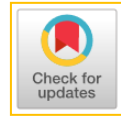




Communication Strategies in Stunting Management Towards Healthy, Intelligent, and Cheerful Children



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ARTICLE INFO

Article history

Received: 07-May-2026

Revised: 10-Jun-2026

Accepted: 20-Jun-2026

Keywords

Communication Strategies;
Healthy Smart Cheerful
Children;
Parenting;
Stunting.

ABSTRACT

Stunting is a chronic nutritional problem that has long-term impacts on growth and development as well as the quality of human resources. One of the efforts to address stunting is through the implementation of effective communication strategies and synergy between schools, teachers, and parents. This study aims to describe and analyze the communication strategies of school principals, teachers' parenting patterns, and parents' parenting patterns in handling stunting towards healthy, intelligent, and cheerful children at Noor Latifah Kindergarten in Gambut District. This study uses a descriptive qualitative approach with a case study type. Data collection techniques were carried out through in-depth interviews, observations, and documentation. Data analysis uses the Miles and Huberman 2014 model, which includes data collection, data presentation, data reduction, and drawing conclusions. The research results show that school principals implement interpersonal, vertical, and diagonal communication, as well as social mobilization through partnerships with parents and community health centers. Teachers apply a collaborative educational parenting approach through promoting healthy living habits and meaningful learning, in collaboration with parents. Parents practice a democratic parenting style by ensuring proper nutrition, caregiving, and fostering healthy habits in their children at home. Effective and collaborative communication strategies are proven to support a holistic and integrative approach to stunting management.

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1. Introduction

Children are the nation's next generation who determine the future of a country. To realize a superior generation, children need to grow and become healthy, intelligent, and cheerful individuals. The National Long-Term Development Plan 2025-2045 towards Golden Indonesia in education is a long-term development framework aimed at making Indonesia Golden in 2045 through social transformation to build healthy, intelligent, creative, prosperous, superior, competitive human beings, and the elimination of stunting (RPJPN, 2024). Superior human resources must have eight main national characters: religious, moral, healthy, intelligent and creative, hardworking, disciplined and orderly, independent, and beneficial (Kemendikdasmen, 2025).

Based on the joint ministerial circular (Ministry of Primary and Secondary Education, Ministry of Home Affairs, Ministry of Religious Affairs) No. 14 of 2025 concerning the

optimization of the implementation of the 7 habits of great Indonesian children to realize the vision of Golden Indonesia 2045. Through the implementation of 7 KAIH (Great Indonesian Children's Habits), namely eating healthy and nutritious food, exercising, sleeping early, waking up early, worshiping, loving to learn, and socializing, children can build positive character, improve academic achievement, develop social skills, encourage independence, improve children's physical and mental health, and accelerate the resolution of stunting problems. This ideal condition is closely related to the implementation of Holistic Integrative Early Childhood Education (PAUD HI) regulated in Presidential Regulation of the Republic of Indonesia Number 72 of 2021, namely early childhood education services that include the fulfillment of children's essential needs comprehensively through the integration of education, health and nutrition, caregiving, protection, and welfare aspects (Kemsetnegri, 2021). Holistic Integrative Early Childhood Education (PAUD HI) is an approach to organizing educational services for early childhood (0-6 years) that is carried out comprehensively covering education, health, nutrition, protection, and caregiving (Maimunah et al., 2025; Purwanti et al., 2025). Thus, the implementation of the PAUD HI program is a strategic step in realizing the vision of developing superior Indonesian human resources (healthy, intelligent, and cheerful) and free from stunting as mandated in the RPJPN 2025-2045.

Communication plays an important role in conveying the intent and purpose of information. One of the roles of communication in stunting management is implementing appropriate communication strategies. Therefore, this research focuses on communication strategies and parenting patterns in stunting management at Noor Latifah Kindergarten, Gambut District as an effort to realize healthy, intelligent, and cheerful children.

