



Increasing Students' Knowledge Regarding Clean and Healthy Living Behavior Through Counseling at SDN Kedung Pedaringan II Kepanjen, Malang Regency

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ABSTRACT

Perilaku Hidup Bersih dan Sehat (PHBS) is essential for everyday life and can be implemented in various settings. Schools, as influential institutions, have a crucial role in shaping students' clean and healthy living behavior. This study aimed to enhance students' knowledge of PHBS and their willingness to practice it in school. We conducted a quantitative survey using a One Group Pre-test and Post-test design, involving all students from grades 1 to 5 at SD Negeri Kedung Pedaringan 2 in Malang Regency. Observations revealed that some students already practiced certain aspects of PHBS, such as handwashing and proper waste disposal, albeit without recognizing their connection to a Clean and Healthy Lifestyle. To address this, we provided educational materials, using posters for grades 1-3 and PowerPoint presentations for grades 4 and 5. The engaging materials captured the students' interest, and they actively participated, including singing about PHBS. Post-tests indicated a significant increase in their knowledge and enthusiasm for implementing PHBS. In conclusion, PHBS is vital in everyday life, particularly within the school environment. This study emphasized the role of teachers in guiding students and fostering strong teacher-student relationships. By promoting PHBS, schools can become cleaner, healthier, and disease-free environments. Future research should delve deeper into enhancing students' understanding and interest in their school's PHBS environment. The hope is that such efforts will continue to improve the cleanliness and health of school environments, ultimately benefiting students and the community as a whole.

KEYWORDS

Cleanliness Education, Healthy Living Behavior, School Environment, Student Knowledge, disease.

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INTRODUCTION

Perilaku Hidup Bersih dan Sehat (PHBS) is important to apply in everyday life. The implementation of PHBS can be done anywhere, such as at home, school, office, public places, and many more. (Manyullei et al., 2022) said that PHBS is a health effort to provide learning to every individual, family member, group and general public about a clean and healthy lifestyle. This PHBS effort must start by instilling a clean and healthy lifestyle in people at all levels of society, which must be started and pursued by themselves. This effort includes long-term investment in the development of productive and healthy human resources (Lalangpuling, 2020).

Basically, PHBS is all public health behavior carried out based on one's own personal awareness (Nurfadillah, 2020). So, high awareness and a strong will are needed to get used to PHBS. It is indeed not easy, because there are still many people who underestimate PHBS in their daily lives, so that the total implementation of PHBS can be said to be rarely carried out by the community, including PHBS in schools. PHBS in the school environment is an effort to empower students, teachers and school residents to know, want and be able to implement PHBS in the educational environment. PHBS is a preventive (preventing a disease or health problem) and promotive (improving a person's level of health, so that it can be said to be a pillar of a healthy Indonesia) effort which is supported by the government, especially the Ministry of Health (Aminah et al., 2020). School clean and healthy living behavior (PHBS) according to (Raharjo & Indarjo, 2014) consists of several indicators, namely washing hands with running water and using soap, consuming snacks in stalls or school canteens, using clean & healthy latrines, regular exercise and measurable, eradicating mosquito larvae, not smoking, weighing yourself and measuring your height every month, and disposing of rubbish in its proper place (Patandung et al., 2023).

School is one of the institutions that plays a role in shaping student behavior, especially clean and healthy living behavior. The Department of National Education states that schools have a strategic role and position in efforts to improve education and health. This is because most school-age children spend quite a long time in educational institutions every day. The number of children aged 7-12 years is 25,409,200 children and 25,267,914 children (99.4%) are active in the learning process (Mustar et al., 2018).

Apart from that, forming health behavior from an early age at school is easier to implement than after children reach adulthood. Bad health behavior in children can cause various types of diseases. Such as the impact of not implementing PHBS, namely the spread of infectious diseases, one of which is diarrhea and worms (Nurhidayah et al., 2021). Data on diseases suffered by school (SD) children related to Clean and Healthy Living Behavior (PHBS) are worms at 40-60%, child anemia at 23.2%, caries and periodontal disease at 74.4 (Ministry of Health, 2011). The World Health Organization WHO notes that every year 100,000 Indonesian children die from diarrhea. Data and Information on the Indonesian Health Profile for 2016 recorded that the estimated national incidence of diarrhea in health facilities was 6,897,463 cases, of which only 2,544,084 received treatment (36.9%). In Banten Province, the estimated number of diarrhea cases is 322,790 cases and only 160,079 cases received treatment (50.8%) (Ministry of Health, 2017 in Wulandari & Pertiwi, 2018).

