

Implementation Of Clean And Healthy Life Skill In Early Childhood Education: A Case Study In Kampar

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Abstract. Clean and healthy life skills are still not given enough attention in the context of early childhood learning, even though these life skills are critical to inculcate in children at an early childhood so that they are capable of sustaining their health. The purpose of this study was to examine the application of clean and healthy Life skills in Early Childhood Education (ECE) Programs in the Kampar Regency. The research method is qualitative, employing a case study approach. Class observation, interviews, and documentation are all methods for data collection. The study's findings indicate that the importance of clean and healthy Life skills should be instilled in children at an early age, that ECE units should develop learning plans and activity programs, and that there is still a lack of clean and healthy Life skills due to a lack of teacher knowledge and the absence of special learning to instill clean and healthy life skills, there are still many children who lack the abilities to live a clean and healthy lifestyle, and learning models are required to develop early age children's clean and healthy Life skills.

Keywords: Clean and healthy Life skills, Early Childhood Education

1 Introduction

Early health and well-being will serve as the foundation for future health and well-being throughout life [1]. Current conditions reveal that children in most nations cannot make their own health decisions, with the most significant gap being connected to health literacy abilities from infancy to adulthood [2] Early childhood life skills learning should be skills are taught to children at an early age to help them develop a feeling of responsibility and independence towards themselves [3]. Daily Life skills required of early-age children include self-cleaning chores such as washing their faces, washing their hands, and brushing their teeth [4].

Clean and healthy Life skills are essential for maintaining health and avoiding numerous ailments. Diarrhea is one of the disorders that frequently affect children at an early age as a result of poor lifestyle. Early childhood role important in form habit style life healthy and constructive knowledge health [5]. According to World Health Organisation data, diarrhea is an environmental illness that occurs in practically every area of the world. Every year, over 1.7 billion episodes of diarrhea are reported, with 760,000 deaths among children under the age of five. In impoverished nations, children under the age of three endure three phases of diarrhea each year on average. Furthermore, according to the 2011 Indonesian Health Profile statistics, the leading causes of mortality in the group of children under five in Indonesia aged 12-59 months are diarrhea (10.3%) and pneumonia (9.4%). According to the 2018 Riau Province Basic Health Research report, the prevalence of diarrhea was 6.44% based on health

professional diagnosis and 7.94% based on diagnosis or symptoms in Riau Province.

Current situations indicate that difficulties associated with the advent of non-natural catastrophes in the form of the coronavirus from 2020 to the present have not disappeared. Based on data obtained from the website www.covid19.go.id as of March 4, 2023, it is known that there are still 6,736,994 confirmed cases in Indonesia and there are still 3,457 active cases. This data reveals that we don't know when Covid-19 will end, but we must avoid, if not prevent the virus's spread. masks, hand washing, and keeping a safe distance are all connected to the introduction of balanced nutrition. Furthermore, based on data analysis carried out by researchers when carrying out Accreditation visitation tasks in points 6 and 26 related to clean and healthy life behaviour which was carried out at 20 Early Childhood Education (ECE) institutions in October-November 2022, several problems are known, namely 15 ECE institutions (75%) have not implemented Covid standards, 11 institutions (55%) have not introduced healthy, balanced nutritious food to children, 8 institutions (40%) have not made it a habit to drink water in sufficient numbers, and 7 institutions (35%) have not yet made the habit of brushing teeth and cutting nails. According to interviews with school principals and teachers conducted during visits, most institutions no longer enforce COVID-19 requirements because they believe COVID no longer exists, hence there is no need to wear masks, wash hands, or maintain distance. In terms of balanced nutrition, most schools only introduce it when providing additional food every semester and have never carried out special learning and media to introduce it to children, so children do not understand about healthy, nutritious food that is observed when eating together, and many children bring instant noodles and snacks.

The importance of clean and healthy Life skills in early infancy is the foundation for the development of physical, emotional, cognitive, and health-related behavior [6]. In general, ECE units play a vital role in children's growth and development, as well as in supporting the health of children, staff, families, and, indirectly, the health of the larger community [7]. Referring to various research regarding healthy and clean Life in early childhood, still displays unsatisfactory results, such as the fact that many young children do not know Clean and Healthy Life Skills. This is due to a lack of material delivered to kids through Clean and Healthy Life Skills, both from their parents and their environment [8]. Furthermore, other research also shows that healthy behavior in early childhood has not been implemented well by students, namely being at sufficient criteria for environmental cleanliness behavior (58%), behavior towards personal hygiene (63%), and behavior in balancing sleep and activity needs (65%) [9]. Young children's Clean and Healthy Life Skills abilities remain in the poor group due to a lack of understanding of clean and healthy Life among these children [10].