2. Method

This study uses a descriptive qualitative research approach with a case study type of research. The selection of the qualitative approach is based on the research objective to understand in depth the communication strategies in stunting management towards healthy, intelligent, and cheerful children. This approach was chosen because it allows researchers to explore phenomena holistically in a natural setting by utilizing scientific methods (Moleong, 2018).

This research was conducted at Noor Latifah Kindergarten, Gambut District, Banjar Regency because this institution has implemented the Holistic Integrative PAUD (PAUD HI) program which is relevant to stunting management efforts. The research subjects include school principals, teachers, and parents. The school principal was chosen as the main informant because they provide data on communication strategies in socializing and implementing stunting management programs in the PAUD environment. Teachers were chosen because teachers function as educational communicators who convey information about the importance of balanced nutrition, personal hygiene, and healthy lifestyles to children and parents. Parents were chosen as informants because parental parenting patterns have a direct influence on children's growth and development, including nutritional and health status.

Data collection techniques were carried out through in-depth interviews, observation, and documentation. In-depth interviews were conducted with a research focus covering aspects of communication strategies, teacher and parent parenting patterns. Observation was conducted to obtain a real picture of the interview aspects. Documentation was used as supporting data in the form of activity photos, notes, reports, letters, books, or other official documents to support research data (Nafisatur, 2024). Data validity checking techniques were carried out through credibility, transferability, dependability, and confirmability tests.

Data analysis techniques used the (Miles & Huberman, 2014) model which includes data collection, data presentation, data reduction, and drawing conclusions.

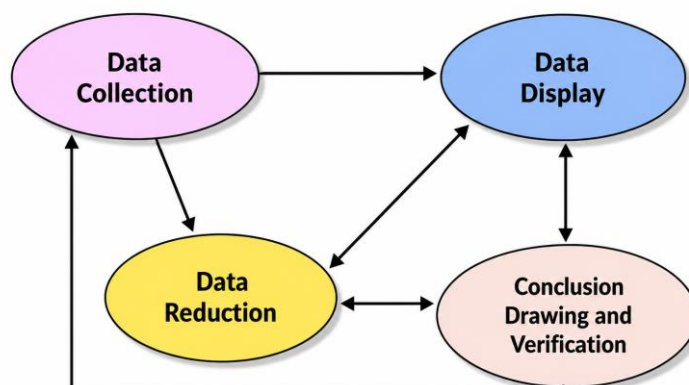


Figure1. Model Miles dan Huberman Component

3. Result and Discussion

3.1. School Principal's Communication Strategies

Based on the results of interviews, observations, and documentation of the school principal, several principal communication strategies were found to be implemented, namely interpersonal communication (KAP) and social mobility with vertical and diagonal communication forms. Interpersonal communication (KAP) is information conveyed through personal conversations between individuals or between individuals and a group of people with the aim of changing the behavior of certain individuals or groups (Untung et al., 2021).

Interpersonal communication (KAP) is seen in regular meetings with parents, parenting activities, as well as monitoring and follow-up of children at risk of stunting, where school principals and teachers interact directly and dialogically with parents to convey information about stunting prevention and fulfilling children's nutrition. Social mobilization is seen through socialization and counseling activities carried out in partnership with community health centers, as well as child growth monitoring involving collaboration between schools, health workers, and parents as a joint effort to encourage healthy behavior change. Social mobilization/community mobilization is an approach directed at encouraging joint activities between individuals, groups, or institutions in achieving behavior change goals (Untung et al., 2021). School principals who have transformative, collaborative, and contextual leadership styles are able to improve PAUD teacher performance and improve cooperation with partners in achieving common goals in education (Masliani et al., 2025; Milawati et al., 2025; SURIANSYAH & ASLAMIAH, 2015; WULANDARI et al., 2025).

In terms of communication forms, vertical communication is seen in the delivery of directions and policies from the school principal to teachers and from teachers to parents in regular meeting and coaching activities, while diagonal communication is seen in cross-role and cross-institutional interactions between schools, parents, and community health centers in the implementation of socialization, monitoring, and follow-up of stunting management. Vertical communication can also be called upward or downward communication. Downward communication is communication from superiors to subordinates which can be in the form of direction, orders, indoctrination, inspiration, and evaluation. Meanwhile, diagonal communication, also often called cross communication, is communication in an

organization between a person and another person who differ in position and division (Fadhli, 2021).

