

Implementation of a Clean and Healthy Lifestyle for Early Childhood Education

Ignasius Febriyanto R. Bora¹, Theresia Alviani Sum², Anastasia Langa Naru³
{ ignasiusbora@gmail.com¹, annysum85@gmail.com², saranaru62@gmail.com³}

¹⁻³Universitas Katolik Indonesia Santu Paulus Ruteng, Indonesia

Abstract. This research was conducted using a descriptive qualitative method. The research was conducted in April-May 2022. This research targets early childhood educators, children's daily activities and the facilities owned by the institution. The research was conducted using three instruments: interviews, observation and documentation. The data analysis technique used was Milles and Huberman's model; data reduction, data presentation and data verification. Some early childhood education studies were *Golo Roke Jaya*, *Lentera Mamba*, *Cinta Damai*, *Bunga Mawar*, and *Melati Putih*. The application of parenting applied by several institutions has yet to be maximized due to several things, such as limited supporting facilities such as clean water and clean latrines, and teachers' awareness in teaching children to live clean and healthy is still at a low level. From the results of this study, it is expected that ECE institutions will realize the importance of implementing a clean and healthy lifestyle starting from educators to teach and familiarize children with clean and healthy living behaviour and to organize or allocate funds to provide several supporting facilities for the implementation of clean and healthy living behaviour programs.

Keywords: challenges, English instruction, high school students, digital media literacy

1 Introduction

The period of 0-6 years old for children, or the golden age, is very important where physical, psychomotor, intellectual, emotional, language and social development occurs very quickly. At this time, improving health care for children is very important. Because the quality of life for children is strongly influenced during the child's growth and development, only healthy children can learn well. Therefore, health education is very strategic to be implanted at an early age, considering that at this age, the attitudes and behaviour are relatively not yet formed, so it will be easier to instil clean and healthy living behaviour in children than adults.

Instilling clean and healthy living behaviour as early as possible is more likely to ensure the achievement of a community with good clean and healthy living behaviour when they grow up. However, childhood is also referred to as a critical period. If the child gets disturbed or his needs are not fulfilled at this time, it will cause a serious and long-lasting impact on intelligence, health, attitudes, and behaviour. Implementation of a clean and healthy lifestyle can be done in school. The Clean and Healthy Living Behavior program is a collection of behaviours that are practised based on awareness as a result of learning. The learning aims to enable the children to help themselves in the health sector [1].

Children at an early age need to receive greater health services because their immune systems are still low, so they could easily be infected. Therefore, the task of ECE institutions,

or ECE educators, plays an important role in training and familiarizing children so that they can behave in a clean and healthy lifestyle, starting by providing the necessary facilities and habituation continuously. In line with this concept, that habituation is one of the teaching methods considered effective for building students' character [2]. If you make habituation regularly and continuously, students will easily apply it; it will become a habit. Through the implementation of Clean and Healthy Life Behavior Education carried out by educational institutions for early childhood, there is a hope that in the future, children will be able to implement a clean and healthy life as an adult. The benefits of getting used to healthy behaviour from an early age include children; they will possess a healthy lifestyle that can be applied in everyday life. In addition, children with a healthy lifestyle can avoid several diseases often suffered during early childhood, such as coughs or colds, pulmonary tuberculosis, diarrhoea, fever, measles, ear infections, and skin diseases. In addition, children can also avoid the risk of accidents that occur during the child's movement, for example, food poisoning, falling during activities, drowning, and being pierced by sharp objects or thorns while playing [3].

In addition, the main goal of the Clean and Healthy Life Behavior movement is also to improve the quality of health through an awareness process, as the beginning of the contribution of individuals in living a clean and healthy daily life behaviour. Environmental health maintenance in schools is focused on monitoring various environmental factors that facilitate the beginning of diseases or affect children's health status. This could not be separated from the teachers' behaviour with children in maintaining personal and environmental hygiene. There are eight indicators of clean and healthy living behaviour in schools [4], namely 1) washing hands with clean water and using soap, 2) buying healthy snacks in the school canteen, 3) using clean and healthy latrines, 4) exercising regularly and measurably, 5) eradicating mosquito larvae, 6) not smoking at school, 7) weighing and measuring height every six months, and 8) throwing garbage in its place. From the results of research conducted in several ECE institutions, data was obtained that those ECE institutions had not implemented Clean and Healthy Life Behavior optimally. In addition to the absence of health facilities, it was also caused by the awareness of educators, who are very minimal. In the implementation of monitoring children's growth, the institution needs to make better collaboration with the health sector, in this case, the local health centre. Monitoring of child growth there is carried out without a predetermined schedule. The solution that can be offered is to involve local ECE educators in training or socializing the importance of monitoring child health. In accumulation, institutions need to allocate funds to provide several facilities to support Clean and Healthy Life Behavior and create clear and measurable programs together with the health sector to monitor children's growth sustainably.

