

Implementation of Pancasila Values through Nutrition Education for Toddlers and Pregnant Women in Tanah Rendah Village, Air Putih District, Batu Bara Regency

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Abstract

Nutrition education offers a setting for addressing maternal and child health while fostering social concern and community participation. This study describes the implementation of Pancasila values through nutrition education for pregnant women and families with toddlers in Tanah Rendah Village, Air Putih District, Batu Bara Regency. A descriptive qualitative approach was employed, with activities beginning on August 25, 2026, and continuing into September. Data were collected through observations, documentation, educational sessions, and discussions involving pregnant women, parents of toddlers, community health post (Posyandu) cadres, and community members. Descriptive analysis identified the activities conducted and their connections to Pancasila values. The findings indicate that concern for maternal and child health was expressed through education on balanced nutrition, diverse protein sources, vegetable and fruit consumption, food hygiene, antenatal care, and consultation with healthcare professionals. Participatory discussions and community involvement reflected deliberation, unity, and mutual cooperation, while providing nutritional information to the target groups reflected humanity and social justice. These findings illustrate how community nutrition education can provide a contextual learning opportunity for practicing Pancasila values in everyday life. The study offers practical insights into connecting community health education with civic values; however, changes in nutritional knowledge and nutritional status require further evaluation.

Keywords: Pancasila Values; Nutrition Education; Pregnant Women; Toddlers; Community Participation

INTRODUCTION

Pancasila is the foundation of the Indonesian state and the national worldview of the Indonesian people, encompassing the values of divinity, humanity, unity, democracy, and social justice. These values should not merely be understood as normative concepts taught in Pancasila and Civic Education (*Pendidikan Pancasila dan Kewarganegaraan*, PPKn), but should also be translated into concrete actions that benefit community life. The second principle, Just and Civilized Humanity, embodies the principles of respecting human dignity and demonstrating concern for the well-being of others, while the fifth principle emphasizes the importance of social justice in ensuring equal opportunities for people to live decent lives. In the context of community life, meeting basic needs, including food and healthcare, provides an opportunity to put these values into practice. One form of implementation is community involvement in nutrition education for toddlers and pregnant women, who are groups requiring special attention. Thus, nutrition education activities have not only a health dimension but can also be understood as a form of civic engagement that reflects social concern, solidarity, and shared responsibility for promoting community welfare (BPIP, 2019; Bhutta et al., 2023).

Adequate nutrition is an essential component of efforts to improve human health and quality of life, beginning during pregnancy and continuing throughout childhood (Achadi, 2020). The Balanced Nutrition Guidelines emphasize the importance of consuming a variety of foods, adopting clean and healthy living practices, engaging in physical activity, and monitoring body weight regularly as part of a healthy lifestyle (Kemenkes RI, 2014). For toddlers, adequate nutritional intake supports physical growth, cognitive development, and optimal health. The World Health Organization (WHO, 2023) explains that complementary feeding for children aged 6–23 months is a critical period because children's nutritional requirements increase, while the risks of growth faltering and nutrient deficiencies remain important concerns. Therefore, parents need to understand food types, dietary diversity, age-appropriate food textures, feeding frequency, and responsive feeding practices that address children's needs. Nutrition education is essential to ensure that families consider not only the

quantity of food provided but also its quality, safety, and adequacy in meeting toddlers' nutritional requirements.

Attention to nutritional adequacy must also be directed toward pregnant women because maternal nutritional status is closely associated with maternal health and fetal development (Almatsier, 2009). During pregnancy, energy, protein, vitamin, and mineral requirements should be met through a varied and balanced diet that takes into account individual health conditions and recommendations from healthcare professionals. The (WHO, 2016) recommends counseling on healthy eating during pregnancy as one strategy to support maternal health and prevent excessive gestational weight gain. For pregnant women experiencing undernutrition, education on increasing energy and protein intake may also form part of an intervention tailored to their conditions and local needs. Research by (Bhutta et al., 2023) emphasize that evidence-based interventions to improve maternal and child nutrition should be integrated into broader strategies for improving health and reducing the risk of nutritional problems. This indicates that nutrition education for pregnant women should extend beyond the general provision of information. It should also promote practical understanding of food selection, dietary diversity, nutritional requirements, and the importance of antenatal care and consultation with healthcare professionals.