This is in line with Zahria's (2024) research on communication strategies used by school principals in building collaboration with communities and stakeholders in improving education quality through participatory communication, involving parents, teachers, and local communities in decision-making to be carried out at school. Good communication from related parties can optimally reduce stunting rates (Bahri et al., 2025; Nurfaidah et al., 2023; Rizki Irwan, 2023).

Communication from related parties is a key factor in reducing stunting rates. Through coordinative, educational, persuasive, and participatory communication, all stakeholders can move synergistically. The school principal as a leader must be able to provide guidance and supervision, improve the capacity of educational staff, open two-way communication, and delegate tasks. School principals need to use appropriate strategies (Aslamiah et al., 2023). The integration of cross-sector communication will accelerate the achievement of common goals, namely reducing stunting and realizing a healthy, intelligent, and quality generation. Furthermore, based on the findings of Alif et al. (2023), health communication strategies involving various media and interpersonal approaches can increase community participation in stunting management programs.

3.2. Teacher Parenting Patterns

Based on the results of interviews, observations, and documentation of teacher parenting patterns, it points towards a collaborative parenting pattern which is a caregiving model applied by both parents and teachers with the aim of shaping children's personality through prioritizing children's interests oriented towards rationality. In this case, teachers conduct early detection of child growth and development which is carried out regularly at school to identify children indicated with stunting problems. Early detection is usually carried out every 6 months at the beginning or end of the school year. In conducting early detection, teachers measure height, weight, and head circumference as an effort to identify the risk of stunting early (Damayanthi, 2022).

In addition, teachers also pay attention to children indicated with stunting. The results obtained from growth and development measurements are analyzed, and if there are deviations or developmental delays, teachers must immediately discuss with parents or guardians and experts so that the child receives appropriate intervention. This intervention is usually through referral by health workers to be followed up whether the child falls into the stunting category or experiences other growth and development problems (Damayanthi, 2022).

The next teacher parenting pattern is teaching balanced nutrition through learning activities. Teachers act as facilitators in structured children's learning activities with the aim of providing stimulation that supports children's brain development so as to prevent the negative impacts of stunting (Buchari, 2018; Khoirunnisa & Faqihatuddiniyah, 2024). Adaptive and creative learning strategies contribute significantly to increasing children's interest in learning and provide a practical basis for teachers in designing learning that is more responsive to school conditions (Ihsan et al., 2025). The application of responsive parenting patterns based on balanced nutrition knowledge can contribute to improving children's nutrition and support the optimization of children's growth and development (Basori, 2024; Eka et al., 2025).

Teachers also implement collaborative activities with parents through discussion forums and parenting activities at school. Teachers at Noor Latifah Kindergarten establish

communication with parents through parenting activities that discuss stunting prevention and the application of balanced nutrition in children. Teacher parenting patterns and parental parenting patterns are interrelated and cannot be separated. Parenting at home carried out by parents and parenting carried out by teachers at school should be aligned to achieve the formation of good child personality and optimal child growth and development (Eka et al., 2025).

Teachers at Noor Latifah Kindergarten not only gain knowledge from training, but also utilize media such as books, the internet, and Maternal and Child Health (KIA) books to increase teachers' knowledge about stunting. The use of various information sources supports the sustainable improvement of teacher parenting quality (Romadona et al., 2023). Teachers also participate in training about stunting, starting from the physical condition of short children, difficult-to-increase weight, to cognitive development that does not match the developmental achievements of children their age. Training will increase teachers' understanding in providing intelligence stimulation to children regarding stunting (Nisa et al., 2025; Sanyoto & Nasution, 2023). This training plays a major role in improving PAUD teachers' knowledge and skills related to stunting prevention and management in children. This is in line with research stating the importance of increasing teachers' knowledge about stunting in order to support the reduction of stunting rates (Romadona et al., 2023; Sefrina & Elvandari, 2020; Syarif, 2024).