2 Review of Literature

2.1 Clean and Healthy Living Behaviors

Clean and Healthy Living Behavior is all health actions carried out based on personal awareness so that all family members can help themselves in health and actively participate in community activities. Clean and Healthy Living Behavior is a set of actions practised based on awareness as a result of learning that allows individuals or families to help themselves in health and actively play a role in realizing a healthy society [5].

Based on several expert opinions on Clean and Healthy Living Behavior, it can be concluded that Clean and Healthy Living Behavior is a set of behaviours practised based on awareness as a result of learning that makes a person or family who can help themselves in the health sector and play an active role in realizing health in the community.

There are several indicators of PHBS in Children, namely [6]:

1. Washing Hands with Running Water Simple healthy living behaviours such as washing hands with soap are one way to raise public awareness about personal health maintenance and the importance of behaving clean and healthy. Getting used to this handwashing behaviour can prevent the spread of germs that can cause various diseases.
2. Consuming Healthy Snacks in the school cafeteria, healthy snacks do not contain harmful ingredients, are not infested with flies and have guaranteed health for consumption, for example, vegetables and fruits that are low in calories and unhealthy snacks contain high calories, fruit, sugar, sodium, and low fibre. Snacks for schoolchildren whose health is not guaranteed can potentially cause poisoning and indigestion, and if it lasts for a long time, they will cause poor nutritional status.
3. Using a Clean and Healthy Latrine A latrine is a room that removes human faeces, consisting of a squat place or a place to sit necked (cemplung), complete with a dirt and water storage unit to clean it. Clean latrines are needed to prevent the transmission of disease-causing bacteria and viruses among school residents who use them. A healthy latrine is a closed latrine with adequate air ventilation and sufficient clean water.
4. Regular and Measurable Exercise becomes a routine program at least three times a week. Exercising regularly and being physically healthy improves body fitness so that you don't often get weak in doing activities; if you receive lessons from the teacher, you do not often get sleepy; you are more focused and catch up quickly when receiving material. The body becomes fresh as well as provides enthusiasm for learning at school.
5. Weighing Weight and Measuring Height Every 6 Months Weight and height measurement are taken once every six months to determine the development and growth of the child. This is measured to see the standard limit of body weight according to the age of the child, the nutritional intake consumed by the child also needs to be considered so that the child's nutrition is balanced.
6. It was disposing of Garbage in Its Place. Waste management must be excellent and correct; otherwise, it will become a breeding ground for the source of disease and attract animals such as flies, cockroaches, rats, and dogs that are known to spread disease seedlings. Waste that is not managed properly and correctly can cause diseases that are closely related to waste, such as dengue fever, dysentery, typhus and others.
7. Eradicate mosquito larvae. Eradication of mosquito nests in schools needs to be done so that mosquito larvae are not found, such as in bathtubs and places that usually become water reservoirs. Mosquito nest eradication (PSN) includes; cleaning water storage containers, hoarding unused items and preventing mosquito bites to avoid dangerous diseases, one of which is Dengue disease (DHF). Eradication is carried out

so that the mosquito population becomes controlled, there are no mosquitoes in the school environment and avoids several diseases such as dengue (DHF) and malaria. The school can conduct PSN training and monitoring at least once a week.

8. No Smoking in School Smoking harms the health of smokers and those around smokers. In one smoked cigarette, 4000 harmful chemicals will be released, including Nicotine (causing addiction and damage to the heart and blood vessels); Tar causes lung cell damage and cancer, and CO causes reduced ability of blood to carry oxygen so that body cells will die.

2.2 Early Childhood Education

Education is important and needed by humans at all age levels, whether formal or non-formal. Education for early childhood has also become a concern in the community.

Early Childhood Education is a form of education that focuses on laying the foundation towards physical growth and development (fine and gross motor coordination), intelligence (thinking power, inventiveness, emotional intelligence, spiritual intelligence), social-emotional (attitudes and behaviours and religious), language and communication, in accordance with the uniqueness and stages of development passed by early childhood [7]. Early childhood education is the provision of efforts to stimulate, guide, nurture, and provide learning activities that will produce children's abilities and skills. Education for early childhood is an education that is carried out on newborn children up to eight years old. Education at this stage focuses on physical, intelligence/cognitive, emotional & social education.