To overcome this, it is necessary to implement PHBS in schools with the aim of reducing the prevalence of disease due to not implementing PHBS in the school environment. However, there are several factors





that influence clean and healthy living behavior at school, such as students' knowledge of PHBS, PHBS indicators, the community environment, the benefits of PHBS and the lack of attention of teachers in educating and implementing PHBS to their students (Sinaga & Fidorova, 2023). Therefore, implementing PHBS is very important for school-aged children, because they are more susceptible to disease. For this reason, before implementing PHBS properly and regularly, it is necessary to first introduce the PHBS program itself, either by using certain media or methods.

Like increasing knowledge related to PHBS which we carried out at SDN Kedung Pedaringan II. SDN Kedung Pedaringan II is one of the elementary schools located in Kepanjen, Malang Regency. This school has 87 students. The behavior of clean and healthy living at this school has developed quite well, as can be seen from the clean environment and no rubbish lying around. However, the canteen and snacks at the school still do not implement PHBS indicators, one of which is healthy snacks. This causes many students to not eat healthy snacks every break.

Therefore, one effort to provide and introduce health education in schools is through health promotion. Health promotion can be carried out using various methods and media tailored to the target group. An effective group approach is through lecture and discussion methods. In the lecture and discussion method, the process of changing behavior in the expected direction can occur through the target's active role and exchange of experiences with fellow targets (Lubis et al., 2013).

Apart from lecture and discussion methods, one way of learning that can increase students' understanding of PHBS in schools is by giving pre-test and post-test quizzes. Giving pre-test and posttest quizzes is one way to train students to reflect on newly taught material, thus helping students build the ability to self-assess the level of understanding achieved (Wardani, 2016). Giving this quiz is very interesting to use in learning, including preparing students to face PHBS at school. For students, giving questions in the form of a quiz is something new in the teaching and learning process, so it can motivate students to better understand the material being taught, namely material related to PHBS (Meishanti, 2019).

The aim of providing materials and quizzes regarding PHBS is to increase students' knowledge about PHBS at school, as well as foster students' interest and willingness to implement PHBS at school. The main focus of providing materials and quizzes regarding PHBS is to instill positive values related to cleanliness and health in schools. The specific aim of providing materials and quizzes regarding PHBS is to provide information related to PHBS, such as various types of PHBS in schools, basic principles, benefits and positive impacts of implementing PHBS by students in schools.

Therefore, the reason we chose this program regarding PHBS is to provide knowledge to students so that students understand more about PHBS. This can encourage students' interest and desire to apply the basic principles of PHBS in everyday life. As stated by (Ardiani & Fitriyani, 2020), PHBS in schools is an arrangement that focuses on creating healthy conditions. Apart from that, we also explain several things related to PHBS such as healthy eating patterns, environmental cleanliness and personal hygiene. Furthermore, the reason we chose this program is so that students realize the importance of clean and healthy living behavior in their daily activities, especially at school. It was stated by (Nurfadillah, 2020), that the aim of PHBS is to increase students' awareness of living a clean and healthy life. Through PHBS, students can implement healthy living behaviors, such as maintaining personal hygiene, the environment and healthy eating patterns.





The following reason is to emphasize the importance of the teacher's role in guiding students to implement PHBS in schools in an effort to build relationships between teachers and students so that they are strong and can collaborate to create a school environment that supports PHBS practices in schools (Ardiani & Fitriyani, 2020). Health behavior in the school environment focuses on monitoring environmental factors that facilitate the emergence of disease or affect children's health, so it requires cooperation between teachers and students in maintaining personal and environmental cleanliness (Tabi'in, 2020). After students are given insight, knowledge about PHBS, as well as the benefits of implementing PHBS in schools, then students are given understanding by observing environmental situations and conditions as well as health problems through quizzes, questions and answers, or pretests and posttests (Adriansyah, 2017). In our opinion, the application of pretest and posttest as evaluation material can be used to determine changes in increasing students' knowledge regarding PHBS in schools.