3.3. Parental Parenting Patterns

Based on the results of interviews, observations, and documentation of parental parenting patterns, the parenting patterns applied by parents tend to lead to democratic or authoritative parenting patterns. The impact of parents who apply democratic parenting patterns to early childhood has a positive impact on children (Afiyah & Alucyana, 2021; Arumsari, 2023; Sudarto, 2020; Wardani & Ayriza, 2021; Widiastuti, 2015). This is seen from parents' efforts to fulfill children's nutritional needs by providing nutritious food such as milk, vegetables, and fruit, as well as attention to children's growth and health. This is in line with the opinion that authoritative or democratic parenting is a balanced parenting pattern between the roles of parents and children by emphasizing warmth, involvement, and providing reasonable limits, thus supporting stunting prevention and optimal child growth and development (Elan & Handayani, 2023; Langi & Talibandang, 2021; Nadhifah et al., 2021; Rukayah et al., 2024; Sari et al., 2020).

Parents also show active involvement in supporting school programs by implementing the 7 KAIH and being willing to adjust parenting patterns at home based on directions from school and health workers. This is in line with the opinion of Azizah et al. (2025) that the movement of great Indonesian children's habits aims for children to apply discipline, responsibility, and healthy lifestyles as well as mutual cooperation. In adjusting parenting at home, parents face obstacles in the form of limited children's appetite for certain types of vegetables, but parents do not act excessively forceful nor leave children without guidance, but rather adjust food choices while still paying attention to nutritional needs. The role of parents, especially mothers, is very important in stunting prevention through providing balanced nutritious food and implementing healthy living behaviors at home. Nutrition education to parents significantly increases understanding and practice of healthy feeding, thus preventing growth failure in children (Yanti et al., 2025). Supported by the research results of Norhasanah (2025) which concluded that parenting-based nutrition education is effective in increasing parents' awareness of the importance of balanced nutrition for preschool children.

Cross-environment collaboration (home and school) strengthens stunting prevention. Schools not only play a role in formal teaching but also as mediators of relevant nutrition information and education for parents. [Santosa et al. \(2026\)](#) stated that parental assistance by schools and integrated health posts can improve nutrition literacy and have a positive impact on children's growth status. The utilization of nutrition education programs, both through school activities and dialogue with parents, has proven to have a positive impact on changes in parents' eating patterns and behaviors that support stunting prevention ([Rachmah et al., 2022](#); [Sari, 2023](#)). This is supported by the findings of [Toruan & Nurohmat \(2025\)](#) showing that nutrition education improves understanding and practice of balanced nutrition in early childhood eating patterns. Furthermore, sustainable balanced nutrition education contributes to reducing the risk of stunting in toddlers ([Hatijar et al., 2025](#)).

The research results reveal that parents experience obstacles related to children's vegetable preferences and less attractive variations of MBG (Free Nutritious Meal) foods. However, children's food acceptance is influenced by sensory preferences and family habits, and requires creative educational strategies so that children are more interested in healthy foods, for example, smart snacking or joint breakfast programs ([Amerta et al., 2025](#); [Risnawati et al., 2025](#); [Widyatmoko et al., 2025](#)). The role of schools in conducting regular child growth monitoring is very important because it can provide initial data on nutritional status that can be intervened. This monitoring is also an effective means of communication between schools and parents in following up on child health interventions. This is relevant to research explaining that stunting programs in early childhood education including growth monitoring can help early detection and intervention of nutritional problems ([Erik, 2020](#)).

The findings of this research relate to the integration of nutrition education and healthy living habits from school to home in accordance with the multi-level intervention perspective that is effective in reducing stunting risk, where the involvement of the school environment becomes an educational medium that reinforces habituation at home. This is in line with research by [Hadeeja et al. \(2024\)](#) showing that nutrition programs combining family and school education have a greater influence on changes in parental behavior in feeding and stimulating children. This is reinforced by research results stating that regular habituation supported by the school environment can strengthen student character ([Azizah et al., 2025](#)). The need for improving hygiene facilities such as handwashing stations which are part of clean and healthy living behaviors is in line with [Mulyani et al. \(2025\)](#) which emphasizes the importance of integrating nutrition education, healthy living behaviors, and environmental factors as part of effective intervention.

