



## **STUDY OF CLEAN AND HEALTHY LIFE BEHAVIOR OF ELEMENTARY SCHOOL STUDENTS AT SCHOOLS APPLYING ADIWIYATA PROGRAM AT STATE ELEMENTARY SCHOOL IN PRIGEN PASURUAN**

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### **ABSTRACT**

**Background:** Clean And Healthy Life Behavior (CHLB) in schools can be pursued by the adiwiyata school program. Students who play a role active on Clean And Healthy Life Behavior (CHLB) can realize healthy school. This research was intended to explain the difference of CHLB students in schools that implement and not implement adiwiyata school program. **Methods:** This study used analytic-comparative method with Cross Sectional approach. The sample of this research was students of SDN Gambiran I as many as 53 students and SDN II Prigen as many as 29 students with cluster random sampling technique. The independent variable was the Adiwiyata school status and the dependent variable was the student's CHLB. The instruments used were CHLB questionnaires and observation sheets of school sanitation and canteen facilities. **Results:** The results showed that Mean value of CHLB in SDN Gambiran I was 135.96 with CHLB average of 81.41%. Mean value of CHLB in SDN II Prigen was 127.17 with CHLB average of 76.15%. *Independent T Test* obtained  $p = 0.08$  with  $\alpha = 0,05$  ( $p < \alpha$ ) means that there are was significant difference of CHLB in both schools. **Conclusions:** From the results this research. the researcher suggests the coaching of healthy behavior so that the clean and healthy life behavior of students is well established by adding understanding and knowledge to the Elementary school students especially those that have not implemented the adiwiyata school program.

**Keywords:** Elementary school, Adiwiyata program, Clean and healthy life behavior

### **INTRODUCTION**

The importance of health needs to be planted from an early age in school-aged children. Health in school-aged children can affect to learning outcomes so that children will achievement in school and can perform social activities. The government has a role in striving health for children so that can create a healthy society and one of them is in the school community. Efforts made by the government that is Adiwiyata program. School health promotion program become one of the government's efforts in realizing health for children as one of the members of the school community. "HPS is *Health*

*Promoting School* has the main goal, namely to foster the school community to become a healthy school. School is one of the most potential in health promotion "(Notoatmodjo, 2012: 9).

Forms of health promotion efforts in schools is the Adiwiyata school program the first cooperation on 1996 agreement between the Ministry of National Education and the Ministry of the Environment, which was renewed in 2005 and in 2010. Since 2006 to 2011 who participated in the program Adiwiyata just reached 1,351 schools from 251,415 schools. Adiwiyata School contains a sense of good and ideal place where can be



obtained all the science and various norms and ethics that can be basic of human towards the creation of the welfare of lives and toward the ideals of sustainable development. The objective of the Adiwiyata program is to realize responsible school children in the effort to protect and manage the environment through good school governance to support sustainable development. There are indicators to measure CHLB in schools. The CHLB indicator is used as a reference in assessing the achievement of the expected behavior.

CHLB indicator on health promotion programs in schools are as follows: Washing hands with clean running water and using soap, eating healthy snacks in the school canteen, using clean and healthy toilets, exercise regularly and measurable, eradicating mosquito larvae, not smoking at school, weighing weight and measuring height every six months, and taking out the garbage in its place. (Depkes RI. 2011). The purpose of this research was to identify the difference of clean and healthy life behavior (CHLB) to the students in schools that implement Adiwiyata Program.

## **METHODS**

This research was conducted by using analytic observational design of comparative study (cross sectional). This study compared the behavior of clean and healthy life (CHLB) of elementary school students in schools that have implemented and that have not implemented the adiwiyata school program. The research was conducted at SDN Gambiran I and SDN II Prigen Pasuruan in September-October 2017.

Population in this research was all elementary school students of SDN Gambiran I Pasuruan. sampling technique used Cluster Random Sampling and obtained 53 students from school with Adiwiyata program and 29 students from school without Adiwiyata program. Variable that was compared was Clean and Healthy Life Behavior (CHLB) of Elementary School Students. Data collection was conducted by using structured questionnaire and observation instrument. The questionnaire and observation instrument are adopt from Situmorang, Adri Deslita (2013). Base on the scores from answer the questionnaire then categorized. The categorization Knowledge of CHLB is Good =  $\geq 75$  %, Enough = 56-74%, Less =  $\leq 55$  %. The categorization Affective of CHLB is Good = 61-80, Less =  $\leq 60$ . The categorization Psychomotor of CHLB is Good = 23-32, Less =  $\leq 22$ . Total Scores CHLB is 20-167.