MATERIALS AND METHODS

Group Pre-test and Post-test. The variables assessed include elementary school students' knowledge about Pola Hidup Bersih dan Sehat (PHBS) and their application to overcome health problems due to unclean and healthy lifestyles in elementary school children. So that the implementation strategy carried out is to give questions at the beginning before counseling, this matter to test initial knowledge related to PHBS. Then the delivery of health material on Pola Hidup Bersih dan Sehat (PHBS) using delivery media in the form of power points and posters. After that, a question and answer session or quiz was formed to measure students' understanding after being given material delivered. Activities to be carried out by the team:

1. Determination of research targets
The target population in this study are all students from grade 1 to grade 5 of SD Negeri Kedung Pedaringan 2, Kepanjen District, Malang Regency.
2. Target Observation
Observations were conducted to determine the level of knowledge of students from grade 1 to grade 5 of Kedung Pedaringan 2 Elementary School regarding PHBS.
3. Preparation of Activity Materials
The team will compile materials that are suitable for the target after observing the target.
4. Activity Planning
The team will plan appropriate activities after the activity material is determined.
5. Activity Implementation
The implementation of activities is carried out in accordance with the previous activity planning by the team.
6. Monitoring and Evaluation
Monitoring and Evaluation is carried out by giving post tests to students in grades 1 to 5 of Kedung Pedaringan 2 Elementary School.



RESULTS AND DISCUSSION

Based on data analysis and interpretation, the results showed that students' awareness of practicing PHBS, such as washing hands, throwing rubbish in the right place, and having healthy snacks, before counseling was high. But not most of them know the reasons for doing this. And they don't realize that what they are doing is part of PHBS.