Nutritional problems among toddlers and pregnant women cannot be separated from various interrelated factors, including family knowledge, caregiving practices, socioeconomic conditions, food availability, eating habits, sanitation, and access to healthcare services. Chronic undernutrition can contribute to stunting; however, stunting cannot be explained by a single factor or attributed solely to a lack of knowledge about food (Ramayulis et al., 2018). Therefore, prevention efforts require an integrated approach involving education, family support, healthcare services, and community participation. A systematic review by (Dewey & Adu-Afarwuah, 2008) indicates that complementary feeding interventions and educational strategies can influence child-feeding practices and nutrient intake, although their effectiveness may vary depending on the type of intervention and implementation conditions. Meanwhile, research by (Mardani et al., 2024) on nutrition education programs in Indonesia identifies maternal knowledge, self-efficacy, and complementary feeding practices as important aspects that can be improved through educational interventions. These findings indicate that nutrition education should focus on improving understanding and everyday practices rather than merely increasing theoretical knowledge.

In rural communities, nutrition education can serve as a means of strengthening public participation in addressing family health issues. Its implementation may involve village governments, *Posyandu* health post cadres, healthcare professionals, parents, pregnant women, and other community members through information-sharing sessions, discussions, the exchange of experiences, and efforts to strengthen understanding of nutritional adequacy. A community-based approach is relevant because nutritional problems cannot always be resolved by individuals or families independently; instead, they require support from the surrounding social environment. Research by (Kusuma et al., 2025) on community-based health education and social mobilization for stunting prevention highlights the importance of community involvement in promoting preventive behaviors. When viewed through the lens of Pancasila, cooperation in these activities can reflect the values of unity and mutual cooperation, while deliberation in identifying community needs reflects the principle of democracy. Concern for the nutritional needs of vulnerable groups is also closely related to the values of humanity and social justice. Thus, nutrition education can bring together the objectives of improving public health and putting Pancasila values into practice in everyday life.

Tanah Rendah Village, Air Putih District, Batu Bara Regency, provides the setting for the nutrition education activities for toddlers and pregnant women examined in this study. These activities can be understood as a form of implementing Pancasila values through initiatives that prioritize community interests, particularly by increasing attention to the nutritional needs of mothers and children. From the perspective of Pancasila and Civic Education, learning about Pancasila values becomes more meaningful when connected to real-life experiences that enable students or university students to understand the relationship between civic principles and social responsibility. Through participation in educational activities, the value of humanity can be demonstrated through concern for the health of vulnerable groups; unity can be reflected in collaboration among different community stakeholders; democracy can be practiced through dialogue and deliberation; and social justice can be expressed through efforts to broaden public understanding of the importance of adequate nutrition. However, these relationships need to be examined systematically to ensure that the implementation of Pancasila is not merely described in normative terms but can also be traced through the activities conducted, the roles of the stakeholders involved, and the values demonstrated during implementation. Accordingly, nutrition education can

serve as an example of contextual learning that connects civic education with social needs at the village level.

Although research on maternal and child nutrition has addressed the importance of education, feeding practices, and community involvement in preventing nutritional problems, there remains room for further investigation. The (Dewey & Adu-Afarwuah, 2008) focused on the effectiveness of complementary feeding interventions for children in developing countries, whereas (Mardani et al., 2024) examined the effects of nutrition education programs on maternal knowledge, self-efficacy, complementary feeding practices, and child undernutrition in Indonesia. Meanwhile, (Kusuma et al., 2025) investigated community-based health education and social mobilization to support stunting prevention behaviors. These studies provide an important foundation for developing health education initiatives; however, their primary focus is on nutrition, health-related behaviors, and stunting prevention. Based on this literature, the present study seeks to address the research gap concerning the relationship between nutrition education activities for toddlers and pregnant women and the implementation of Pancasila values in rural community life. The intended novelty lies in positioning nutrition education as both a context for practicing Pancasila values and a form of civic engagement, rather than solely as a health intervention. This study is also important for identifying concrete manifestations of humanity, unity, deliberation, mutual cooperation, and social justice in the implementation of activities in Tanah Rendah Village, Air Putih District, Batu Bara Regency. Based on this discussion, the study aims to describe and analyze the implementation of Pancasila values through nutrition education for toddlers and pregnant women in Tanah Rendah Village, Air Putih District, Batu Bara Regency. Specifically, it seeks to identify the nutrition education activities conducted, explain their connections to Pancasila values, and describe the roles and involvement of the stakeholders supporting these activities. The study also aims to understand how the values of humanity, unity, deliberation, mutual cooperation, and social justice are manifested through concern for meeting the nutritional needs of mothers and children.

