

Education on Learning Personal Hygiene Through The Healthy Children Program to Improve Students' Independence in Science Learning Students in SD Negeri Kuta Rentang Aceh

Siti Mayang Sari, Lili Kasmini, Mardhatillah, Akmaluddin, Helminsyah, Aidi Husni

¹²³⁴⁵⁶Universitas Bina Bangsa Getsempena

*Corresponding author. Email: mayang@bbg.ac.id, lili@bbg.ac.id, mardhatillah@bbg.ac.id, akmaluddin@bbg.ac.id, helmi@bbg.ac.id, abyabar@yahoo.co.id

ABSTRACT

This study aims to improve students' ability to live healthy and independently through the healthy children program at SD Negeri Kuta Rentang Aceh Besar. This research is an action research (action research), the research method consists of two stages of action and four phases: planning, implementing, observing and reflecting. This research was carried out on students at SD Negeri Kuta Rentang from grades I-VI, a total of 62 students. Activities carried out through healthy learning education are related to IPA learning in the healthy children program. Students are prepared to have the ability to become a health care provider and teacher as a school environment builder. Descriptively the data obtained illustrates the state of increasing achievement of success indicators at each stage using percentage descriptive analysis. The results of data on the success of Phase I student independence with category I-21%, category II-22%, category III-23%, category IV-22% and category V-25%, standard deviation of 0.9. Based on assessment indicators of personal hygiene, health conditions and personal hygiene and the school environment. In stage II category I-25%, II-24%, III-26%, IV-17, V-25%, standard deviation 3.1. There were no students who experienced health problems such as eyes, ears, nose, teeth, skin, hair and nails. Cleanliness of the school environment, restrooms and canteen is maintained properly. It was concluded that students' personal hygiene through the healthy children program by providing education can increase the independence of elementary school students through learning science.

Keywords: Education, Personal Hygiene, Healthy Children Program, Independence

1 INTRODUCTION

Education is a structured initial effort to create a learning atmosphere and learning process that requires students to be active in developing their potential in order to have religious knowledge, self-control, personality, intelligence, noble character and the skills needed for themselves and society. Health education for students at the elementary school level is directed at fostering clean, healthy, fit and disciplined attitudes and behaviors. [1]. Besides that, health education is to improve the health status of students both physically and spiritually through an understanding of healthy lifestyles because when children are given an understanding of a culture of healthy living from an early age, it will be more easily realized in the future. [2]. Health can be interpreted as an effort that is given in the form of guidance or guidance to a person or student about health which includes personal aspects (physical, mental and social including emotional) so that they can grow and develop properly while the benefits of basic health education in general are to shape Indonesian people who have good growth and development [3].

The habit of maintaining personal hygiene is inseparable from educational efforts as a whole, especially health education. Optimal hygiene is realized as a child for students because everyone must maintain personal health in order to avoid various kinds of diseases that can hinder the growth and development and intelligence of students. Clean and healthy life describes the form of creating conditions that are useful for oneself, groups and residents, thereby increasing the application of healthy living procedures and adherence to health protocols [4]. In addition, it can protect, maintain

and improve health. Everyone must understand the knowledge of clean and healthy living behavior because it greatly influences a person's behavior and behavior in life [5]. The initial effort to start was with the role of parents and instilling a healthy lifestyle in children [6].

Maintaining a healthy lifestyle is very important from an early age, because children are prone to disease, and their immune systems are not as good as adults. Not only that, children usually put their fingers in their mouths, whatever they hold and try to eat, they don't know if those things are dirty or contain bacteria, when children can't maintain cleanliness and health [7]. From the results of observations for a full month at SD Negeri Kuta Rentang school, it was found that there were 162 students, almost all students did not know how to brush their teeth properly. Washing hands with running water and soap is not implemented properly because children only wash their hands with running water but do not use soap. Regarding what happened in the field, a study was carried out on efforts to improve personal hygiene through the healthy children program by providing education to improve the quality of SD Negeri Kuta Rentang. The purpose of this study was to determine the increase in students' personal hygiene abilities by providing education through the healthy children program. Through this program teachers can deliver education to students to keep yourself cleanliness as healthy children, with the objective of improving students' independence will be huge benefits in the future [8]. Students teach to clean hands before and after doing activities and students are recommended to clean your body and clothes after doing activities at school.

