 2022; Ummah & Nadlir, 2023).

As learning aids, instructional media have various advantages that play a significant role in supporting educational success. There are at least four main benefits of using instructional media: assisting students in understanding lesson material, stimulating learning motivation, accelerating the delivery of instructional content, and providing more

realistic and contextual learning experiences (Fairuz et al., 2023). These four benefits indicate that instructional media are not merely supplementary tools, but essential components capable of optimizing the achievement of learning objectives. However, in order for instructional media to have maximum impact, their development must be strategic and well-planned.

One highly effective medium in facilitating the teaching and learning process, particularly in today's digital era, is educational video. As a learning tool, video combines visual and auditory elements in a sequence of moving images accompanied by sound, forming a cohesive narrative rich in educational messages aimed at achieving learning goals. This format allows information to be conveyed in a more engaging and accessible manner for students, providing a learning experience that closely resembles real-life conditions (Fadilah et al., 2023).

Videos as learning media are particularly effective in stimulating both visual and auditory senses simultaneously, thereby enhancing student engagement and information retention. Through this medium, teachers can convey ideas, messages, and information creatively and interactively, not only targeting cognitive aspects but also evoking emotional responses and motivating students to learn (S. R. Putri & Ahmadi, 2023). As such, educational videos serve as powerful tools for creating stronger connections between academic content and students' real-world experiences, while also fostering critical thinking and communication skills in the information age.

Educational video is considered one of the most accurate and effective types of media for delivering educational content and greatly aids in students' comprehension. It presents audio-visual material containing educational messages ranging from concepts, principles, procedures, to applied theories to facilitate understanding of instructional material (Wijaya & Dartini, 2023). According to Handayani (2018), the impact of using video-based instructional media on student achievement in building archetypes is better understood after the application of such media (Agustini & Ngarti, 2020).

The role of video as instructional media can foster students' knowledge of the subject matter presented by the teacher during learning activities. Knowledge is the result of a person's sensory perception of an object, which is then processed through cognitive systems to become a complete understanding (Ridwan et al., 2021). Knowledge may also be understood as a collection of information both physical and metaphysical that has not yet been systematically structured, but holds the potential to form the basis of thought (Daulay et al., 2020). Philosophically, knowledge is the product of thinking and reflection, driven by human curiosity in the quest to understand the world. This process is the foundation for seeking truth and solutions to various problems (Harweli & Ahida, 2024). Therefore, knowledge can be defined as a form of truth that has been justified through intellectual processes and reflective experiences (Aulia, 2022).

The implications of learning that lead to the attainment of knowledge should not stop at merely acquiring information, but should extend to the formation of behaviors that reflect such knowledge. Knowledge must lead to attitudinal changes, which are manifestations of a person's feelings (affective), thoughts (cognitive), and predispositions to act (conative) in relation to aspects of their environment. Attitudes are evaluative in nature, rooted in one's values, and formed through associations with specific objects. In the process of attitude change, transformation only occurs when the stimulus significantly exceeds prior levels of influence. Such changes depend heavily on internal processes experienced by the individual. Therefore, it can be stated that attitudes emerge from experiential learning both visual and emotional which leave lasting impressions on individuals.

The study of instructional effectiveness in relation to video media, knowledge, and attitudes is not entirely new. Several previous studies have explored related themes. For

example, some studies focus more generally on the objectives of physical education (PJOK) rather than on aspects of healthy living patterns (Warni et al., 2021). Other research has concentrated solely on the effectiveness of instructional videos as the core of the study (Pranata et al., 2021). Meanwhile, other investigations have examined the use of instructional media in PJOK, concluding that the development of learning media is the responsibility of teachers (Purwanto, 2023). A closely related study, which included two variables educational video and healthy lifestyle behavior focused primarily on video as a teaching aid to help students understand movement instructions, suggesting that healthy behaviors should be taught through instructional videos (Desty et al., 2024).

This study, however, places greater emphasis on three variables that, based on the literature review above, demonstrate strong relevance: the influence of instructional video on knowledge about healthy food, and its impact on students' attitudes toward choosing healthy food. The central research question explored in this study is: Does the use of nutrition education videos affect students' knowledge of healthy food and, subsequently, influence their attitudes in selecting healthy food?