Several prior research on Clean and Healthy Life Skills reveal that early childhood health education is not only a learning process, but also a direct experience to optimize children's growth and development, which is the major feature in ECE units [11]. The implementation of appropriate learning models should begin in early infancy since research shows that the project-based learning (PjBL) learning model can familiarise children with a clean and healthy lifestyle [12]. Furthermore, media consumption is vital in developing clean and healthy Life skills. According to the findings, health education utilizing PHBS fairy tales is an effective medium for enhancing children's knowledge and attitudes, allowing them to prevent various diseases while also safeguarding others [13].

Based on the various conditions and problems mentioned above, and given the importance of Clean and Healthy Life Skills, it is necessary to introduce and familiarise them with children at a young age, and extensive research is required, particularly regarding the implementation of Clean and Healthy Life Skills in early childhood. As a result, research is required to determine the extent to which parents and teachers have taught Clean and Healthy

Life Skills to young children in ECE units.

2 Research Methodology

This study employed a qualitative approach with a case study method used the interpretive paradigm [14]. Focus this study to examine the adoption of clean and healthy Life skills in Early Childhood Education (ECE). The ECE unit collected data exhaustively to determine the adoption of clean and healthy Life skills for early development. To determine the implementation of Clean and Healthy Life Skills, data was collected through interviews, observation, and documentation. This study included school principals, instructors, parents, and students aged 5 to 6. To measure teacher understanding, data was represented using coding analysis for Clean and Healthy Life Skills and validated by experts using book and article sources. The data validity technique employs member checking, rich text description, and audit trail.

3 Results And Discussion

Result of this study described in two parts, namely to understand the characteristics of the participants and the implementation of clean and healthy Life skills.

3.1 Participant Characteristics

This study was conducted at one of the preschool in Kampar, namely the Early Childhood Education is PAUD Terpadu Mutiara Bunda. This ECE is one of the schools that already has a Holistic Integrative (HI) ECE Decree and has become a Model ECE in Kampar Regency for the implementation of HI ECE as evidenced by frequent visits from various schools for the HI ECE program. Furthermore, the participants in the research were the principal, teachers, students, and parents of students at Mutiara Bunda Integrated ECE.

3.2 Implementation of Clean and Healthy Life Skills

Based on interviews with school principals, teachers, and parents, as well as observations of students aged 5-6 years at Mutiara Bunda Integrated ECE, the following description of Clean and Healthy Life Skills implementation was obtained:

3.3 The Urgency of Clean and Healthy Life Skills

Most participants consider Clean and Healthy Life Skills to be very important and very much needed by young children. This can be seen from the results of the following interview:

"Clean and Healthy Life Skills are very necessary and several things that children need are related to the implementation of Clean and Healthy Life Skills in ECE, there are learning programs to improve Clean and Healthy Life Skills and media to introduce children, for example, how to wash their hands, brush their teeth properly, and introduce foods that children can and cannot consume regarding their nutrition." (P1)

"Clean and healthy Life skills are very important, and what young children require in terms of Clean and Healthy Life Skills is to increase body immunity by teaching children to live healthy lives such as washing hands, providing literacy routines related to regularly checking children's health and growth, and providing information about healthy, nutritious food to children." (P2)

The responses given by each of the participants above are consistent with the findings of research on the importance of health and nutrition education in early childhood, which states that health education is important not only as a learning process for children but also as a form of real experience in terms of health services as the main element that optimizes the growth potential as well as child development in ECE [15]. Early childhood also must be made aware of the importance of a healthy life pattern, good nutrition and its importance in physical activity since early [16]. Furthermore, research also shows that participation in direct child skills is very important. Preschool teachers in Japan, United States, and Taiwan looked on activity cleaning up through collaboration and participation in direct children can increase knowledge and skills as well as need for study cleanliness. By individual this can be using video and reflecting understanding early childhood about what are they doing [17].

3.4 Clean and Healthy Life Skills Planning

Clean and healthy life skills must be planned so that the program can be implemented effectively. According to the majority of participants, planning for clean and healthy Life skills might be accomplished by enhancing teachers' knowledge of health and nutrition, conducting training, and developing learning models. This can be seen from the results of the following interview:

"The plan that the unit needs to carry out is to equip teachers with knowledge of nutritional health so they can explain it to children and make nutritional health a habit, as well as provide interesting learning models and media to introduce nutritional health to children." (P1)

"Plans to further improve by conducting health training for teachers" (P3)