METHODS

This study employed a descriptive qualitative method to describe the implementation of Pancasila values through nutrition education for toddlers and pregnant women in Tanah Rendah Village, Air Putih District, Batu Bara Regency, North Sumatra Province. The

activities were conducted from August 25 to September 2026, targeting pregnant women, parents of toddlers, *Posyandu* health post cadres, and local community members. The descriptive method was used to provide a systematic account of the activity implementation process, participant involvement, and the forms of practicing Pancasila values in community health education activities. According to (Moleong, 2021), a qualitative approach is used to understand phenomena holistically through verbal descriptions while taking the natural context into account. The initial stage involved observations to identify community conditions and educational needs related to meeting the nutritional requirements of pregnant women and toddlers. The observations also focused on understanding community practices in providing food for families, the participation of the target groups, and the support provided by *Posyandu* cadres and other community stakeholders. The observation findings served as the basis for determining educational materials and delivery methods appropriate to participants' needs. In its implementation, this activity was not solely oriented toward providing health information but was also intended to foster social concern and shared responsibility for meeting the nutritional needs of groups requiring special attention. This approach is consistent with (Sugiyono, 2023) view that qualitative methods can be used to understand phenomena within their social contexts through in-depth data collection that reflects actual field conditions.

The subsequent stages consisted of counseling, discussions, demonstrations, and evaluation. Counseling sessions covered the importance of balanced nutrition, dietary diversity, protein sources, vegetable and fruit consumption, food hygiene, and the importance of following recommendations from healthcare professionals. The materials were delivered in simple language to ensure that they could be easily understood by pregnant women, parents of toddlers, and other participating community members. Following the counseling sessions, discussions provided participants with opportunities to ask questions, share experiences, and discuss family eating habits and challenges in meeting nutritional requirements. Demonstrations could be conducted by introducing food ingredients or examples of simple menus that were readily available in the local area, depending on the available facilities and implementation conditions. Subsequently, an evaluation was conducted to assess participants' understanding of the educational materials through oral questions or comparisons of responses before and after the activities, if such instruments were actually used. Each stage of implementation was also associated with Pancasila values, namely humanity through concern for maternal and child health, unity through community

cooperation, democracy through discussion and deliberation, and social justice through efforts to improve public understanding of the importance of adequate nutrition. Implementation data could be analyzed descriptively through the processes of data collection, categorization, presentation, and conclusion drawing based on observations and activity documentation. This analysis referred to the model proposed by (Miles et al., 2022), which comprises data condensation, data display, and conclusion drawing and verification. Through this method, the study was expected to provide a clear description of the implementation of nutrition education and the ways in which Pancasila values were practiced in the community life of Tanah Rendah Village.

RESULTS

1. Implementation of Nutrition Education Activities

Nutrition education activities for toddlers and pregnant women were conducted in Tanah Rendah Village, Air Putih District, Batu Bara Regency, North Sumatra Province, from August 25 to September 2026. The activities began with the students introducing themselves to the community and explaining the objectives of the program, namely, to improve understanding of the importance of meeting the nutritional needs of toddlers and pregnant women while implementing Pancasila values through social activities. The educational materials covered the importance of nutritious food, dietary diversity, sources of protein, vegetable and fruit consumption, food hygiene, and the importance of following recommendations from healthcare professionals. The materials were delivered directly through a dialogic approach so that participants could understand the information and relate it to their daily experiences in meeting their families' nutritional needs.

Throughout the activities, participants were given opportunities to discuss and share their experiences regarding feeding children and meeting nutritional needs during pregnancy. This interaction was an important part of the activities because it enabled the students to understand the community's informational needs while providing explanations relevant to the participants' circumstances. The implementation of nutrition education also demonstrated that the delivery of health information can serve as a means of fostering concern for groups requiring special attention, particularly toddlers and pregnant women. From the perspective of Pancasila, this activity was not solely focused on disseminating

health knowledge but also reflected social responsibility, respect for others, and cooperation in supporting community well-being.

