

**PENERAPAN *MINDFUL EATING* TERHADAP KEMAMPUAN KOGNITIF PESERTA
DIDIK TENTANG GIZI, KESADARAN MAKAN, DAN PERILAKU MAKAN**

TESIS

Diajukan untuk Memenuhi Sebagian Syarat untuk Memperoleh
Gelar Magister Pendidikan Ilmu Pengetahuan Alam



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KOGNITIF PESERTA DIDIK TENTANG GIZI, KESADARAN MAKAN,
DAN PERILAKU MAKAN**

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Tesis ini diajukan untuk memenuhi syarat memperoleh gelar Magister Pendidikan
(M.Pd.) pada Program Studi Pendidikan Ilmu Pengetahuan Alam

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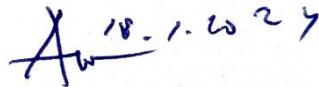
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**PENERAPAN *MINDFUL EATING* TERHADAP KEMAMPUAN
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DAN PERILAKU MAKAN**

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PERNYATAAN

Saya menyatakan bahwa tesis yang berjudul “Pembelajaran *Mindful eating* terhadap Kemampuan Kognitif Peserta Didik tentang Gizi, Kesadaran Makan, dan Perilaku Makan”. Seluruh isi tesis ini merupakan karya saya sendiri. Saya tidak melakukan pengutipan, penjiplakan, dan cara lain yang tidak sesuai dengan etika yang berlaku dalam keilmuan. Atas pernyataan tersebut, saya siap menanggung resiko dan sanksi yang diberikan kepada saya apabila ditemukan pelanggaran etika keilmuan dan ada klaim dari pihak lain terhadap keaslian tesis saya ini.

Bandung, Januari 2024

Yang membuat pernyataan,



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**PENERAPAN *MINDFUL EATING* TERHADAP KOGNITIF PESERTA
DIDIK TENTANG GIZI, KESADARAN MAKAN, DAN PERILAKU
MAKAN PESERTA DIDIK**

Weni Anissa Putri

Abstrak

Makan dengan penuh kesadaran adalah sebuah praktik yang melibatkan perhatian penuh terhadap makanan, perasaan, rasa lapar, dan isyarat kenyang. Makan dengan penuh kesadaran mendorong individu untuk membuat pilihan makanan yang menyehatkan bagi tubuh, sekaligus mendorong pengalaman makan yang lebih menyenangkan dan pemahaman tentang kebiasaan makan. Tujuan penelitian ini adalah mengidentifikasi kognitif peserta didik tentang gizi, kesadaran makan, perilaku makan. Penelitian ini dilakukan di salah satu sekolah menengah pertama di kota Bandung. Kelompok kontrol berjumlah 29 peserta didik dan kelompok eksperimen berjumlah 29 peserta didik. Penelitian ini menggunakan metode quasi experiment- 2 group design, yaitu kelompok eksperimen dan kelompok kontrol. Data yang digunakan adalah pretest untuk mengetahui kemampuan awal peserta didik, dan posttest untuk mengetahui kemampuan akhir peserta didik setelah diberikan perlakuan. Instrumen yang digunakan adalah kuesioner dan soal tes. Hasil penelitian menjelaskan bahwa tidak ada perbedaan yang signifikan ($>0,05$) pada kognitif peserta didik tentang gizi gizi, kesadaran makan, dan perilaku makan. Meskipun hasil penelitian tidak berbeda signifikan, hasil pengetahuan peserta didik tentang gizi dan kesadaran makan peserta didik meningkat. Kelas eksperimen terjadi penurunan perilaku makan peserta didik karena peserta didik belum terbiasa menerapkan *mindful eating* dalam kehidupan sehari-hari. Praktik ini dapat meningkatkan pengalaman makan agar individu untuk secara lebih sadar menikmati makanan, serta meningkatkan pemahaman terhadap kebutuhan nutrisi tubuh. Melalui kesadaran makan, seseorang dapat merasakan lebih baik saat makan, memperbaiki hubungan dengan makanan, dan potensialnya meningkatkan kesehatan mental serta fisik.

Kata kunci: *Mindful eating*, Kognitif tentang Gizi, Kesadaran makan, Perilaku makan

MINDFUL EATING ON STUDENTS' NUTRITION COGNITION, EATING AWARENESS, AND EATING BEHAVIOR

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Abstract

Mindful eating is a practice that involves being fully attentive to the food, feelings, hunger, and satiety cues. Mindful eating encourages individuals to make food choices that nourish the body, while promoting a more enjoyable meal experience and understanding of eating habits. The purpose of this study was to identify learners' cognition about nutrition, eating awareness, and eating behaviour. This study was conducted in one of the junior high schools in Bandung. The control group totalled 29 learners, and the experimental group totalled 29 learners. This study used a quasi-experiment- 2 group design method, namely the experimental group and the control group. The data used were pretest to determine the initial ability of students, and posttest to determine the final ability of students after treatment. The instruments used were questionnaires and test questions. The results of the study explained that there was no significant difference (>0.05) in students' cognition about nutrition, eating awareness, and eating behaviour. Although the results of the study did not differ significantly, the results of learners' knowledge of nutrition and eating awareness of learners increased. The experimental class decreased learners' eating behaviour because learners were not used to applying mindful eating in their daily lives. This practice enhances the eating experience for individuals to more consciously savour food, as well as increase understanding of the body's nutritional needs. Through mindful eating, one can feel better while eating, improve their relationship with food, and potentially improve their mental and physical health.

Keywords: *mindful eating, cognitive nutrition, eating awareness, eating behavior*

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