Early childhood education is a form of education that focuses on laying the foundation towards physical growth and development (fine and gross motor coordination), intelligence (thinking power, inventiveness, emotional intelligence, spiritual intelligence), social-emotional (attitudes and behaviours and religion), language and communication, which are adapted to the uniqueness and stages of development passed by early childhood [8]. Slightly different from the thoughts of the two experts above, [9] explained that early childhood educators are a coaching effort aimed at children from birth to the age of six, which is carried out through the provision of educational stimuli to help the growth and development of the spiritual and spiritual so that children have the readiness to enter further education. As stated in Law Article 1 Paragraph 14 Number 20 of 2003, namely Early Childhood Education is a coaching effort aimed at children from birth to the age of six, which is carried out through the provision of educational stimuli to help physical and spiritual growth and development so that children have the readiness to enter further education.

From the various presentations of the experts above, it can be concluded that with the existence of early childhood education, children are directed to become children who are physically and spiritually healthy, intelligent, skilled, able to socialize, have polite character along with the stages of their age, from toddlers to 8-year-olds which leads to the formation of children's character physically and spiritually to enable children to have a mentality that is ready to step into the level of further education.

3 Method

The type of research chosen is descriptive qualitative research. The characteristics of the qualitative approach are to describe, explain, and examine the problems or phenomena that occurred. The researchers chose the qualitative approach because they wanted to describe and examine the topic they studied more [10]. The study was conducted in April-May 2022. The study was conducted at several ECE institutions in East Manggarai Regency, including ECE of *Lentera Mamba*, *Bunga Mawar*, *Golo Roke*, *Melati Purih* and *Cinta Damai*. The target of this research is ECE educators in several ECE institutions above, children's daily life and facilities owned by institutions to support the implementation of Clean and Healthy Life Behavior in institutions. The research was conducted using 3 instruments: interviews, observation and documentation. The data analysis technique used is the Miles and Huberman model: data reduction, data presentation and data verification [11]. Interviews were conducted with ECE educators to obtain data on the PHBS implementation program that has been implemented by ECE institutions. Meanwhile, the researcher did the observation to get information related to the implementation of the Clean and Healthy Life Behavior program in ECE institutions. Observations were made by looking at the daily activities of the ECE institutions. Documentation of data is needed as evidence of the availability of supporting facilities owned by the institution in implementing Clean and Healthy Life Behavior.

4 Findings and Discussion

The purpose of the research in this study was to describe the application of clean and healthy living behaviour that was carried out in ECE of *Lentera Mamba*, *Bunga Mawar*, *Cinta Damai*, *Melati Putih* and *Golo Roke*. Several programs of Clean and Healthy Life Behavior in those schools, including hand washing activities, healthy snacks, clean and healthy latrines, sports, weighing activities and throwing garbage in its place.

Hand washing activities

Regarding hand washing activities, data were obtained from the five institutions as research sites: not all institutions carry out hand washing activities. Among those five ECE institutions, only *Cinta Damai* ECE implemented washing hands before entering class, after playing and before eating. The other four institutions did not carry out handwashing activities due to lacking supporting facilities such as clean water and water reservoirs. Hand washing is very important, especially for young children. Lina, as quoted [12], says that hand washing can eliminate a large number of viruses and bacteria that cause various diseases, especially diseases that attack the gastrointestinal tract, such as diarrhoea and the respiratory tract, such as influenza.

Healthy snacks

Regarding healthy snacks for children, all five ECE institutions did not have healthy canteens that prepared healthy snacks for children. Children come to school with their own snacks. The ECE institution also does not have a supplementary food program intended for children with poor nutrition or abnormal growth. The absence of a supplementary food program is also due to limited institutional funds. Those five ECE institutions do not charge school fees for their children. The funds owned by the institution only come from the government, namely BOP funds. Children's snacks that are not guaranteed healthy and safe,

potentially cause poisoning and indigestion and, if it lasts for a long time will cause malnutrition. In addition, unhealthy snacks can also disrupt children's achievement at school [13]. Children who consume more fast food and snacks will affect their physical movements. The child will be sedentary and prone to obesity [14].

Clean and healthy latrines

Clean and healthy latrines are closely related to the availability of clean water. If the institution does not have water availability, it will significantly affect the cleanliness of the latrine itself. Of the five ECE institutions studied, there are 4 ECE institutions that have clean latrines and water. Only one institution, namely ECE *Golo Roke*, uses the water the government supplies, and the other three use water from natural springs. Meanwhile, *Melati Putih* ECE does not have latrines or clean water at all. From the results of the interviews, data was obtained that local residents there still use the river as a place to defecate.