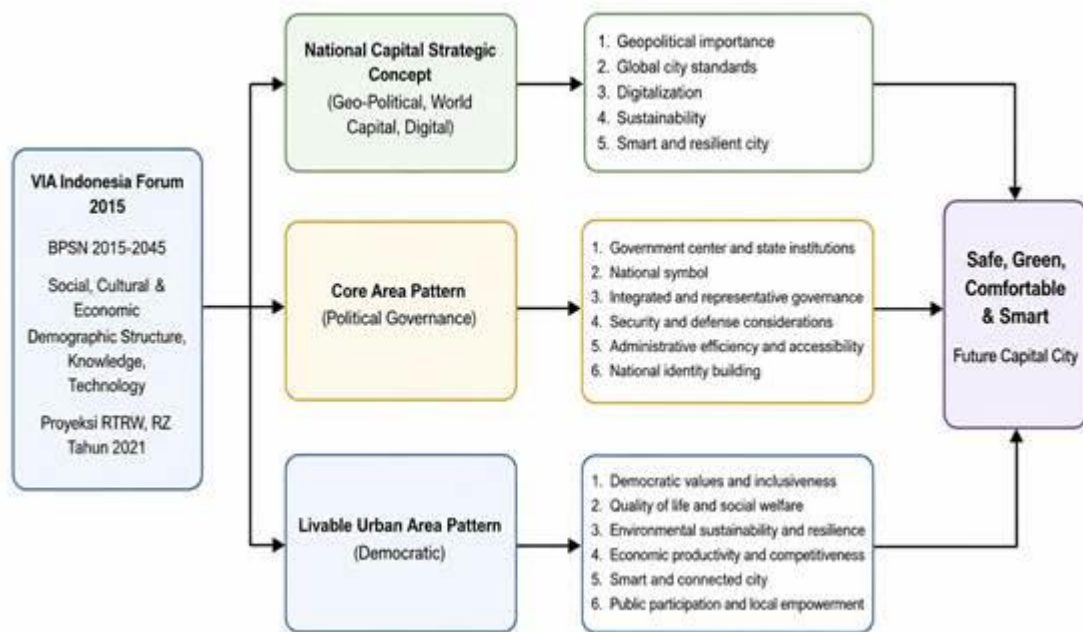


Figure 2. Research Findings

4. Conclusion

The principal's communication strategies implemented are interpersonal communication (KAP) and social mobility with vertical and diagonal communication forms. Interpersonal communication (KAP) is seen in regular meetings with parents, parenting activities, as well as monitoring and follow-up of children at risk of stunting. Social mobilization is seen through socialization and counseling activities carried out in partnership with community health centers, as well as child growth monitoring involving collaboration between schools, health workers, and parents as a joint effort to encourage healthy behavior change. In terms of communication forms, vertical communication is seen in the delivery of directions and policies from the school principal to teachers and from teachers to parents in regular meeting and coaching activities, while diagonal communication is seen in cross-role and cross-institutional interactions between schools, parents, and community health centers in the implementation of socialization, monitoring, and follow-up of stunting management.

Teacher parenting patterns point towards democratic parenting which is a caregiving model applied by both parents and teachers with the aim of shaping children's personality through prioritizing children's interests oriented towards rationality. Teachers at Noor Latifah Kindergarten establish communication with parents through parenting activities that discuss stunting prevention and the application of balanced nutrition in children. Parental parenting patterns applied by parents tend to lead to democratic or authoritative parenting patterns which are seen from parents' efforts to fulfill children's nutritional needs by providing nutritious food such as milk, vegetables, and fruit, as well as attention to children's growth and health, so that cross-environment collaboration (home and school) strengthens stunting prevention.

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