2 METHOD

This research is a type of action research. This research was conducted at Kuta Rentang Public Elementary School by taking a research period of 1 month. The research population consisted of all students of Kuta Rentang Public Elementary School with total sampling so that all members of the population were included as samples, namely 162 people. In this type of action research, there are four common stages that must be carried out by researchers including planning, implementing, observing (observation) and reflecting. The action process is carried out in 2 cycles, and each cycle consists of four stages starting from planning, implementation, observation and reflection Arikunto (2006). The data collected is in the form of descriptive quantitative obtained by interview method, test method, observation method and physical examination method. The research instruments used were tests, interview sheets, and observation sheets. The data were processed and analyzed descriptively to describe the condition of increasing the achievement of success indicators in each cycle using descriptive analysis of the percentage of Sugiyono (2005).

3 RESULTS AND DISCUSSION

3.1 Phase I research results

In the early stages an assessment of students' initial knowledge of personal hygiene was carried out. Assessment of the self-hygiene of students assessed included initial knowledge of eye, nose, hair, ear, oral hygiene, skin, nails and general body hygiene. An assessment of students' initial knowledge was carried out for all 162 students of Kuta Rentang Public Elementary School. The results of the student's initial knowledge assessment will be presented as follows:

Table 1. Initial Knowledge Assessment of the Personal Hygiene of Kuta Rentang Public Elementary School Students

Class Category	Very Good	Good	Adequate	Less	Very Poor	Total
Very Good						
I	0	1	1	1	2	5
	0%	20%	20%	20%	40%	
II	1	2	0	1	2	6
	16,6%	33,3%	0%	16,6%	33,3%	
III	2	1	3	0	2	8
	25%	12,5%	37,5%	0%	25%	
IV	4	5	2	3	2	16
	25%	31,25%	12,5%	18,75%	12,5%	
V	3	3	4	4	2	16
	18,75%	18,75%	25%	25%	12,5%	
VI	2	2	2	3	2	11

Class Category	Very Good	Good	Adequate	Less	Very Poor	Total
Very Good	18,18%	18,18%	18,18%	27,27%	18,18%	
Amount	12	14	12	12	12	62
Percentase	21%	22%	23%	22%	25%	-
Average			12,4			
Max			14			
Min			12			
SD			0,9			

Through the table, it can be seen that students still have low knowledge regarding personal hygiene. Very good criteria are present at 21%, then at good criteria 22%, enough 23%, less 22% and very less 25%. It is clear that the very lacking criterion occupies the highest percentage, namely 25%. So that action is needed to increase knowledge about personal hygiene. Based on the initial conditions for the Kuta Rentang Public Elementary School students, educational material about personal hygiene was carried out, education about self-health with the healthy children program, then activities to practice brushing their teeth properly, practicing how to wash hands properly and properly, holding nail checks before sports class.

Table 2. Research Implementation Actions

Number	Activity
1	Prepare educational materials in the form of leaflets and power points
2	Conducting education about personal health through the healthy children program
3	Practice how to brush your teeth properly
4	Practice good and correct hand washing
5	Examination of nails before sports lessons

3.1.1 Education about personal hygiene.

Preparing educational materials in the form of posters, leaflets and power points, this activity has several stages of activity including consulting with educators to work together in carrying out personal hygiene education activities. Distributing or pasting posters at school containing warnings to live a clean and healthy life. Poster is a publication media in which there is text, images or a combination of both where the aim is to provide information or messages to everyone. After that, printed leaflets which were made and designed to indoctrinate students' thinking to live a clean and healthy life. Conduct education about personal hygiene through healthy children programs (brushing teeth, washing hands and cleaning nails).



Figure 1. Personal Hygiene

At this stage using educational presentations or socialization methods related to personal hygiene, giving advice, advice and input to students to stay clean and healthy. Conduct outreach about the healthy children program as a form of service to students so that they understand more about personal health. Providing education from here on will provide a good understanding so that students know and understand how to live a clean and healthy life.



Figure 2. Personal Hygiene Education

3.1.2 Practice How to Brush Your Teeth Well

At this stage of activity students practice how to brush their teeth properly and can practice it in everyday life. At this stage the researcher will assess the ability of students one by one in brushing their teeth properly. Then the researchers also told how to brush your teeth properly. First, students understand and understand how to brush their teeth properly. Second, students can practice how to brush their teeth properly and can practice it in everyday life. So that students can practice how to brush their teeth according to the correct procedure.



Figure 3. Brushing Teeth

3.1.3 Practice How to Wash Hands Properly

At this stage of the activity students practice how to wash their hands properly. The results of the stages carried out in this activity are practicing how to wash hands. First, students understand and understand how to brush their teeth properly. Second, students can practice how to wash their hands properly and can practice it in everyday life. So that students know how to wash their hands properly, so as to avoid bacteria and germs.