This is consistent with research indicating that project-based learning planning can have a major impact on young children's ability to perceive environmental cleanliness in terms of clean and healthy lifestyles [18]. Apart from that, health education using PHBS fairy tales is also an effective medium in increasing children's knowledge and attitudes so that children can prevent various diseases, not only protecting themselves but also others [13]. Additionally, this research revealed that hand washing dance exercises given to young children by instructors stimulate their cognitive, affective and psychomotor components. Cognitively, children know when they want to wash the hands, the advantages of hand washing with soap and the correct order to wash hands. It is known the children can use soap to wash their hands, don't waste water when washing their hands, are happy and want to line up when washing

their hands, want to dry their hands with a towel or handkerchief and put the tissue inside trash can. Additionally, at the psychomotor level, we know that early childhood can go through the steps of proper handwashing [19]. Furthermore, efforts and plan to introduce clean and healthy life skills and prevention disease to child small for five years is an important strategy for reduce disease in the future [20]

3.5 The Lack of Implementation of Clean and Healthy Life Skills

According to the findings of interviews, the implementation of Clean and Healthy Life Skills is still modest and has not been applied adequately due to a lack of a particular learning model, a lack of media, and a lack of time. This is comparable to the following interview quote:

"Implementation of Clean and Healthy Life Skills where I teach has been carried out and has provided a UKS, a place to wash hands, however, the introduction of Health activities in the learning process to children is still rarely done because there is no special time and lack of media to introduce them to children" (P2)

The result of student observations show that Clean and Healthy Life Skills that are carried out are still limited to direct practice using school facilities when washing hands before entering class in the washbasin provided, however, interesting learning models and media have not been found to improve clean Life skills among students. children, and indeed this has not been carried out routinely and on a schedule for Clean and Healthy Life Skills. Clean and Healthy Life Skills activities are only carried out when there is a visit from a health worker or incidentally at school without using a learning model. The lack of implementation needs special attention and its in line with the study results which revealed that there are still many young children who do not know Clean and Healthy Life Skills due to the lack of delivery of material through their parents. and the environment for young children [8]. Considering the importance of clean and healthy living skills, learning materials actually need to be introduced to ealy childhood 5-6 years old are about child growth and development, health mouth, prevention safety and injury, park play, water, health emotional, positive self, emotion, responsibility, stress management, cleanliness and order self, healthy eating and nutrition, its importance sleep, important of activity physical, control disease and prevention, health and safety environment as well as skills protection our self, and the others [21].

3.6 Strategy for Improving Clean and Healthy Life Skills

The findings of the interviews indicate that strategies are required to improve Clean and Healthy Life Skills. The majority of participants agreed that a child-centered learning paradigm, such as project-based learning, that provided children with direct and active learning opportunities, raised teacher knowledge, and required the use of engaging learning resources, could be implemented. The following are excerpts from several participant interviews:

"What is needed to improve Clean and Healthy Life Skills is designing a learning model that gives children direct and active opportunities in learning, increasing teacher knowledge, using learning media, and facilitating health and nutrition habituation activities" (P1).

"Schools should facilitate learning models and activities to introduce health to children" (P3).

The importance of using learning models and media in "Clean and Healthy Life" skills has been proven that "Project-Based Learning" (PjBL) learning model can teach young children about clean and healthy Life. It is supported by various studies [12]. Development of 21st century skills is receiving increasing attention as a means of improving the quality of teacher [22]. One of the learning models has effect on early childhood's ability to understand environmental cleanliness is PjBL models by creating high-quality interaction between teachers and early childhood to improving thinking skills to understand hygiene in terms of clean and healthy Life Skills includes: Ability to understand toilet cleanliness, don't throw away garbage, understand how to protect yourself from mosquito and the others [18]. Furthermore, the usage of the Snakes and Ladders Game Innovation media revealed a shift in understanding about dental and oral health among children in orphanages following counseling using the snakes and Ladders game media. The snakes and Ladders game is intended to serve as an excellent alternative to dental health education media for children, assisting them in receiving dental health education [23]. The results of other research also show that learning using the active educational board media Kutus PHBS can increase children's knowledge and behavior towards PHBS related to balanced nutritional patterns and good physical activity so that it can prevent childhood obesity [24]. The other research show that learning model can applied for increase life and healthy life skill that is with apply and synthesize movement literacy schools are encouraged government through stages habituation, development, and learning in context health. Steps to appilacate service early childhood healthy must consider context development service and needs of early childhood healthy[2]. Based on the research findings and past research, it is clear that engaging learning models and media are critical for improving children's clean Life skills at an early age.

5 Conclusion

This qualitative research concluded that it is critical for nurturing clean and healthy Life skills in early infancy. As a result, ECE units must develop strategies for clean and healthy Life skills programs. According to the findings of this study, there is still a lack of implementation of clean and healthy Life skills due to a lack of teacher knowledge and a lack of special learning to instill clean and healthy Life skills. Aside from that, there are still many children who are not yet trained in clean and healthy Life, thus a child-centered learning model with engaging media is required as a method for enhancing clean and healthy Life skills in children at an early age.

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