



CULTIVATION THE PILLARS OF CHARACTER, IN EARLY CHILDHOOD IN IMPLEMENTING CLEAN AND HEALTHY BEHAVIOR PROGRAM (PHBS) AFTER ONLINE LEARNING

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ABSTRACT	Keywords
<p>Clean and Healthy Behavior Program <i>PHBS</i> education in early childhood is very important. Children's brains were growing rapidly at that time so it would be easy to obtain <i>PHBS</i> educational materials. However, special materials for PAUD <i>PHBS</i> are not yet available. The purpose of this study was to determine the influence of the cultivation of the pillars of discipline, independence and responsibility for early childhood on the implementation of <i>PHBS</i> in schools. The research method used analytic observational and cross sectional research design. The population of this study was early childhood children aged 4-6 years who were counted in Early childhood education Al Izzah Balongmojo Puri Mojokerto as many as 104 children. The sample size was calculated using the Rao soft sample size calculator. With a margin of error of 5% and a confidence interval of 95%, a sample of 83 children was obtained. Sampling by purposive sampling method. The results showed that the difference in the implementation of <i>PHBS</i> before and before the cultivation of the pillars of discipline, independence and responsibility was -11.986 and the probability was (p) 0.000 then $p < 0.05$. so it can be said that the cultivation of the character pillars of discipline, independence and responsibility in early childhood affects the implementation of <i>PHBS</i> in schools</p>	<p>Independent, discipline, responsibility, Clean and Healthy Behavior Program (PHBS), Early childhood education (PAUD)</p>

INTRODUCTION

The Clean and Healthy Behavior Program (PHBS) in schools has an important role in maintaining the health and safety of children during the Covid-19 pandemic and post-pandemic. Clean and healthy living behavior (PHBS) in educational facilities has long been glorified by the Indonesian

government through the Ministry of Health. However, PHBS in educational facilities is becoming increasingly important along with the online learning policy that will be restarted. Habituation of clean and healthy living behavior is an obligation for all school members without exception at the early age

education level (Visnjic-Jevtic, A., Paz-Albo, J., Sahin-Sak, I. T., Varga Nagy, A., Sánchez-Pérez, N., Ozturk, G., & Toran, 2021).

The habit of PHBS starting from early childhood education is not only intended to maintain the safety of children, this habituation is the right vehicle to develop the character of discipline, independence and responsibility of children (Gayatri, 2020). During learning in the network, children interact more with the family environment, and are limited in contact with friends and teachers at school. These habits have limited the ability of children to be disciplined and independent and are responsible for their cleanliness. Moreover, each family may apply different hygiene standards to children (Jalongo, 2020).

Based on the results of the study, the problems faced by parents after online learning was stopped were that children became difficult to wake up in the morning, children became difficult to separate from the use of gadgets or gadgets, some children became awkward at school so parents had to wait for them throughout the lesson. During learning in the network, children are accustomed to the help of their parents as a companion to do the task. This phenomenon shows that there are side effects on online learning, especially on the character of children's discipline, independence and responsibility.

Data obtained in the initial survey of face-to-face learning trials in schools, it was found that 89% of children still need to be reminded and accompanied to wash their hands using soap and running water, 75% of children experience dental caries that is not managed properly, 65% of children still suffer from dental caries. are not used to wearing masks throughout the lesson, 56%

of children still seem to throw garbage out of place.

PHBS in early childhood has actually become a mandatory curriculum for early childhood education, but the limitations of face-to-face learning during a pandemic have made different implementations for each child. This is influenced by the habits of the family environment and parenting patterns (Wasmuth, 2020).

PHBS is mandatory, especially for early childhood, because it relates to the health and development of children according to the expected stage. Discipline in implementing PHBS in schools will bring up the character of the independence of children in implementing PHBS themselves, and foster responsibility for maintaining personal health. This is the background for research on the character of discipline, independence and responsibility in the implementation of PHBS after online learning. This study aims to convey the character of discipline, independence and responsibility to children in PHBS at school.

METHOD

This study uses a quantitative approach with the type of analytical observational research and cross sectional research design. The population of this study is preschool children aged 4-6 years who attend *PAUD* Al Izzah Balongmojo Puri Mojokerto as many as 104 children. The sample size was calculated using the Raosoft sample size calculator. With a margin of error of 5% and a confidence interval of 95%, a sample of 83 children was obtained. Sampling was taken by purposive sampling method.

