

Ernila Arum Cahyani. 2025. *Pengaruh Status Sosial Terhadap Literasi Kesehatan Gizi Seimbang Anak Pada Ibu Pekerja*. Skripsi, Program Studi Pendidikan Guru Pendidikan Anak Usia Dini, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Trunojoyo Madura. Pembimbing: Siti Fadjryana Fitroh., S.Psi., M.A

ABSTRAK

Abstrak: Pemenuhan gizi seimbang anak usia dini menjadi tantangan bagi ibu pekerja di PAUD Anna Husada akibat keterbatasan waktu dan tuntutan pekerjaan. Penelitian ini bertujuan menganalisis pengaruh status sosial terhadap literasi kesehatan gizi seimbang pada ibu pekerja. Metode kuantitatif dengan desain asosiatif kausal digunakan pada 41 responden yang dipilih secara *purposive*. Data dikumpulkan melalui kuesioner terstruktur yang teruji validitas dan reliabilitasnya, kemudian dianalisis menggunakan regresi logistik biner. Hasil penelitian menunjukkan bahwa status sosial tidak berpengaruh signifikan terhadap literasi kesehatan gizi seimbang ($p=0,433 > \alpha=0,05$). Temuan ini mengindikasikan bahwa faktor di luar status sosial, seperti keterbatasan waktu, kesenjangan pengetahuan-praktik, dan tekanan peran ganda, lebih berperan dalam membentuk literasi gizi ibu. Simpulan penelitian menegaskan bahwa status sosial bukan merupakan determinan utama literasi gizi seimbang pada ibu pekerja. Implikasinya, upaya intervensi gizi memerlukan pendekatan holistik dan inklusif yang tidak terbatas pada peningkatan status sosial semata.

Kata Kunci: Anak Usia Dini, Gizi Seimbang, Ibu Bekerja, Literasi Kesehatan, Status Sosial

Ernila Arum Cahyani. 2025. *The Influence of Social Status on Balanced Nutrition Health Literacy for Children Among Working Mothers*. Thesis, Early Childhood Education Teacher Education Study Program, Faculty of Teacher Training and Education, Trunojoyo University Madura. Advisor: Siti Fadjryana Fitroh., S.Psi., M.A

ABSTRACT

Abstract: Fulfilling balanced nutrition for early childhood presents a challenge for working mothers at PAUD Anna Husada due to time constraints and work demands. This study aims to analyze the influence of social status on balanced nutrition health literacy among working mothers. A quantitative method with causal associative design was employed, involving 41 respondents selected through purposive sampling. Data were collected using structured questionnaires tested for validity and reliability, then analyzed using binary logistic regression. The results showed that social status had no significant effect on balanced nutrition health literacy ($p=0.433 > \alpha=0.05$). These findings indicate that factors beyond social status, such as time constraints, the knowledge-practice gap, and dual-role pressure, play a more significant role in shaping mothers' nutritional literacy. The study concludes that social status is not the main determinant of balanced nutritional literacy among working mothers. The implication is that nutritional intervention efforts require a holistic and inclusive approach that is not limited solely to improving social status.

Keywords: *Balanced Nutrition, Early Childhood, Health Literacy, Social Status, Working Mothers*