METHODS

This study employs a quantitative approach (Creswell, 2015) using a survey method, chosen for its efficiency in data presentation (Creswell, 2016). The rapid collection and presentation of data aids in accelerating the data analysis process. Additionally, this method is logical, deterministic, generalizable, parsimonious (economical in explanation), and specific (Maidiana, 2021). The research was conducted at SMP Muhammadiyah 6 Wuluhan, selected based on the following considerations: *first*, the school holds an A level accreditation; *second*, it has a high level of competitiveness and representational electability; *thrid*, it is well equipped in terms of facilities and infrastructure; and fourth, the student characteristics are considered conducive for the study.

The research instrument used was a questionnaire consisting of 30 questions, 10 questions for the independent variable, questions for the moderating variable, and 10 questions for the dependent variable. The questionnaire applied a Likert scale for response options. The study involved 120 student respondents. Data analysis was conducted using the Partial Least Square (PLS) model for path analysis, to evaluate the relationships among the research variables.

FINDINGS AND DISCUSSION

In this case, the initial description will be explained in depth regarding the research data findings. After analyzing the research data, the research results will be analyzed in depth.

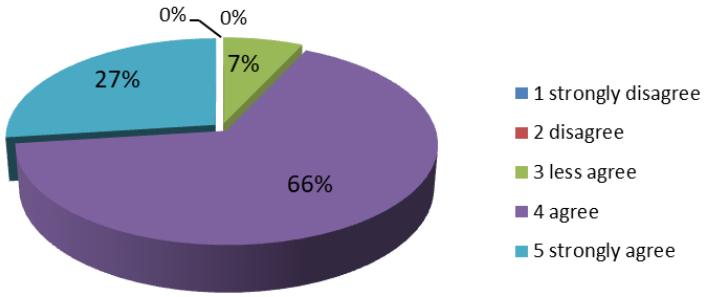
Findings

Based on the research data, the profile of the respondents can be presented in the following table.

Tabel 1 Distribution of Repondent baed on Class

No.	Class	Male	Female	Total	Percentage
1.	VII	16	16	32	26,67%
2.	VIII	19	28	47	39,17%
3.	IX	24	17	41	34,17%
Total		**59**	**61**	**120**	

Based on the data analysis, the distribution of students' responses to the



research questionnair video variable can be illustrated in the following pie chart.

Figure 1. Percentage Distribution of Students' Responses on the Instructional Video Variable

The data from the above figure can be explained as follows: 66 percent of students chose the "agree" option. Meanwhile, 27 percent selected "strongly agree," and the remaining 7 percent chose "disagree." Based on this, the students' responses are concentrated on the "agree" and "strongly agree" options. As for the knowledge variable, the distribution of students' answers is as follows.

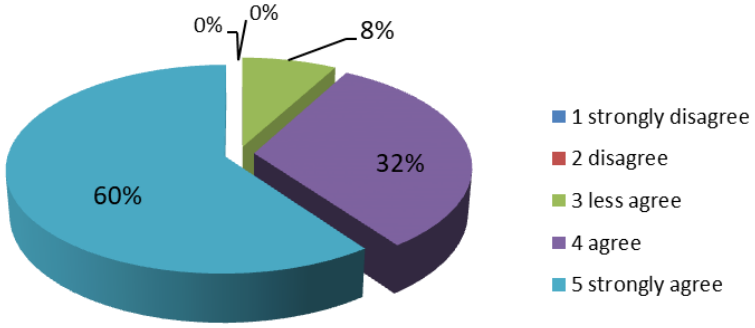


Figure 2. Percentage Distribution of Students' Responses on the Knowledge Variable

The focus of the students' response distribution for the knowledge variable has similar characteristics, concentrated on the "strongly agree" option at 32 percent, "agree" at 60 percent, and "disagree" at 8 percent. Meanwhile, the options "disagree" and "strongly disagree" were not selected by any students.

As for the attitude variable, which is the dependent variable, the distribution of students' responses can be presented in the following pie chart.