Regular exercise for children

At an early age, sport is shown by physical activities even though it still looks simple. For example, playing involves physical activities such as walking, running, jumping and rolling. Nobody realizes that these activities show how well the growth quality of the child's physical movement during that movement varies according to their age and growth. For this reason, educators must be observant in seeing the development of the child's movements, so that starting as early as possible, children should be introduced little by little to some simple sports activities [15]. The five ECE institutions have carried out sports activities for children although they were at a partial level. Sports activities are carried out only once a week, on Fridays. In their own learning activities, the institution only carries out play activities for children, focusing on children's cognitive development and still monotonous. The main activities carried out are colouring, drawing and singing. From these results, it can be concluded that the teachers' competence still needs to improve. To foster the learning process and run optimally and effectively, an ECE teacher needs to comprehend early childhood education, understand the stages of early childhood development, and identify the benefits of activities or various activities that can stimulate all aspects of development for children. One of which is in accordance with the stage of development [16], which is the physical development of the child's motor.

Child weight weighing

Growth is a change in body size and something that can be measured, such as height, weight, and head circumference, which can be read in growth books. The teacher should know the pattern of growth and development of children so that they can monitor the development of children well. This growth monitoring can be carried out in schools by using an Early Detection of Child Growth and Development examination tool, which is relatively easy to ensure by educators in schools, such as measuring a child's height every three months [17]. For all five ECE institutions studied, information was obtained from those that had collaborated with local health workers to measure children's height and weight. However, the results of measuring head circumference according to the child's age have yet to be found. Those five institutions must learn why health workers do not measure children's head circumferences. Educators must also learn how to measure a child's height and weight. In addition, the institution only gets the measurement results from health workers who need to know what to do if the child is malnourished and lacking nutrients.

Disposing of garbage in its place

From the observations made at the five ECE institutions, information was obtained that all five ECE institutions had facilities for disposing of waste in the form of trash bins. However, they still needed to be used optimally. The results of observations underlined that the teacher needs to link the learning process with the character of building through habituation, namely the habit of throwing garbage in its place so that children have healthy living characteristics. Disposing of garbage can be carried out through habituation activities continuously and repeatedly so that it becomes a habit [18]. The activities of disposing of waste in its place from these five institutions are almost rarely carried out. The cleaning of the learning environment inside and outside the classroom is carried out, and the waste resulting from cleaning the environment is disposed of in a particular place that is not a trash can and then burned or left to pile up.

Cooperation between parents and educational institutions is needed to foster adequate growth and development in children. Parents who know nutritional problems are one of the basis for measuring parents' awareness of child growth and development. Parents should have sufficient knowledge of nutritious food. Parents should also provide foods containing nutrients in the type and amount that suits the needs of the body, paying attention to the principles of food diversity, physical activity, clean living behaviour and monitoring weight regularly to maintain an average weight to prevent nutritional problems [19]. The support of parents in understanding nutritious food will affect the quantity and quality of food and drinks consumed by children and will affect the health of individuals.

5 Conclusion

Implementation of a clean and healthy lifestyle which includes: hand washing activities, clean and healthy latrines, regular exercise, weighing children, healthy snacks and activities to dispose of waste in its place from the five institutions: ECE *Lentera Mamba, Cinta Damai, Bunga Mawar, Golo Roke* and *Melati Putih* has not been implemented optimally. This is due to the low level of knowledge of the teachers about the importance of a clean and healthy lifestyle for children and the absence of supporting facilities. These five institutions are expected to be able to implement a clean and healthy lifestyle in their institutions so that children can grow and develop properly and thoroughly. Teachers are expected to participate more in training activities and seminars to stimulate children in various exciting and enjoyable ways.

References

- [1] Kementrian Kesehatan RI, "Pedoman pembinaan perilaku hidup bersih dan sehat," *kementrian kesehatan RI*, Jakarta, 2017.
- [2] M. Rachmawaty, "pembiasaan perilaku hidup bersih dan sehat pada peserta didik paud di masa pandemi covid-19," *J. Med. Karya Ilm. Kesehat.*, vol. 6, no. 2, pp. 10–19, 2021, doi: 10.35728/jmkik.v6i2.749.
- [3] P. Pangestuti, "Meningkatkan perilaku hidup bersih dan sehat anak usia 4-5 tahun melalui metode bercerita," *Action Res. J.*, vol. 1, no.1, pp. 108-114, 2021.
- [4] S. N. I. Wahyu, M. Mulyadi, "Perilaku hidup bersih dan sehat pada anak usia dini di masa pandemi Covid 19," *J. Educ. Res.*, vol.1, no.1, pp. 74-96, 2021.
- [5] A. Tabi'in, "Perilaku hidup bersih dan sehat pada abak usia dini sebagai upaya pencegahan Covid 19," *J. Edukasi Aud.*, vol.6, no.1, pp. 58–73, 2020.
- [6] M. D. Hikmah, T. Rahmatiah, W. D. Purnama, "Edukasi perilaku hidup bersih dan