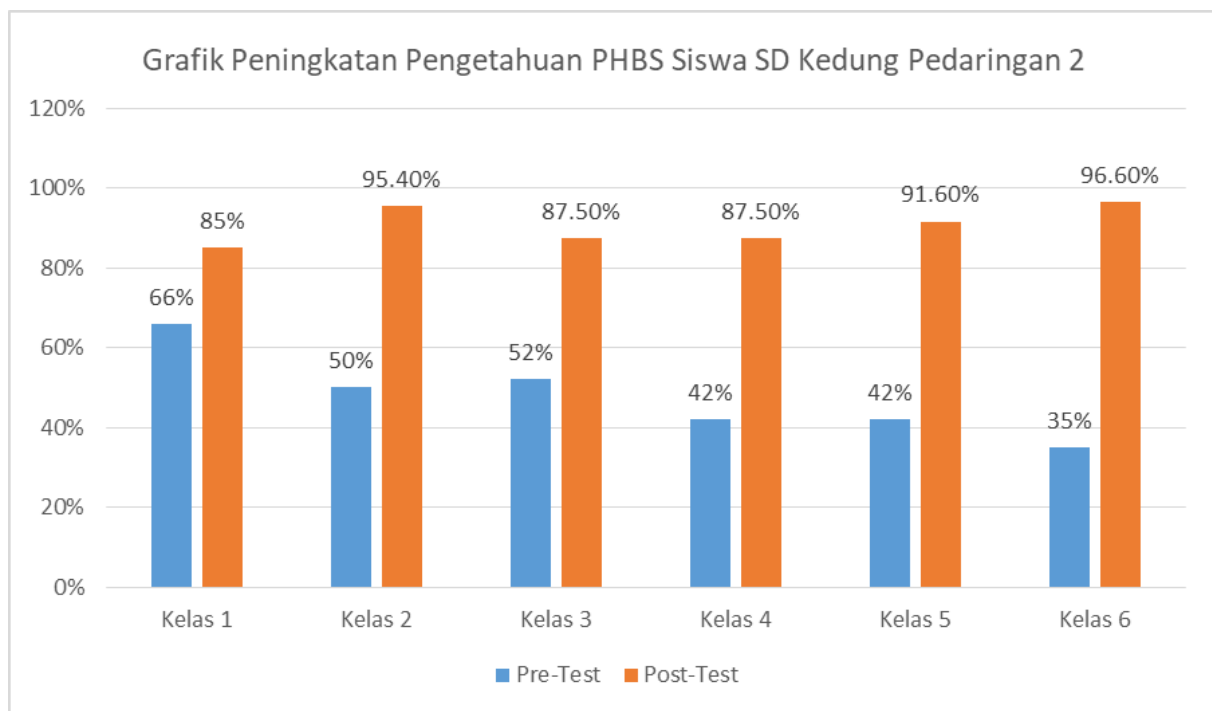


Diagram 1 Data results for increasing student knowledge about PHBS

Our group used pre-test and post-test methods to measure changes in knowledge before and after socialization. From the application of this method, the graph presented above is obtained. It can be seen that the knowledge of Kedung Pedaringan 2 Elementary School students regarding Perilaku Hidup Bersih dan Sehat (PHBS) has increased significantly. In class 1 students experienced an increase of 19%, in class 2 it was 45.4%, in class 3 it was 35.5%, class 4 was 45.5%, class 5 was 49.6% and the highest increase in knowledge was occupied by class 6 with an increase percentage of 61.6%.

The implementation of the Perilaku Hidup Bersih dan Sehat (PHBS) socialization service program which was attended by students at SDN Kedung Pedaringan 2 Malang Regency received a high response and enthusiasm from the students. This socialization was carried out for one day and took around 45 minutes and was attended by students from grades 1 to 6. The media used for grades 1, 2 and 3 was poster media, while grades 4, 5 and 6 used power point media.



This activity will begin with a pre-test before presenting the material and end with a post-test to determine the impact of the socialization that has been carried out.

1. Pre-test

This test is carried out before socialization, and the questions asked are:

- a. Do you know what PHBS is?
- b. Do you wash your hands before and after eating?
- c. Do you always throw rubbish in the right place?
- d. Do you have healthy snacks and what are healthy snacks?
- e. What do you do to keep the environment healthy?

From the questions asked, several students in grades 1-6 have implemented several PHBS, namely washing hands, community service, and throwing rubbish in the right place. But they don't know that what they are doing is part of a Clean and Healthy Lifestyle.

Socialization

In this activity we provide material to students in grades 1-6. For classes 1, 2, and 3 use posters and classes 4, 5, and 6 use power points. They were very interested in the material presented, because the poster design was made as attractive as possible. Apart from that, they also followed happily when asked to sing about PHBS.

2. Post-test

This test is carried out after socialization and the questions asked are:

- a. What do you know about PHBS?
- b. Why do you have to wash your hands?
- c. Why do we have to throw rubbish in the right place?
- d. Why should we have healthy snacks?
- e. How to keep the environment clean?

After socialization, the knowledge they have increases significantly. When we asked questions about PHBS, they were very enthusiastic in answering questions. And the answer given is also correct. It can be assumed that the information provided is conveyed well to students, so that there is a significant increase in the number of students who do not know about Clean and Healthy Lifestyle (PHBS) using lecture, question and answer and discussion methods when providing material.

This counseling method is a method or strategy used by an instructor in the process of providing counseling to students to achieve goals. Delivering outreach material is not only enough to provide material and definitions, but also by providing posters and power points. However, the materials and provision of posters and power points will make students bored, so fun learning methods are needed. To make learning counseling enjoyable and to better understand the material, we can use the question and answer method or quiz, because this method can involve aspects (cognitive, psychomotor and affective).





CONCLUSIONS

From the activities we carried out related to PHBS, we came to the conclusion that the education we carried out regarding clean and healthy living behavior can increase the knowledge of children at SD Kedung Pedaringan 2. This can be seen from the increase in the post-test and pre-test percentages that given to children in grades 1-5, the knowledge of students before providing education tends to be low, then increases after providing education about PHBS. The PHBS educational material provided is about how to wash your hands properly, consume healthy snacks, use a clean and healthy toilet, exercise regularly, throw rubbish in the right place, eradicate mosquito larvae, work together to create a healthy environment, and don't smoke. in the school environment. The PHBS educational activity was followed by the distribution of food prizes for those who could answer the questions given. It is hoped that further, more in-depth research can be carried out, to improve good PHBS practices through increasing students' interest and understanding of their school environment.

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Apart from financial resources from the class, we also received sponsorship from SDN 2 Kedung Pedaringan itself, namely the school has given us a place and facilities to work and carry out research projects there. The school has opened its doors as wide as possible for us to go into the field to increase students' knowledge and understanding regarding Clean and Healthy Living Behavior at school, so that a clean, healthy and disease-free school environment will be created.





Conflict of Interest

The authors declare no conflict of interest

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