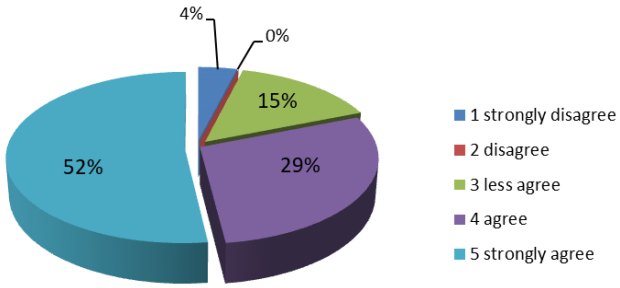


Figure 3. Percentage Distribution of Students' Responses on the Attitude Variable

The figure above shows the distribution of students' responses for the attitude variable: 52 percent chose "strongly agree," 29 percent "agree," 15 percent "disagree," 4 percent "strongly disagree," and no students selected "strongly disagree". Based on the data processing stages for path analysis in the PLS model, the convergent validity test shows that the loading factor values are greater than 0.50, which meets the specified standard as a reference value. Meanwhile, the discriminant validity values indicate that the correlation between indicators and their construct is greater than the correlation with other construct blocks.

Regarding the reliability test, referring to the standard Cronbach's Alpha value greater than 0.70, it can be concluded that the data is reliable, based on the output of the reliability test results as shown in the following table.

Table 2. Results of Reliability Test of Research Variables

	Cronbach's alpha	Composite reliability (rho_a)
X (Learning Video)	0.886	0.916
Y (Attitude)	0.950	0.788
Z (knowledge)	0.909	0.924

Based on the data in the table above, both the values in the Cronbach's Alpha column and the composite reliability (rho_a) are greater than 0.70. The data in the table above are the results of the Cronbach's Alpha value test for the learning video variable (X) of 0.886 and the composite reliability value of 0.916. In the attitude variable (Y) the Cronbach's Alpha value is 0.950 and the composite value is 0.788, while in the knowledge variable (Z) the Cronbach's Alpha value is 0.909, and the composite value is 0.924. R-Square test, as one of the requirements for the inner model, this study refers to two values generated from data processing, namely the R-square and F-square (effect size) values.

The basis used in the R-Square test, if the value is 0.70 in the strong category, 0.50 in the moderate category and 0.25 in the weak category. The results of data processing show that the R-square value produced is 0.030, which means that the learning video and knowledge variables as mediating variables are unable to explain the attitude variable. As for the knowledge variable, the R-Square value is 0.053, which is also in the weak category. The results of the R-Square test can be displayed in the following tabulated data.

Tabel 3. Value Test *R-Square*

	R-square	R-square adjusted
Y (Attitude)	0.046	0.030
Z (Knowledge)	0.061	0.053

The data above explains that the overall R-Square value is included in the weak model category, namely in the category of the 0.25 or 0.19 value group at the R-Square reference value. The R-Square value is 0.046, which means that the contribution of the influence of the independent variable of the learning video (X) with the dependent variable is 4.6 percent. As for the R-Square value of the independent variable with the intervening variable of knowledge (Z), the value is 0.061, which means that the contribution of the influence is only 6.1 percent. As for the

Goodness of Fit (GOF) test, this study uses three references, namely the SRMR, NFI, and F-Square values. The results of processing the research data, each value in the three tests, can be displayed as follows.

Tabel 4. Value Test of SRMR dan NFI

	Saturated model	Estimated model
SRMR	0.097	0.097
d_ULS	3.833	3.833
d_G	1.816	1.816
Chi-square	951.491	951.491
NFI	0.653	0.653

In the table above, the SRMR value is 0.097, where the value is below 0.10, which means the model is declared fit. As for the F-Square test, the resulting values are as follows

Tabel 5. Result of *F-Square* (Effect Size) Test

	X (Video Pembelajaran)	Y (Sikap)	Z (Pengetahuan)
X (Video Pembelajaran)		0.000	0.065
Y (Sikap)			
Z (Pengetahuan)		0.046	

The table above shows the F-Square value between the independent variable of the learning video and the dependent variable of 0.000, which means that the ability of the independent variable of the learning video (X) to have an impact on the dependent variable of attitude (Y) is classified as weak, because the value of 0.000 is smaller than 0.02 as a reference for the F-Square value in the weak category.

As for the F-Square value between the independent variable of the learning video (X) and the intervening variable of knowledge (Z) of 0.065, which means that the ability of the independent variable to have an impact on the intervening variable is classified as weak. The result of the F-Square value between the intervening variable and the dependent variable of attitude (Y) is 0.046, which means that the ability of the intervening variable to have an impact on the dependent variable of attitude (Y) is classified as weak, because the value produced is between 0.02 and 0.15 on the standard reference value of the F-Square.

The next stage is the results of the direct effect test, referring to the p-value of 0.05 as an analysis tool, then the data from the data processing can be displayed as follows.