2. Data on Toddlers and Pregnant Women Receiving Supplementary Feeding

The data presented in the activity report indicate the number of toddlers and pregnant women receiving Supplementary Feeding (*Pemberian Makanan Tambahan*, PMT) in Tanah Rendah Village. The data also include several categories related to nutritional status or growth conditions, namely, failure to gain weight, underweight, and undernutrition.

Table 1. Data on Toddlers and Pregnant Women Receiving Supplementary Feeding in Tanah Rendah Village

No.	Village Name	Toddlers	Pregnant Women	Total	Failure to Gain Weight	Underweight	Undernutrition
1	Tanah Rendah	6	2	2	4	14	—

Source: Data presented in the activity report, 2026.

Based on the data presented, the supplementary feeding activities in Tanah Rendah Village were associated with efforts to address the additional food needs of toddlers and pregnant women. Information regarding weight conditions and nutritional status can be used as a consideration in determining educational needs and coordinating with Posyandu health post cadres and healthcare professionals. However, these figures need to be verified to ensure that the number of recipients and the classification of nutritional conditions do not lead to misinterpretation. The data are also insufficient to draw conclusions about the prevalence of nutritional problems in the village because the total target population, recording period, and definitions of each category have not been fully explained.

3. Documentation of Activity Implementation

The activity documentation was used to illustrate the implementation of nutrition education and community participation in activities related to providing nutritious food for toddlers and pregnant women. According to the descriptions in the manuscript, the documentation includes photographs of the activities and a group photograph with pregnant women and mothers of toddlers.



Figure 1. Measurement of Height, Weight, Head Circumference, and Upper Arm Circumference

The measurements shown above were conducted to obtain data related to the children.



Figure 2. Group Photograph with Pregnant Women and Mothers of Toddlers

The photograph above forms part of the documentation of the activities.

4. Educational Materials for Toddlers

The educational materials provided to parents of toddlers emphasized the importance of providing a varied and nutritious diet appropriate to the child's age and individual condition. The food items mentioned in the activity report included rice, fish, eggs, chicken, tofu, tempeh, vegetables, and fruits. This variety of food ingredients can help families understand that meeting children's nutritional needs requires the inclusion of sources of energy, protein, vitamins, minerals, and other essential nutrients. In addition, parents need to pay attention to food hygiene, food preparation methods, age-appropriate food textures, and feeding practices that correspond to their children's needs.

The educational activities also emphasized that fulfilling toddlers' nutritional needs depends not only on the types of food provided but also on regular feeding practices, caregiving habits, and growth monitoring through integrated health service posts (*Posyandu*).

Parents are encouraged to consult Posyandu health cadres and healthcare professionals if their children experience growth problems or feeding difficulties. Through this educational initiative, families are expected to develop a better understanding of how to select and provide foods that meet toddlers' nutritional needs without overlooking each child's individual health condition.

5. Educational Materials for Pregnant Women

The educational materials for pregnant women focused on the importance of consuming a varied diet, maintaining food hygiene, attending regular antenatal care visits, and following doctors' or midwives' recommendations regarding nutritional requirements and supplementation. Adequate nutrition during pregnancy is an essential component of maintaining maternal health and supporting fetal development. Therefore, pregnant women need to receive information about selecting protein sources, consuming vegetables and fruits, meeting energy requirements, and ensuring the safety of the foods they consume daily.

The educational activities also emphasized that the nutritional needs of pregnant women may vary according to their health conditions and stage of pregnancy. Consequently, the general information provided during the educational sessions should be complemented by consultations with healthcare professionals so that participants can receive recommendations appropriate to their individual needs. This approach highlights the importance of educational initiatives that not only provide knowledge but also encourage community members to make use of available healthcare services.

6. Implementation of the Five Principles of Pancasila in Educational Activities

The implementation of Pancasila values in educational activities on nutritious food provision can be examined through the objectives of the activities, interactions among the parties involved, and forms of concern for the health of toddlers and pregnant women. Each principle is relevant to the implementation of these activities, as summarized in Table 2.