In this study univariate analysis to determine the percentage of research variables by processing existing data using computer program with frequency distribution formula. And bivariate analysis was to know the difference in CHLB students in schools that have implemented and who have not implemented the adiwiyata school program using statistical test Independent T Test assisted by software IBM Statistic SPSS version 23.



**RESULTS**

**Schools That Have Implemented The Adiwiyata School Program**

From table 1 above shows that from 53 respondents, 22 students (41,51%) have enough knowledge and 20 students (37,74%) have good knowledge, and 11 students (20,75%) have less knowledge.

From table 2 above shows that from 53 respondents, 50 students (94.34%) have good attitude, and 3 students (5,66%) have less attitude. From table 3 above shows that from 53 respondents, 51 students (96.23%) have good psychomotor and 2 students (3.77%) have.

Tabel 1 Distribution Of Respondents By Knowledge of CHLB

Knowledge	Amount	Percentage
Good	20	37,74 %
Enough	22	41,51%
Less	11	20,75%
Total	53	100%

Tabel 2 Distribution Of Respondents By Affective of CHLB

Affective	Amount	Percentage
Good	50	94,34 %
Less	3	5,66%
Total	53	100%

Tabel 3 Distribution Of Respondents By Psychomotor of CHLB

Psychomotor	Amount	Percentage
Good	51	96,23 %
Less	2	3,77 %
Total	53	100%

**The School that have not Implemented the Adiwiyata School Program Knowledge of CHLB**

From table 4 above shows that from 29 respondents, 13 students (44,8%) have enough knowledge and 10 students (34,5%) have good knowledge, and 6 students (20,7%) have less knowledge.

From table 5 above shows that from 29 respondents, 21 students (72.4%) have good attitude, and 8 students (27,6%) have less attitude. From table 6 above shows that from 29 respondents, 24 students (82,8 %) have good psychomotor and 5 students (17,2%) have less psychomotor.

Tabel 4 Distribution of Respondents By Knowledge of CHLB

Knowledge	Amount	Percentage
Good	10	34,5 %
Enough	13	44,8%
Less	6	20,7%
Total	29	100%

Tabel 5 Distribution of Respondents By Affective of CHLB

Affective	Amount	Percentage
Good	21	72,4 %
Less	8	27,6%
Total	29	100%



Tabel 6 Distribution Of Respondents By Psychomotor of CHLB

Psychomotor	Amount	Percentage
Good	24	82,8 %
Less	5	17,2 %
Total	29	100%

### Clean and Healthy life Behavior Students in School

Tabel 7 Cross-tabulation of CHLB students at school that Implemented and have not Implemented the Adiwiyata School Program

No	CHLB	Adiwiyata School	not Adiwiyata School
1	Mean	135,96	127,17
2	Median	137	127
3	Percentage	81,41 %.	76,15 %.
4	Standard Deviation	13,64	14,46
5	Minimum Value	112	96
6	Maximum value	165	154

### Comparison of CHLB Students at SDN Gambiran I Prigen and SDN II Prigen

Tabel 8. Cross-tabulation of CHLB students at adiwiyata school and not Adiwiyata school

CHLB	Adiwiyata School	Not Adiwiyata school
Mean	135,96	127,17
Standard Deviation	13,64	14,46
<i>Independent T Test</i> $\rho = 0.008$ , $\alpha = 0,05$ $df = 80$		

Comparison analysis of CHLB students in SDN Gambiran I Prigen and SDN II Prigen used Independent T-Test test. Before using the Independent T-Test, CHLB data between SDN Gambiran I Prigen and SDN II Prigen have been tested for normality to determine data is normally distributed or not.

The criterion used is  $H_0$  accepted if the value of significance more than the specified alpha level. In the normality test show that the significance of the Kolgomorov-Smirnov test is 0.200. Because the value of Sig.  $0.200 > 0.05$  then  $H_0$  is accepted. This means that the CHLB value was normally distributed From the normality test results obtained that data normally distributed then the test analysis can be continued to the Independent T-Test.

From Table 8 above shows that From the Independent Test T-Test obtained a significance value of 0.008 ( $< 0.05$ ). This means the proposed hypothesis is accepted. So There is a significant difference between CHLB students at that have implemented and that have not implemented the adiwiyata school program.

### DISCUSSION

The results of this study in accordance with existing theories of clean and healthy life behavior that in schools that implement adiwiyata program has higher score than those have not implemented the program. Adiwiyata Program which is one of the educational and health efforts that become a vehicle that can improve CLHF students. So that Adiwiyata program which is implemented



comprehensively and continuously will be able to change the behavior of learners to always behave healthy life in everyday life. The same is stated by Snehandu B. Kar in Notoatmodjo (2003). That states that behavior is a function of various factors. One is the presence or absence of information about health or health facilities.