- sehat dalam mewujudkan masyarakat yang produktif,” *J. Masyarakat Mandiri.*, vol.5, no. 2, pp. 354-364, 2021, doi:10.31764/jmm.v5i2.4021.
- [7] Y. Syahreni, “Perkembangan sosial emosional anak usia dini: Studi literatur,” *J. Pendidik. Tambusai.*, vol. 5, no. 3, pp. 9814-9819, 2021, doi:10.31004/jptam.v5i3.2238.
 - [8] T. A. Alviani and E. G. M. Taran, “Kompetensi pedagogik guru PAUD dalam perencanaan dan pelaksanaan pembelajaran,” *J. Obs.*, vol. 4, no. 2, pp. 543-549, 2020, doi: 10.31004/obsesi.v4i2.287.
 - [9] R. Jaujah and L. Qibtiyah, “Peran orang tua dalam pendidikan akhlak anak usia dini: (studi kasus guru berkeluarga di lingkungan pondok pesantren al-amien prenduan),” *SYAIKHUNA: Jurnal Pendidikan dan Pranata Islam. Syichona Moh. Cholil Bangkalan.*, vol. 12, no.1, pp. 99-113, 2021, doi:10.36835/syaikhuna.v12i1.4300.
 - [10] S. R. A. Apriliani and F. B. Utami, “Peran orang tua dalam menerapkan kemampuan literasi kesehatan anak usia dini pada pandemi Covid-19 di lingkungan RT. 04 RW. 26 Pekayon Jaya Bekasi,” *J. Obs.*, vol. 5, no. 2, pp. 3852–3862, 2021.
 - [11] A. Majir, *Memahami penelitian tindakan kelas dan penelitian kualitatif*. Jakarta: Cipta Restu Fellynda, 2014.
 - [12] R. Rijali, “Analisis data kualitatif,” *Alhadharah J. Ilmu Dakwah.*, vol. 17, no. 33, pp. 91–92, 2019, doi: 10.18592/alhadharah.v17i33.2374.
 - [13] A. Kunang and C. Puspariny, “Upaya pencegahan infeksi dan menjaga kebersihan diri dengan cara mencuci tangan yang baik dan benar di SDN 1 Tanjung Kemala,” *Bagimu Negeri.*, vol. 5, no. 1, pp. 20–23, 2020, doi: 10.52657/bagimunegeri.v5i1.1467.
 - [14] S. Editiar, “Pentingnya memilih jajanan sehat demi kesehatan anak,” *J. Inov. dan Kewirausahaan.*, vol. 3, no. 3, pp. 192–196, 2021.
 - [15] C. Law, “Adult obesity and growth in childhood: Children who grow rapidly during childhood are more likely to be obese as adults,” *BMJ*, vol.323, 2001, doi: 10.1136/bmj.323.7325.1320.
 - [16] J. Jazariyah, “Internalisasi nilai nilai hadits kebersihan dalam pendidikan anak usia dini,” *MASILE J. Stud. Ilmu Keislaman.*, vol. 1, no.1, pp. 80-91, 2019, doi: 10.1213/masile.v1i1.9.
 - [17] W. T. Wulandari, F. Gustaman, L. Nurdianti, A. P. Wasana, E. Yuniarti, F. Kurniady, L. R. Widyastuti, Z. N. Izzah and F. Pratama, “Promosi kesehatan: Perilaku hidup bersih dan sehat,” *Juranl Kreat. Pengabd. Kpd. Masy.*, vol. 5, no.10, pp. 3363-3372, 2022, doi:10.33024/jkpm.v5i10.7251.
 - [18] I. Sulasmi and M. Karmila, “Analisis perilaku hidup bersih dan sehat terhadap kemampuan motorik anak usia dini di pos Paud Al Masyithoh Plamongansari,” *Paudia J. Penelit. dalam Bid. Pendidik. Anak Usia Dini.*, vol. 7, no. 2, pp. 85-95, 2018, doi: 10.26877/paudia.v7i2.3271.
 - [19] E. Lawrence and S. Mollborn, “Racial/ethnic patterns of kindergarten school enrollment in the United States” *Sociol. Forum*, vol. 32, no. 3, pp. 635-658, 2017, doi: 10.1016/j.ssmph.2022.101119.