Table 2. Implementation of Pancasila Values in Educational Activities

No.	Principle of Pancasila	Implementation in the Activities
1	Belief in the One and Only God	Fostering gratitude for good health and raising awareness of the importance of maintaining personal and family health as a form of responsibility.
2	Just and Civilized Humanity	Demonstrating concern for the health of toddlers and pregnant women while respecting all participants without discrimination.

No.	Principle of Pancasila	Implementation in the Activities
3	The Unity of Indonesia	Encouraging cooperation among university students, Posyandu health cadres, and community members in supporting the educational activities.
4	Democracy Guided by the Inner Wisdom of Deliberation and Representation	Providing opportunities for community members to engage in discussions, share experiences, ask questions, and discuss health-related needs.
5	Social Justice for All Indonesian People	Promoting equal opportunities for community members, particularly those in need, to access information about nutrition and health.

Source: Analysis of the Activities, 2026.

Table 2 illustrates the relationship between the educational activities and the five principles of Pancasila. The first principle can be associated with the responsibility to maintain health as part of a meaningful life, while the second is reflected in concern for the needs of toddlers and pregnant women. The third principle is manifested through cooperation among various stakeholders, whereas the fourth is implemented through two-way communication and opportunities for participants to express their opinions. The fifth principle relates to efforts to expand public access to knowledge about nutritional adequacy. This mapping represents an interpretation of values relevant to the activities; empirical verification of their implementation requires appropriate observational evidence or documentation corresponding to each activity.

7. The Values of Mutual Cooperation and Community Participation

The value of *gotong royong* (mutual cooperation) is one of the aspects relevant to the implementation of educational activities on nutritious food provision. These activities involved university students as educational facilitators and community members as participants who contributed through attendance, discussions, and the sharing of experiences. Posyandu health cadres and other relevant stakeholders also played important roles in supporting communication about the health needs of mothers and children. The involvement of various parties indicates that nutritional issues are not solely the responsibility of individuals or families but also require social support and community cooperation.

Community participation in educational activities also creates opportunities to discuss family eating habits and information needs that may not yet be fully understood. Through dialogue, educational materials can be connected to the actual circumstances faced by participants. From the perspective of Pancasila, the spirit of mutual cooperation is demonstrated not merely by gathering together but also by a willingness to help one another, exchange knowledge, and support efforts to improve community well-being. Nevertheless,

changes in dietary behavior or participants' nutritional status require further observation and cannot be confirmed solely on the basis of a single educational activity.

8. The Relevance of the Activities to Civic Competence

Educational activities on nutritious food provision are relevant to the development of civic competence, particularly in the context of Pancasila and Civic Education (*Pendidikan Pancasila dan Kewarganegaraan* or PPKn). This competence can be understood through three dimensions: civic knowledge, civic skills, and civic disposition. Civic knowledge concerns students' understanding of public health issues, Pancasila values, and citizens' responsibilities in social life. Civic skills are reflected in the ability to communicate information, participate in discussions, listen to community needs, interact effectively, and collaborate in carrying out activities. Meanwhile, civic disposition relates to the development of caring, responsible, and tolerant attitudes, as well as a willingness to participate in activities that benefit the community.

Through direct involvement in the village community, university students have opportunities to connect their knowledge of civic education with real-world issues. Such experiences can help students understand that the practice of Pancasila is not limited to memorizing its five principles or studying them in the classroom but can also be demonstrated through social participation and concern for community needs. Accordingly, these activities are relevant as a form of contextual learning that integrates civic education with community-based initiatives. However, if civic competence is not assessed specifically, this relevance should be understood as a potential learning outcome rather than evidence that students' civic competence has increased measurably.

9. Challenges and Improvement Strategies

The implementation of educational activities on nutritious food provision requires consideration of several factors that may influence participants' understanding and participation. Differences in nutritional knowledge, variations in family eating habits, time constraints, and differing information needs between pregnant women and parents of toddlers are important considerations when developing educational materials. However, because the activity report does not provide detailed records of field-based challenges, these factors should be treated as aspects requiring consideration rather than as obstacles that have been empirically established to have occurred during the activities.