Figure 4. Washing Hands

3.1.4 Checking Nails Before Sports Lesson

At this stage of activity, the writer always carries out routine nail checks for students so that the quality of nail hygiene is guaranteed. This activity is one of the efforts to provide students with an understanding of nail hygiene. This activity is always carried out so that students always pay attention to the cleanliness of their nails and the health of students is also more awake. With this examination, students will have a policy to clean and cut their nails if they are long. After the activity took place, an evaluation was carried out on the activities that had been carried out, the following are the activities that were evaluated: skin and nails, then a re-evaluation of the knowledge of SD Negeri Kuta Rentang students about personal hygiene was carried out. The evaluation will be carried out in the following week, with the results of the activities shown in the following table.



Figure 5. Examination of Nails

Table 3. Assessment of Phase I Knowledge of Personal Hygiene for Kuta Rentang Public Elementary School Students

Class Category	Very good	Baik	adequately	Less	Very less	Total
I	0	1	1	1	2	5
	0%	20%	20%	20%	40%	
II	1	2	0	1	2	6
	16,6%	33,3%	0%	16,6%	33,3%	
III	2	1	3	0	2	8
	25%	12,5%	37,5%	0%	25%	
IV	4	5	2	3	2	16
	25%	31,25%	12,5%	18,75%	12,5%	
V	5	3	5	2	1	16
	31,25%	18,75%	31,25%	12,5%	16,6%	
VI	3	3	3	2	0	11
	27,27%	27,27%	27,27%	18,18%	0%	

Amount	15	15	14	9	9	62
Percentase	25%	24%	26%	17%	25%	-
Average			12,4			
Max			15			
Min			9			
SD			3,1			

In table 3 it can be seen that the average knowledge of SD Negeri Kuta Rentang students about personal hygiene is in the good category, so there is an increase in student knowledge regarding personal hygiene. It can be seen that the very good category increased by 4% so that it represented 25%, there was also an increase in the good criteria by 2% and occupied a percentage of 24%. In the sufficient category there was also an increase of 3% and a presentation of 26%, there was a decrease in the percentage in the less category, namely 17% from the initial knowledge, namely 22%, and the final one, which was very lacking, still occupied a percentage of 25%.

Based on the results of the evaluation of cycle I activities, reflection activities are arranged as the basis for preparing the next activity plan, namely: 1). In the initial activity, namely education, an emotional approach is needed so that students do not hesitate about their ignorance regarding personal hygiene. So that students want to consult regarding their personal hygiene, will not be ashamed of other friends. 2). In the next activity, namely at the presentation or counseling stage, it should be accompanied by hands-on practice, so that students remember the material or education delivered by the teacher, then they should provide learning videos related to personal hygiene for students. 3). Then at the tooth brushing practice stage there must be a praga tool as a real form of delivering material related to brushing your teeth properly. Also explains the causes and effects if you don't brush your teeth, such as cavities, germs, cavities and so on. 4). The activity of washing hands by practicing it directly is included in optimal and effective activities, because dominantly children easily remember what they have done. 5). And in the last activity, namely examining nails, it is very good if it continues to be carried out so that there is discipline in students.

3.2 Implementation of Phase II Activities includes:

3.2.1 Stage II Personal Hygiene Education.

Providing education related to personal hygiene is carried out in groups in each class of students starting from students in grades I-IV with a total of 162 students. With the method of individual approach.

3.2.2 Conducting Education on Personal Hygiene Through the Phase II Healthy Children Program.

Activities are carried out in a hall by playing educational videos related to personal hygiene and the difference between clean and dirty. Then the presenter practices with students in a non-formal forum.

3.2.3 Practice How to Brush Your Teeth Well.

At this stage while practicing, also showing media or praga tools in the form of teeth, so that students know which parts to brush and how to brush their teeth properly.

3.2.4 Practice How to Wash Hands Properly.

At this stage, Kuta Rentang Public Elementary School students really understand how to wash their hands properly and correctly.

In stage I, the practice of hand washing was optimal and effective. Checking Nails Before Sports Lesson. Examination of nails should be a routine activity at school, because this activity is an effective activity and creates a desire for students to always cut their nails before starting class.

