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TRAINING FOR THE DEVELOPMENT OF EXTENSIVE MATERIALS IN THE DIGITAL ERA AS A SOLUTION TO FISHERIES EXTENSION ACTIVITIES WITH DIGITAL SUBMITTING OF INFORMATION

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ABSTRACT

Background: snacks or fast food are currently favored by children's and even dominate the food market. This food has penetrated all regions and its development very fast from day to day. This increase in consumption of snacks is not followed by an increase in the nutritional value in them and most of the snacks as children's snacks that are currently circulating contain many substances that are harmful to health, such as dyes, preservatives and excessive MSG. This cannot be allowed to continue because it also affects the intelligence of children. This requires a media as the delivery of information to the public as a whole. One of the media that can convey information globally is information that is connected to the internet network, especially in streaming videos on social media channels. In order to raise awareness of the Indonesian people, especially the people of Tanjungbalai about the benefits and advantages of eating fish, so Department of Fish Processing Technology Polytechnic Tanjungbalai (TPHP POLTAN) carries out training activities for the creation of extension materials in the digital era. The desired result of this activity is that students can create counseling materials through video media, blogs/vlogs that are presented online. Method : The form of this activity consists of providing material and making video demos. The materials provided in this activity are: 1) Fish Product Diversification, 2) Processed Product Quality Management and 3) Video making and editing tutorials. Result : the training process in making video demos of making products from fishery products as a form of counseling material for the community to be able to make their own snacks that are more nutritious and have a delicious taste. The stages in this training are as follows: 1) Participants make video material to be made, 2) Shoot or record videos according to the material, and 3) Participants do video editing to get a good video.

Keywords: Counseling, Fishery, video, digital, children's snacks.

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INTRODUCTION

Snacks or fast food are currently favored by children and even dominate the food market. This food has penetrated all regions and its development is very rapid from day to day. Every day new shapes and brands keep popping up with different flavors. The development of this snack product is increasingly giving its own appeal to children as snacks every day. This increase in consumption of snacks is not followed by an increase in the nutritional value in them and most of the snacks as children's snacks that are currently circulating, especially school children's snacks contain many substances that are harmful to health, such as dyes, preservatives and excessive MSG. One group of people who often experience problems due to food poisoning are school children. School children's snacks are at risk of biological or chemical contamination which can interfere with health, both in the short and long term. Based on data from Extraordinary Events (KLB) on snacks for school children in 2004-2006, the group of elementary school students most often experienced food poisoning. BPOM survey in 2004 which shows that 60% of school snacks do not meet quality and safety standards. The 2007 BPOM survey also proved that 45% of school snacks are dangerous snacks (BPOM, 2009). Snacks of school children whose health is not guaranteed can potentially cause poisoning, digestive disorders and if it lasts long it will cause poor nutritional status (Suci, 2009). In addition, unhealthy snacks can cause children's achievement at school to be disrupted. Health education plays a role in changing one's health behavior as a result of learning experiences (Herijulianti, 2002). This cannot be allowed to continue because it also affects the intelligence of children. Therefore, it is necessary to change the lifestyle of consuming healthy and nutritious foods.

Snack foods play an important role in providing energy and other nutrients for school-age children. Consumption of snacks for school children needs to be considered because of the high activity of children. Consumption of snacks for children is expected to contribute energy and other nutrients that are useful for children's growth (Sutardji, 2007). There are many products on the market, which offer the advantages of their products to increase the brain's intelligent power that the public has not yet known about the bad effects. . Omega-3 fatty acids have special meaning in nutrition science because they contain fatty acids associated with health and intelligence. The health-related acid is EPA (Eicosa Pentenoic Acid). While the fatty acids associated with intelligence are known as DHA (Docosa Hexaenoic Acid) (Nettleton, 1995). Fat from marine fish contains polyunsaturated, which is fat-producing Omega-3 fatty acids. This requires a media as the delivery of information to the public as a whole. One of the media that can convey information globally is information that is connected to the internet network, especially in streaming videos on social media channels.

Based on research, video media are generally able to remember 50% of what they see and hear. This video/vlog media can increase understanding of a material or information faster than other media. The reason is that in video/vlog media, messages are mostly conveyed in the form of images, while sound only acts as a supporting image. The content of the message contained in the story can be seen from the storyline, the clarity of the content of the story, the attractiveness of the story, and the narrative of

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the story message. It is even more effective if the extension worker in his extension activities before playing the video/vlog is given an introduction or a little explanation about the extension material to be taught and given reinforcement after the video/vlog is shown. Video/vlog media can be used for learning process activities in extension so as to increase understanding of the extension material that the extension worker wants to convey to the farmers. Nowadays it's easy and there are many learning video/vlog media on social media, especially on the You Tube Chanel, and others. Making this media is not too difficult, the important thing is that there is a will and passion to work. Almost anyone can make video/vlog extension media, the difference is the quality and usefulness of the results.

In order to raise awareness of the Indonesian people, especially the people of Tanjungbalai about the benefits and advantages of eating fish, especially for children and parents, so Department of Fish Processing Technology Polytechnic Tanjungbalai (TPHP POLTAN) carried out the "Training for Making Extension Materials in the Digital Era" which was held on April 14 – 18 2021 involving students from Fish Processing Technology Polytechnic Tanjungbalai. The desired result of this activity is that students can create counseling materials using video or online media.

METHODOLOGY

This activity will be held on April 14-18 2021 at the Polytechnic Tanjungbalai Campus. Participants in this activity were students of Fish Processing Technology Polytechnic Tanjungbalai. The name of this activity is Training on Making Extension Materials in the Digital Age . The theme of the activity is " Improve fishery education by delivering digital information ". The form of this activity consists of providing material and making video demos. The materials provided in this activity are: 1) Fish Product Diversification, 2) Processed Product Quality Management and 3) Video making and editing tutorials.

RESULTS AND DISCUSSION

Figure 1 shows the training process in making a demo video of making fishery products as a form of counseling material for the community to be able to make their own snacks that are more nutritious and have a delicious taste.



Fig. 1 Activities for Making Extension Video Materials

In Figure 1 above, it can be seen that the training participants were enthusiastic in making videos of extension materials in these activities. The steps taken by the participants to make video extension materials are as follows: 1) Participants make video material to be made, 2) Shoot or record videos according to the material, and 3) Participants do video editing to get a good video.

CONCLUSION

Community service activities in the form of Training on Making Extension Materials in the Digital Era are aimed at making students able to provide fishery extension materials in this pandemic era, namely the delivery of digital extension materials (videos, vlogs/blogs) online. This community service activity was well received by the participants. This can be seen from the enthusiasm of the participants in participating in the training and completing the training. This activity was greatly appreciated by the participants and very useful for providing knowledge with counseling in the current pandemic era.

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