Potential improvement strategies include using simple language, providing visual materials, incorporating examples of locally available food ingredients, and conducting question-and-answer sessions that allow participants to express their needs. Coordination with Posyandu health cadres and healthcare professionals is also important to ensure that the information provided is consistent with health guidelines and can be followed up through available services. In addition, simple evaluations using oral questions or pre- and post-education instruments may be employed if they are actually implemented and systematically documented. Through these measures, future educational activities can be designed to be more participatory, responsive to community needs, and consistently oriented toward implementing Pancasila values in everyday life.

DISCUSSION

1. Implementation of Pancasila Values through Nutrition Education for Toddlers and Pregnant Women

The implementation of nutrition education for toddlers and pregnant women in Tanah Rendah Village, Air Putih Subdistrict, Batu Bara Regency, demonstrates how the values of Pancasila can be contextualized through social activities oriented toward meeting the basic needs of the community. This activity is not only concerned with providing information about nutritious food but also represents a commitment to addressing the health needs of groups requiring special attention. From the perspective of Pancasila, fulfilling nutritional needs is closely related to the values of humanity and social justice, as every individual has the right to opportunities to live a healthy life and develop optimally. The research (Bhutta et al., 2023; Salam et al., 2019) explain that improving maternal and child nutrition requires integrated, evidence-based interventions, ranging from meeting nutritional requirements to providing healthcare support. This perspective is relevant to the activities in Tanah Rendah Village, which combine education on dietary diversity, protein sources, vegetable and fruit consumption, food hygiene, and the importance of following healthcare professionals' recommendations. Thus, the implementation of Pancasila values in this activity can be understood as an effort to translate the nation's fundamental principles into concrete actions that support community well-being. However, this relationship primarily demonstrates the relevance of the values and objectives underlying the activity; its

effectiveness in changing behavior or improving nutritional status still requires further measurement.

From the perspective of the second principle, Just and Civilized Humanity, this educational activity reflects concern for the nutritional needs of toddlers and pregnant women as groups requiring support in meeting their dietary requirements. This concern is demonstrated through the provision of health information, opportunities for discussion, and efforts to help community members understand the importance of nutritious food. This approach is consistent with the study by (Dewey & Adu-Afarwuah, 2008), which indicates that complementary feeding interventions and education can contribute to improving child-feeding practices, although their effectiveness depends on the type of intervention and the conditions under which it is implemented. In the context of Tanah Rendah Village, educational materials covering rice, fish, eggs, chicken, tofu, tempeh, vegetables, and fruits can serve as a means of introducing families to a diversity of food sources. Meanwhile, education for pregnant women on dietary diversity, food hygiene, and antenatal care demonstrates concern for maternal health and fetal development. Therefore, the value of humanity can be understood not merely as an attitude of sympathy but also as an action that provides informational support and creates opportunities for community members to acquire knowledge relevant to their health needs.

The implementation of the third principle, the Unity of Indonesia, can be analyzed through the importance of cooperation among university students, Integrated Health Service Post (*Posyandu*) health cadres, and community members in supporting the activities. Nutritional challenges cannot always be addressed by families independently because they are also influenced by the social environment, food availability, knowledge, and access to healthcare services. Research by (Ruel et al., 2013) explain that nutrition-sensitive programs can strengthen efforts to improve maternal and child nutrition when integrated with various development sectors and supporting services. This perspective reinforces the relevance of involving multiple stakeholders in the activities conducted in Tanah Rendah Village. University students contribute by delivering information, Posyandu health cadres facilitate connections with community healthcare services, and participants contribute through their involvement and the sharing of experiences. Such collaboration reflects the spirit of unity and *gotong royong* (mutual cooperation), as the parties involved share a common objective: supporting family health. Nevertheless, further evidence concerning the division of

responsibilities, intensity of coordination, and follow-up after the educational activities is required before concluding that this cooperation has been effective and sustainable.