Adiwiyata program has a sense or meaning as a good and ideal place where can be obtained all the science and various norms and ethics that can be the basis of humankind towards the creation of the welfare of lives and toward the ideals of sustainable development. The objective of the Adiwiyata program is to realize responsible school children in the effort to protect and manage the environment through good school governance to support sustainable development. (Regulation of the Minister of Environment of the Republic of Indonesia number 05 of 2013 on Guidance of Implementation of Adiwiyata Program).

Adiwiyata coaching aims to : 1. increase school capacity to realize Adiwiyata School or school cares and cultured environment; 2. improving institutional and human resource capacity in the management of the Adiwiyata Program; and 3. improving the achievement of the management performance of adiwiyata both in provinces and districts including schools and surrounding communities In the guidance of adiwiyata program The availability of environmentally friendly support facilities of schools provides facilities to overcome environmental problems at school. (Regulation of the Minister of Environment of the Republic of Indonesia number 05 of 2013 on

Guidance of Implementation of Adiwiyata Program).

Some facilities and infrastructure related to CHLB in schools are: The availability of 6 (six) infrastructure facilities to overcome the problems of the school environment according to living in the standard of facilities and infrastructure (regulation of education ministry number 24 of 2007), such as: clean water, garbage (provision of separate composter bin), stool, wastewater / drainage, open green, vibration / radiation, etc. Schools provide infrastructures to support environmental learning in schools, namely the availability of 6 (six) means of infrastructure supporting the learning of the environment, among others; composting, utilization and treatment of water, forest / park / school gardens, green house family medicinal plants, fish ponds, biopori, absorption wells, biogas, etc. (Regulation of the Minister of Environment of the Republic of Indonesia number 05 of 2013 on Guidance of Implementation of Adiwiyata Program).

Improving the quality of management, utilization and maintain of environmentally friendly facilities and infrastructure in school. Maintenance of 3 (three) facilities and infrastructure that is environmentally friendly according to its function, among others: 1. space has a regulation of light and air ventilation naturally 2. maintenance and arrangement of shade trees and afforestation 3. using paving block. (Regulation of the Minister of Environment of the Republic of Indonesia number 05 of 2013 on Guidance of Implementation of Adiwiyata Program).

Improve the quality of healthy canteen service and that environmentally friendly. The canteen performs 3 (three)



efforts in order to improve the quality of healthy canteen service and environmentally friendly, including: 1. Canteen does not sell food / beverages containing preservatives / chewyer, coloring, flavor that is not in accordance with health standards. 2. Canteen does not sell contaminated, expired foods. 3. The canteen does not sell packaged foods that are not environmentally friendly, such as plastic, styrofoam, and aluminum foil. (Regulation of the Minister of Environment of the Republic of Indonesia number 05 of 2013 on Guidance of Implementation of Adiwiyata Program).

With adequate infrastructure to conduct clean and healthy life behavior in school according to the requirement of adiwiyata school will be support strongly the student to conduct clean and healthy life behavior. The benefits of CHLB in schools include: 1. The establishment of a clean and healthy school so that students, teachers, and community of the school environment are protected from various disruptions and disease threats. 2. Increased spirit of teaching-learning process that impact on learning achievement of learners. 3. The image of schools as educational institutions is increasing so as to attract the interest of parents (community). 4. Increased image of local government in the field of education. 5. Being a model healthy school for other areas. (Achmad. (2009).

Based on the observations of researchers for facilities supporting CHLB in SDN Gambiran I Prigen Pasuruan and SDN II Prigen Pasuruan is different. SDN Gambiran I Prigen Pasuruan that has implemented adiwiyata school and has been awarded as a provincial adiwiyata school in CHLB infrastructure facilities is

more better, more complete in terms of quantity and quality compared with SDN II Prigen so do not be surprised if CHLB in SDN Gambiran I Prigen Pasuruan more higher mean value reaching 135,96.

## CONCLUSION

Clean and Healthy Life Behavior Students at SDN Gambiran I Prigen Pasuruan mean reaches 135,96. Clean and healthy life behavior Students in SDN II Prigen Pasuruan mean reach 127,17. There is a significant difference between CHLB students in SDN Gambiran I Prigen that implemented Adiwiyata school program and SDN II Prigen Pasuruan That has not implemented Adiwiyata school program.

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