The instrument used is a survey questionnaire of incandescent Suciati

adaptation which has been tested for validity and reliability, with Cronbach's alpha of 0.760, with a sensitivity ranging from 0.450 to 0.829. The observation sheet contains the character of discipline, independence and responsibility in the implementation of PHBS in schools as many as 15 statements with 3 response options. Saifudin Anwar's 2010 adaptation score category uses the following norms:

- $X \geq (M + 1.0 \times SD)$
Good
- $(M - 1.0 \times SD) \leq X < (M + 1.0 \times SD)$
Satisfactory
- $X < (M - 1.0 \times SD)$
Less than satisfactory

As initial data, observations were made on the PHBS behavior of children at school. The next stage is the cultivation of the pillars of disciplined, independent and responsible character in the implementation of PHBS carried out by teachers through the integration of PHBS discipline values in children at school. At this stage, habituation is carried out for 1 month of learning. In the following month, observations were made again regarding the independence and responsibility of children in the implementation of PHBS without assistance and being reminded. Observations were carried out for 1 week.

Observational data were analyzed using univariate and bivariate analysis. Univariate data analysis was used to determine the distribution of respondents' characteristics. Bivariate data analysis was conducted to determine the relationship between the cultivation of the character pillars of discipline, independence and responsibility for PHBS learning in the network with the independent character, discipline and responsibility of pre-school children using the T-test.

This research has received approval from the ethics committee of the Faculty of Public Health with number 241-KEPK issued on December 30, 2021. Informed consent has been obtained from each mother of PAUD students

RESULTS

3.1 Characteristics of Early Childhood

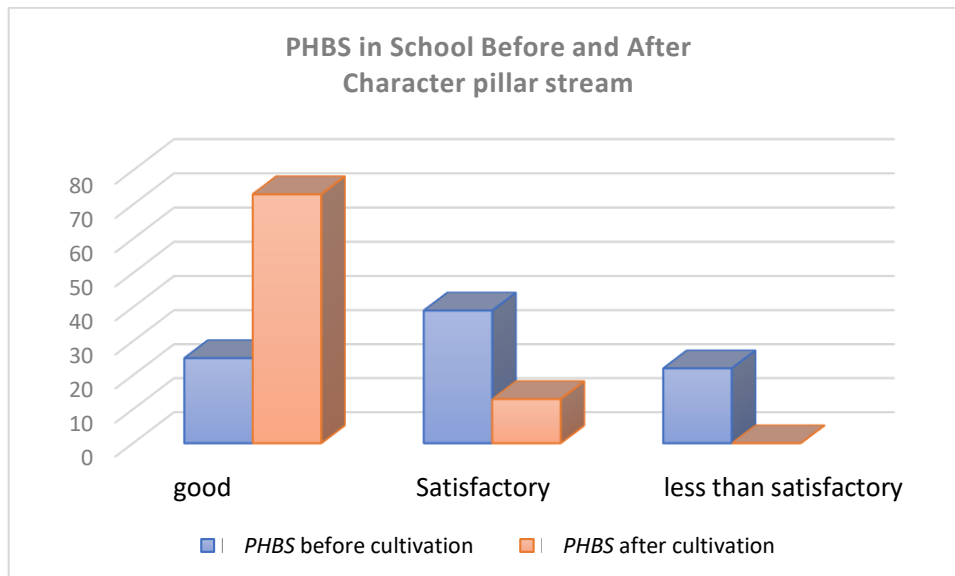
Age	Total	
	F	%
3 years old	15	17.4
4 years old	22	25.6
5 years old	20	23.3
6 years old	29	33.7
TOTAL	86	100

The frequency distribution table of respondents' characteristics by age shows that the ratio of the number of early childhood children aged 4 to 6 years is balanced. And 17.4% of early childhood aged 3 years.

Gender	Total	
	F	%
Male	38	44.2
Female	48	55.8
TOTAL	86	100

The frequency distribution table of respondents' characteristics by gender shows that more than half of early childhood children are female, namely 55.8% and 44.2% are female.