The fourth principle, Democracy Guided by the Inner Wisdom of Deliberation and Representation, is associated with the dialogic approach employed during the activities. Participants did not merely receive information through one-way communication; they also had opportunities to ask questions and share their experiences regarding child feeding and nutritional needs during pregnancy. This communication pattern provides a space for community members to express their needs and discuss the challenges they encounter in their daily lives. In the implementation of health education programs, participant involvement is important to ensure that the information provided can be adapted to the social context and needs of the target population. This is in line with (Dewey & Adu-Afarwuah, 2008; Dulal et al., 2021) indicate that complementary feeding interventions vary in their forms and outcomes, suggesting that the approaches adopted should take into account community characteristics and implementation conditions. In the context of this study, discussion can be understood as a form of participation consistent with the principle of deliberation because it facilitates communication between the organizers and community members. However, participation in discussions does not, by itself, demonstrate that decisions regarding the activities were made through deliberation. Therefore, the discussion of the fourth principle should focus on open communication and opportunities to express opinions, unless documentation is available demonstrating that joint decision-making took place.

Meanwhile, the fifth principle, Social Justice for All Indonesian People, is relevant to efforts to expand community members' opportunities to obtain information about adequate nutrition. Providing education for pregnant women and parents of toddlers can serve as one approach to reducing disparities in knowledge about nutritious food, food hygiene, and the utilization of healthcare services. In the research (Bhutta et al., 2023) emphasize that addressing maternal and child nutrition problems requires a combination of interventions tailored to the needs of the target population, including supplementation, food support in specific circumstances, and community-based approaches. Accordingly, social justice in this activity can be interpreted as an effort to promote access to relevant health knowledge and information rather than merely providing identical materials to all participants. Educational materials for toddlers need to consider their age and developmental stage, whereas materials for pregnant women must account for nutritional needs during pregnancy and healthcare

professionals' recommendations. These differences in needs demonstrate that the principle of justice should be implemented by providing information appropriate to the circumstances of each group. Nevertheless, equitable access to education cannot automatically be interpreted as the achievement of nutritional justice, as economic conditions, food availability, and access to healthcare services may also influence families' ability to apply the information they receive.

2. Nutrition Education as a Means of Community Empowerment

In terms of implementation, the use of observation, educational sessions, discussions, and demonstrations indicates that nutrition education can be developed through a participatory approach that connects health information with community members' everyday experiences. Educational sessions provide a foundation of knowledge about nutritious food, while discussions allow participants to share the challenges they face in meeting their families' food needs. If demonstrations of food ingredients or simple meals are conducted, these methods can also help participants understand how to apply the information in practice. The systematic review by (Dewey & Adu-Afarwuah, 2008) indicates that complementary feeding interventions can be delivered through various strategies, including education, counseling, and food support, with outcomes influenced by the design and quality of implementation. The study also emphasizes the importance of ensuring adequate nutrient intake and hygienic food preparation practices.

In the activities conducted in Tanah Rendah Village, the dialogic approach is relevant because information can be delivered in ways that take participants' experiences into account. However, because the activity results do not include data measured before and after the educational sessions, the effectiveness of the education in improving participants' knowledge cannot yet be quantified. Accordingly, the aspects that can be discussed on the basis of the available information are the implementation of the educational activities, the materials delivered, and the opportunities provided for community participation.

The supplementary food provision (*Pemberian Makanan Tambahan* or PMT) recorded in the activity report should also be understood in relation to efforts to support the nutritional needs of the target groups. The available data include figures concerning toddlers, pregnant women, and several categories of growth or nutritional status; however, the figures are not consistently organized and must therefore be verified before drawing conclusions about the number of recipients or the nutritional status of the community. Nevertheless, the

existence of these records remains important as an initial basis for identifying support needs and coordinating with healthcare services. In the research (Keats et al., 2021; Habtu et al., 2022) explain that addressing maternal and child nutrition problems requires a combination of interventions appropriate to the circumstances of the target population, including counseling, recommended supplementation, food support in specific circumstances, and community-based approaches. Therefore, nutrition education in Tanah Rendah Village should be regarded as part of a broader effort rather than a substitute for health examinations or necessary nutritional interventions. Education can help families understand the importance of dietary diversity, but the management of toddlers whose weight is not increasing or who experience undernutrition must follow assessments and recommendations from healthcare professionals (Gallagher, 2023). Similarly, general information provided to pregnant women needs to be complemented by regular antenatal care and individualized recommendations based on their pregnancy conditions (Kavle, 2023).

