

ABSTRAK

Hubungan Status Gizi dengan Kemampuan Kognitif pada anak Pra Sekolah Serta Tinjauannya menurut Islam

Status gizi adalah keadaan tubuh yang berasal dari keseimbangan antara jumlah asupan gizi yang masuk ke dalam tubuh dan memiliki fungsi untuk mengoptimalkan pertumbuhan fisik, kesehatan, dan perkembangan kognitif. Pada anak prasekolah pemenuhan asupan gizi sangat diperlukan untuk mengoptimalkan pertumbuhan dan perkembangan salah satunya yaitu perkembangan kemampuan kognitif. Penelitian ini dilakukan untuk mengetahui hubungan status gizi dengan kemampuan kognitif pada anak prasekolah di empat desa Kabupaten Pandeglang. Status gizi diukur dengan *z-score* berdasarkan usia anak menggunakan perangkat lunak WHO Anthroplus dan kemampuan kognitif diukur dengan 10 subtes alat ukur *Wechsler Preschool and Primary Scale of Intelligence (WPPSI)*. Partisipan pada penelitian ini berjumlah 90 anak prasekolah dengan menggunakan data antropometri untuk mengukur tinggi badan dan berat badan pengukuran menggunakan alat ukur yang tersedia di posyandu. Metode penelitian menggunakan *accidental sampling* dengan teknik *snowball*. Data analisis dengan melakukan uji korelasi spearman dengan menghubungkan tiga skala kemampuan kognitif dengan *z-score*. Hasil penelitian menunjukkan bahwa tidak terdapat hubungan status gizi dan tiga skala kemampuan kognitif pada anak usia prasekolah *verbal IQ* ($r_s = -0.034, p > 0.751$), *performance IQ* ($r_s = 0.149, p > 0.160$), dan *full IQ* ($r_s = 0.044, p > 0.680$). Dalam tinjauan Islam, belum diketahui hubungan antara status gizi dan kemampuan kognitif pada anak prasekolah, Islam hanya menjelaskan bahwa asupan gizi yang *thayyib* mempunyai hubungan dengan kemampuan kognitif pada anak prasekolah. Namun, halal dengan kemampuan kognitif tidak terdapat hubungan dalam Islam.

Kata Kunci: Kemampuan Kognitif, Perkembangan Anak Prasekolah, Status Gizi.

ABSTRACT

The Relationship between Nutritional Status and Cognitive Ability in Preschool Children and Overview in Islamic Perspectives

Nutritional status is a state of the body that comes from the balance between the amount of nutritional intake that enters the body and has a function to optimize physical growth, health, and cognitive development. In preschool children, the fulfillment of nutritional intake is needed to optimize growth and development, one of which is the development of cognitive abilities. This study was conducted to determine the relationship between nutritional status and cognitive abilities in preschool children in four villages in Pandeglang Regency. Nutritional status was measured by z-score based on children's age using WHO Anthroplus software and cognitive ability was measured by 10 subtests of Wechsler Preschool and Primary Scale of Intelligence (WPPSI). Participants in this study amounted to 90 preschool children using anthropometric data to measure height and weight measurements using measuring instruments available at the posyandu. The research method used accidental sampling with snowball technique. Data were analyzed by conducting Spearman correlation test by correlating three cognitive ability scales with z-score. The results showed that there was no relationship between nutritional status and three cognitive ability scales in preschool children verbal IQ ($r_s = -0.034$, $p > 0.751$), performance IQ ($r_s = 0.149$, $p > 0.160$), and full IQ ($r_s = 0.044$, $p > 0.680$). In the Islamic review, there is no known relationship between nutritional status and cognitive abilities in preschool children, Islam only explains that thayyib nutritional intake has a relationship with cognitive abilities in preschool children. However, halal with cognitive ability has no relationship in Islam.

Keywords: Cognitive Ability, Nutritional Status, Preschool Child Development.