Tabel 6. Result *Direct Effect* Test

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values
PMS -> SMMS	0.216	0.103	0.198	1.092	0.275
VP -> PMS	0.246	0.300	0.108	2.284	0.022

VP -> SMMS	-0.003	-0.015	0.164	0.019	0.984

Based on the data from the path coefficient test results on Smart PLS, the value of the influence of knowledge as an intervening variable on attitudes, the p-value is 0.275> 0.05, which means it has no significant effect. As for the influence of learning videos on knowledge, the p-value is 0.022 <0.05, which means it has a significant effect, while the learning video variable on attitudes, the p-value is 0.984> 0.05, which means the learning video variable does not have a significant effect on the attitude variable directly.

The description explains that the results of the partial hypothesis test are only the learning video variable on knowledge that has a significant effect. As for the other two partial hypotheses, namely the influence of the intervening variable knowledge on attitudes and the learning video variable on attitudes, they do not have a significant direct effect.

As for the specific indirect effect test, as a simultaneous test of the research hypothesis, the results of the research data processing output are as follows.

Tabel 7. Result of *Spesifict Inderect Effect* Test

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values
VP -> PMS -> SMMS	0.053	0.027	0.064	0.830	0.406

The *p-value* of the table above shows a value of 0.406, this shows that the value is greater than 0.05, which means that the intervening variable cannot mediate the influence of the independent variable of learning videos (X) on the dependent variable of attitude (Y). Based on this, the simultaneous hypothesis of the study H_1 is rejected, which means that the independent variable of learning videos (X) does not affect the dependent variable of attitude (Y) through the intervening variable of knowledge (Z). The following is a picture of the results of the path analysis test of the research variables.

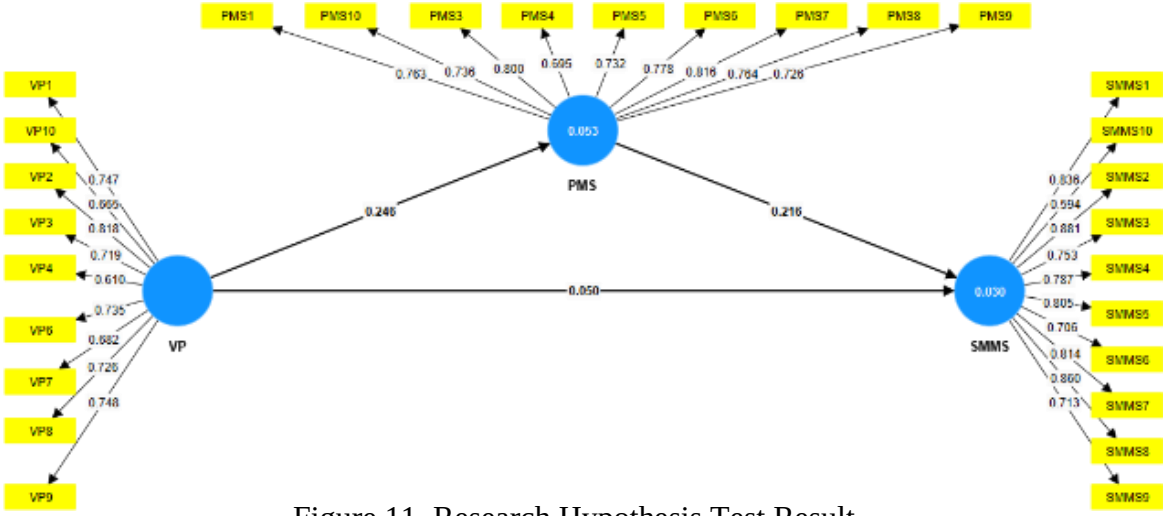


Figure 11. Research Hypothesis Test Result

Based on the image above, the influence of the independent variable of learning video (X) on the intervening variable is 0.246 or 24.6 percent, while the influence of the intervening variable of knowledge (Z) on the dependent variable of attitude (Y) is 0.216 or 21.6 percent. The direct influence of the independent variable

of learning video (X) on the dependent variable of attitude (Y) is 0.050 or 5 percent. Referring to the description and requirements of the hypothesis test that the p-value <0.05, then only the learning video variable (X) has a significant effect on the knowledge variable (Z) which is positioned as an intervening or moderate variable.