In relation to civic competence, nutrition education activities offer opportunities to connect Pancasila and Civic Education (*Pendidikan Pancasila dan Kewarganegaraan* or PPKn) with real-life social experiences. The civic knowledge dimension is reflected in an understanding of Pancasila values, social responsibility, and public health issues. The civic skills dimension relates to students' abilities to communicate, convey information, engage in discussions, and interact with community members, while the civic disposition dimension concerns care, responsibility, tolerance, and willingness to participate in social activities. These three dimensions can serve as an interpretive framework for understanding the relevance of the activities to civic education. Students' involvement in community activities provides a context for practicing Pancasila values beyond theoretical understanding, directing their learning toward concern for the needs of others. Nevertheless, because these activities were not accompanied by specific instruments for measuring civic competence, this discussion is more appropriately understood as an analysis of relevance and learning potential rather than evidence of a measurable increase in competence.

Overall, the nutrition education activities for toddlers and pregnant women in Tanah Rendah Village demonstrate the relationship between the practice of Pancasila values, increased health awareness, and community participation. The value of humanity is reflected in concern for the needs of mothers and children; the values of unity and mutual cooperation are associated with collaboration among the parties involved; the value of democracy is reflected in opportunities for dialogue; and the value of social justice is related to efforts to

expand access to health information. This discussion is consistent with (Ruel et al., 2013; Menezes et al., 2022), who emphasize that nutritional improvement requires programs that address underlying factors and integrate support from multiple sectors.

The main contribution of this activity lies in using health education as a context for practicing Pancasila values and promoting civic learning at the village level. To strengthen the evidence of its effectiveness, future activities should include consistent participant records, assessments of knowledge before and after the educational sessions, documentation of follow-up activities, and coordination with Posyandu health cadres and healthcare professionals. Through these improvements, the implementation of Pancasila values can be examined not only in terms of the objectives and forms of the activities but also through documented changes in community knowledge, participation, and practices.

CONCLUSION

This study demonstrates that nutrition education for toddlers and pregnant women in Tanah Rendah Village, Air Putih Subdistrict, Batu Bara Regency, represents one form of implementing Pancasila values in community life. The activities, conducted through educational sessions and discussions on dietary diversity, protein sources, vegetable and fruit consumption, food hygiene, and the importance of following healthcare professionals' recommendations, reflect efforts to raise public awareness of maternal and child nutritional needs. The implementation of Pancasila principles is reflected in concern for health as an expression of humanity, cooperation between university students and community members as a manifestation of unity and mutual cooperation, discussions as a space for participation, and efforts to expand access to health information as an expression of social justice. These activities are also relevant to Pancasila and Civic Education because they connect an understanding of national values with concrete actions that benefit the community. However, the effectiveness of these activities in improving knowledge, changing feeding practices, or improving nutritional status cannot yet be established without further evaluation and measurement.

This study makes a conceptual and practical contribution by positioning nutrition education as a context for implementing Pancasila values in village communities. Conceptually, it broadens the understanding of how Pancasila values can be practiced beyond formal education and normative understanding through concern for health, social

participation, cooperation, and attention to the needs of vulnerable groups. Practically, this study can serve as a reference for university students, Pancasila and Civic Education teachers, village governments, Posyandu health cadres, and community members in developing educational activities that integrate civic education with increased awareness of family health. It also illustrates the importance of collaboration between educational institutions and communities in supporting the nutritional needs of toddlers and pregnant women. Thus, its primary contribution lies in strengthening a contextual learning approach that connects Pancasila values with the actual needs of communities, without separating civic education from social responsibility and collective well-being.

Future research should undertake a more in-depth examination of the effectiveness of nutrition education in improving knowledge, attitudes, and practices related to meeting the nutritional needs of toddlers and pregnant women. Researchers may employ pre- and post-intervention evaluation designs, in-depth interviews, participatory observation, and follow-up documentation to obtain a more comprehensive understanding of the changes occurring after the educational activities. Furthermore, future studies should involve Posyandu health cadres, healthcare professionals, village governments, and beneficiary families to identify the supporting factors and implementation challenges more comprehensively. The implementation of Pancasila values could also be examined using more operational indicators, such as expressions of social concern, the intensity of cooperation, community involvement in decision-making, and equitable access to health information. Further research should verify the data on recipients of the Supplementary Feeding Program (*Pemberian Makanan Tambahan* or PMT) and distinguish the outcomes of educational activities from changes in nutritional status, which require assessment by healthcare professionals and monitoring over a specified period.

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