

Response to "Nutrition Education for Adolescents Using Animation Videos to Increase Knowledge, Attitudes and Breakfast Behavior"

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Dear editor,

We have carefully read the article published under the title "Nutrition Education for Adolescents Using Animation Videos to Increase Knowledge, Attitudes and Breakfast Behavior" (Figure 1). We were really impressed because this research informed us that the use of animated video media as a nutritional education tool has proven effective in increasing knowledge about nutrition, forming positive attitudes, and increasing breakfast behavior in adolescents. This research shows that the use of animated videos can increase students' interest in learning and create a more relaxed and less boring classroom atmosphere.⁽¹⁾ Thus, this study provides a solution to reduce the lack of knowledge about nutrition among adolescents and form more positive breakfast attitudes and behaviors.



The screenshot shows the journal's header with the title 'Aloha International Journal of Health Advancement (AIJHA)' and the publisher 'Alliance of Health Activists (Aloha)'. A navigation menu includes links for HOME, ABOUT, LOGIN, REGISTER, SEARCH, CURRENT, ARCHIVES, ANNOUNCEMENTS, TEMPLATE, INDEXING, and STATISTICS. The article title is 'Nutrition Education for Adolescents Using Animation Videos to Increase Knowledge, Attitudes and Breakfast Behavior' by Adhitya Rizky, Eti Poncorini, and Suminah Suminah. The abstract discusses the effectiveness of animation videos in increasing nutritional knowledge and breakfast behavior among adolescents. A user login form is visible on the right side of the page.

Figure 1. An article previously published on Aloha International Journal of Health Advancement (AIJHA)

However, we have also identified several limitations, including: 1) the duration of the intervention was not clearly stated, in particular how long the intervention was carried out and how many times the intervention was given, even though this information is very necessary in order to obtain a better understanding of the effectiveness of the intervention; 2) the instruments for measuring knowledge, attitudes, and breakfast behavior were not explained in detail, particularly regarding the validity and reliability of the instruments, so that confidence in the research results was not optimal; 3) this research was conducted in two junior high schools in one region in Indonesia, so the results obtained cannot be directly applied to adolescent populations in other regions or other countries; 4) this research does not consider other factors that can affect the knowledge, attitudes, and behavior of adolescents breakfast, such as social, economic, and cultural factors.

Furthermore, to improve further research in the future, we suggest: 1) conducting interventions with a clear duration and frequency so that the effectiveness of the intervention can be better understood, and also makes it easier for other studies to replicate this research better;⁽²⁾ 2) provide more detailed measurement techniques and instruments, as this can increase confidence in research results;⁽³⁾ 3) broaden the research to consider other factors that may influence adolescents' knowledge, attitudes, and breakfast behavior, such as social, economic, and cultural factors, in order to obtain a more comprehensive understanding of this topic; 4) involve a more representative sample from various regions or even countries, because this will help in understanding the differences and similarities in the knowledge, attitudes, and behavior of adolescent breakfasts in various contexts.

By considering the recommendations we provide, it is hoped that the quality of further research can be improved, especially to provide a better understanding of the effect of nutrition education using animated videos on adolescents.

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