Based on the results of the study with path analysis, the independent variable of learning video (X) has a significant effect on the intervening variable of knowledge about healthy food (Z). As for the dependent variable, namely the attitude of choosing healthy food (Y), the independent variable does not have a significant effect. This also occurs in the intervening variable of knowledge about healthy food (Z), which does not have a significant effect on the dependent variable of attitude towards choosing healthy food (Y).

Discussion

Referring to the description of the results of the hypothesis test above, that learning videos have an effect on students' knowledge in choosing healthy foods, cannot be separated from the theory and concept of videos as learning media. This reality is closely related to the advancement of information technology, the digital era that demands effective media used in the learning process (Cholik & Umaroh, 2023; Mahayati et al., 2023; Yudianto, 2017). The role of learning video media, besides being a tool, on the other hand can also foster students' learning motivation (Maulani et al., 2022), where motivation, especially extrinsic motivation (Muskanan, 2014), requires a stimulus that can encourage these elements by utilizing learning videos.

The success of the learning video in providing knowledge to students about healthy food is in harmony theoretically and conceptually with the existence of knowledge itself. Knowledge as a branch of philosophy, describes the process of activities in knowing by utilizing methods and means (Octaviana et al., 2021; Aulia, 2022). The context of knowledge in the realm of the educational process cannot be separated from Bloom's theory which was then conceptually developed by his successors Anderson and Krathwohl (Darsini et al., 2019).

Bloom's taxonomy theory explains that knowledge can be obtained through a learning process that focuses on three domains, namely cognitive, affective and psychomotor (Hoque, 2016; Medeshova, 2017). Learning videos about healthy food can be used to instill three domains in Bloom's taxonomy terminology, namely cognitive, affective and psychomotor due to the function and benefits of videos as audio-visual motion media to provide concrete, interactive, and integral knowledge and experiences that stimulate students to learn (Oktaviani, 2019; Fitri & Ardipal, 2021).

However, the existence of learning videos as one of the factors in the formation of the desired attitude aspect often does not have a major influence. This is influenced by the presence or absence of a catalyst as a liaison. It can also be influenced by the ability to digest information which then becomes a reference. Changes in attitude occur when persuasive information is understood and accepted by the recipient of the information. The information is then approved by the recipient.

Behavioral changes are influenced by three factors, namely predisposition factors (knowledge, attitudes, traditions/beliefs, actions and values) (Prasetya et al., 2021). On the other hand, attitudes can be formed through observing and imitating something positive, then through reinforcement and receiving verbal information. Referring to Getzel's opinion (1966), the desire to do something is a disposition that is organized through experience that encourages a person to obtain special objects, activities, understanding, and skills for the purpose of attention or achievement (Safitri., 2019).

The level of knowledge about healthy food possessed by students influences their attitude on how they should choose foods that are beneficial and have a

major impact on health. This change in attitude is due to the information provided through educational video displays. So that students who initially did not know about products that were harmful to health, they became aware (Nanda Mentari et al., 2022).

Based on the Specific Indirect Effect Test as mentioned above, it is shown that the intervening variable in this case is knowledge cannot mediate the influence of the independent variable of the learning video on the dependent variable, namely attitude. This is due to the behavioral factor itself. While attitudes are influenced by other factors, such as habits experienced in family life and the environment. Referring to the opinion expressed by Spencer (1862), it states that the attitude in a person is closely related to mentality or personality (Syamaun, 2019). Individually, human attitudes can be changed, in the context of the educational realm, what can change attitudes is the use of appropriate learning methods (Pawaka et al., 2019).

CONCLUSION

Based on the results of the research conducted at SMP Muhammadiyah 6 Wuluhan, it can be concluded that the following:

1. The effect of learning videos on knowledge p-value of 0.022 <0.05, which means it has a significant effect.
2. The value of the influence of knowledge as an intervening variable on attitudes p-value of 0.275> 0.05, which means it does not have a significant effect.
3. The variable of learning videos on attitudes p-value of 0.984> 0.05, which means that the variable of learning videos does not have a significant effect on the variable of attitude directly
4. The p-value shows a value of 0.406, this shows that the value is greater than 0.05, which means that the intervening variable cannot mediate the influence of the independent variable of learning videos (X) on the dependent variable of attitude (Y)

The main focus of providing health education is behavioral change. One of the determinants of the formation of a person's attitude is social communication in the form of information received by the individual (Romlah et al., 2020).

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