3.2 Implementation of PHBS in schools before and after the cultivation of character Discipline, independence and responsibility for PHBS



The graph above shows that there is an increase in the behavior of implementing PHBS in early childhood in schools before and after the cultivation of disciplined, independent and responsible characters. The increase in the implementation of PHBS is due to the cultivation of the pillars of discipline, independence and responsibility given by teachers to early childhood.

3.3 The influence of the cultivation of the character pillars of discipline, independence and responsibility for the implementation of PHBS in schools in early childhood

Variable	Mean	t	p
Implementation of PHBS			
Before	32.		
Cultivation	407		
n	0	-	0.
After	39.	11.	0
Cultivation	872	98	0
n	1	6	0

Based on the table above, it can be seen that the results of the analysis using the Paired sample T-Test obtained the

average implementation of PHBS before character cultivation is 32.4070

and after being given character cultivation 39.8721. With t count - 11.986 and the probability (p) 0.000 then $p < 0.05$ it can be concluded that there are differences in the implementation of PHBS before and after the cultivation of the pillars of discipline, independence and responsibility. So that it can be interpreted that the cultivation of the character pillars of discipline, independence and responsibility in early childhood affects the implementation of PHBS in schools.

DISCUSSION

The age of the first four years of a child is very important, because at that age there is very rapid network formation and development (Howard, 2003). One of them is a clean and healthy lifestyle that will affect the child's growth and development. Growth and development are two different things. According to Soetjningsih (Soetjningsih, 2002) p Growth and development require balanced protein and fatty acids and proper and quality stimulation is required. So that the body and body structure grow complete.

Furthermore, the benefits of developing healthy behavior from an early age in children will have a healthy lifestyle later in life. This means that early childhood who are accustomed to healthy living behavior are not easily lost at the next stage of development. In addition, early childhood already has a healthy lifestyle, so they will be free from attacks of various diseases that often occur in early childhood, such as coughs/colds, spots or tuberculosis, diarrhea, fever, measles, ear infections, and skin diseases.

Establishing a healthy lifestyle is easier than changing a healthy lifestyle. Forming healthy behavior in early childhood is not only the task of parents, but also the school. Young children learn from what they hear from their parents and the adults around them (Sukriyah Kustanti Moerad, Endang Susilowati, Eka Dian Savitri, Ni Gusti Made Rai, Windiani & Wayan Suarmini, Hermanto, Choirul Mahfud, 2019).

Schools as places for the teaching and learning process to take place must become "Health Promoting Schools" meaning "Schools that can improve the health status of their school residents", obtain optimal health services, ensure that the teaching and learning process takes place properly, and create conditions that support the achievement of students' ability to behave. healthy living. Challenges and health problems for school-age children very complex and different for every level including early childhood school (Ismaniar, 2010).

Early childhood has the ability to learn quickly. Bandura modeling theory (Alwisol, 2009) states that children learn from how adults treat them. Early childhood also learns from what they see, hear, and experience about an event. Early childhood learns through their observations of an

activity carried out by their parents or teachers. Early childhood learn from what they hear from parents and adults around their environment. Early childhood will imitate the activities of parents so that they

gain experience about an activity. If parents get used to healthy behavior from an early age, then children will get used to these behaviors. For example, parents get used to children to throw garbage in its place, then this habit will be owned by children until the next stage of development.

The cultivation of the pillars of disciplined, independent and responsible character for early childhood PHBS is a program to introduce and instill the principles of clean and healthy living from an early age (Veny Iswantiningtyas 2018). This is important as a form of learning to cultivate good habits and as an effort to improve children's health.

Early childhood character education is education that instills and develops character values for students, so that they have noble character to practice in their lives in families, communities and citizens. (Laode Anhusadar, 2021). In particular, in the implementation of character education, educators must be trained in advance to obtain the latest applicable knowledge, such as appropriate education according to children's development, learning that is in accordance with the work of the brain (brain-based learning), active learning methods (student active learning and inquiry). -based learning), effective communication, classroom management, and storytelling techniques. This teacher's ability will help children at school in terms of growing children's self-confidence so that they feel safe and comfortable, and develop a feeling that they have abilities and are valued as unique individuals. (Ali Miftakhu Rosyad & Darmiyati Zuchdi, 2018)

CONCLUSIONS

The cultivation of disciplined, independent and responsible characters in early childhood has a significant effect on the implementation of PHBS for early childhood in schools. This also means that in

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