After repeating the self-hygiene material to all students of SD Negeri Kuta Rentang, an evaluation of cycle II was carried out on the knowledge of SD Negeri Kuta Rentang students regarding personal hygiene. The results of the evaluation are as follows:

Table 4. Assessment of Phase II Knowledge of Personal Hygiene for Kuta Rentang Public Elementary School Students

Class Category	Very Good	Good	adequately	Less	Very less	Total
I	3	1	1	0	0	5
	60%	20%	20%	0%	0%	
II	3	2	1	0	0	6
	50%	33,3%	16,60%	0%	0%	
III	3	3	2	0	0	8
	37,5%	37,5%	25%	0%	0%	
IV	8	4	3	1	0	16
	37,5%	37,5%	18,75%	6,25%	0%	
V	6	5	4	1	0	16
	37,5%	31,25%	25%	6,25%	0%	
VI	5	4	1	1	0	11
	45,45%	36,36%	9,09%	9,09%	0%	
Amount	28	19	12	3	0	62
Persentase	42%	33%	20%	4%	0%	-
Average			12,4			
Max			28			
Min			0			
SD			11,5			

Based on the results of table 4, it can be seen that after repeating the self-hygiene material to all students of SD Negeri Kuta Rentang, there was an increase in students' knowledge about personal hygiene, where the average knowledge of SD Negeri Kuta Rentang students about personal hygiene was in the category of very good, good and enough. Based on the evaluation carried out in the second phase of the activity, a reflection was prepared as a basis for preparing further activity plans that could be used as information for supervisor teachers at SD Negeri Kuta Rentang to continue to provide guidance and refreshment regarding students' personal health conditions.

4 CONCLUSION

Based on the results of the study it can be concluded that through the provision of education with the Sehar Children program to improve personal hygiene increases. It can be seen from the results of initial knowledge, cycle I and cycle II, so that the very good criteria reach a percentage of 42%, good category 33% Enough 20%, Less 4% and 0% in very less category, it can be seen from these results that are proven to be effective enough to improve the knowledge of Kuta Rentang Public Elementary School students about personal hygiene through the healthy children program by providing education to Kuta Rentang Public Elementary School students.

REFERENSI

- [1] Akmaluddin and B. Haqiqi, "Students' learning discipline in public elementary school (SD) Cot Keu Eung, Aceh Besar district (K case study)," *J. Educ. Sci.*, vol. 5, no. 2, pp. 1–12, 2019, [Online]. Available: <http://www.jurnal.uui.ac.id/index.php/jes/article/view/467/204>
- [2] W. D. A. Lauh, "The dimensions of sports education in the implementation of Physical Education in schools," *J. Educator. Sport*, vol. 3, no. 1, pp. 83–93, 2016.
- [3] L. Rakhmawati and G. D. Purwasih, "The Role of Guidance and Counseling in Overcoming Student Learning Difficulties," *Model. J. Progr. Stud. PGMI*, vol. 5, no. 1, pp. 39–56, 2018.
- [4] D. Herdiana and S. Nurul, "The implication of the New Normal Order on Social Life," *J. Ilm. Din. Sos.*, vol. 4, no. 2, p. 300, 2020, doi: 10.38043/jids.v4i2.2462.
- [5] I. Ihsani and M. B. Santoso, "Environmental Sanitation Education by Implementing Clean and Healthy Behavior (Phbs) in Preschool Age Groups at Ar-Ridho Tasikmalaya Muslim Children's Fostering Park," *Pros. Penelit. dan Pengabd. Kpd. Masy.*, vol. 6, no. 3, p. 289, 2020, doi: 10.24198/jppm.v6i3.22987.
- [6] S. R. A. Apriliani and F. B. Utami, "The Role of Parents in Implementing Early Childhood Health Literacy Skills

in the Covid-19 Pandemic in the Rt 04 26 Pekayon Jaya Environment, South Bekasi," *J. Pendidik. Tambusai*, vol. 5, no. 2, pp. 3852–3862, 2021.

- [7] N. W. D. Tarini, "Improving Students' Healthy Living Capability Through the Kie Method at Sdn 1 Pakisan, Kubudindingan District," vol. 5, no. 2, pp. 76–85, 2018.
- [8] S. Mayang Sari, R. Dwi Suyanti, A. Yus, B. Sinaga, N. Bukit, and W. Bunawan, "Development Book Of Science Process Skills Through Problem Based Learning Models Improving Creative Thinking Ability," *J. Posit. Sch. Psychol.*, vol. 2022, no. 8, pp. 4662–4667, 2022, [Online]. Available: <http://journalppw.com>