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IMPLEMENTATION OF CLEAN AND HEALTHY LIVING BEHAVIORS IN SHAPING EARLY CHILDHOOD CHARACTER AT TK NEGERI PEMBINA TELLUWANUA, PALOPO CITY

PENERAPAN PERILAKU HIDUP BERSIH DAN SEHAT DALAM MEMBENTUK KARAKTER ANAK USIA DINI DI TK NEGERI PEMBINA TELLUWANUA, KOTA PALOPO

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Abstract

This study aimed to describe the implementation of Clean and Healthy Living Behaviors (Perilaku Hidup Bersih dan Sehat/PHBS) at TK Negeri Pembina Telluwanua, Palopo City, in shaping early childhood character, and to analyze how PHBS implementation contributes to the formation of early childhood character in the aspects of discipline, responsibility, independence, and environmental awareness. This study employed a qualitative approach with a descriptive design. The research informants consisted of teachers, students, and parents at TK Negeri Pembina Telluwanua, Palopo City. Data collection techniques included observation, interviews, and documentation. Data analysis employed data reduction, data presentation, and conclusion drawing, validated through source and technique triangulation. The results demonstrated that PHBS has been well implemented through various routine habituation activities, including handwashing before eating and drinking, proper waste disposal, maintaining personal and nail hygiene, proper toilet use, physical activities, and maintaining school environmental cleanliness through community service. The success of PHBS implementation was supported by the active role of teachers, the provision of facilities and infrastructure, and cooperation between the school and parents. PHBS implementation was found to effectively shape early childhood character in the aspects of discipline, responsibility, independence, and environmental awareness.

Keywords : Clean and Healthy Living Behavior, Early Childhood Character, Early Childhood Education.

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Abstrak

Penelitian ini bertujuan untuk mendeskripsikan penerapan Perilaku Hidup Bersih dan Sehat (PHBS) di TK Negeri Pembina Telluwanua, Kota Palopo, dalam membentuk karakter anak usia dini, serta menganalisis bagaimana penerapan PHBS berkontribusi terhadap pembentukan karakter anak usia dini dalam aspek kedisiplinan, tanggung jawab, kemandirian, dan kepedulian terhadap lingkungan. Penelitian ini menggunakan pendekatan kualitatif dengan desain deskriptif. Informan penelitian terdiri dari guru, peserta didik, dan orang tua di TK Negeri Pembina Telluwanua, Kota Palopo. Teknik pengumpulan data meliputi observasi, wawancara, dan dokumentasi. Analisis data dilakukan melalui reduksi data, penyajian data, dan penarikan kesimpulan, yang divalidasi menggunakan triangulasi sumber dan teknik. Hasil penelitian menunjukkan bahwa PHBS telah diterapkan dengan baik melalui berbagai kegiatan pembiasaan rutin, seperti mencuci tangan sebelum makan dan minum, membuang sampah pada tempatnya, menjaga kebersihan diri dan kuku, menggunakan toilet dengan benar, melakukan aktivitas fisik, serta menjaga kebersihan lingkungan sekolah melalui kegiatan kerja bakti. Keberhasilan penerapan PHBS didukung oleh peran aktif guru, penyediaan sarana dan prasarana, serta kerja sama antara pihak sekolah dan orang tua. Penerapan PHBS terbukti efektif dalam membentuk karakter anak usia dini pada aspek kedisiplinan, tanggung jawab, kemandirian, dan kepedulian terhadap lingkungan.

Kata Kunci : Perilaku Hidup Bersih dan Sehat, Karakter Anak Usia Dini, Pendidikan Anak Usia Dini.

1. INTRODUCTION

Cleanliness is a responsibility that must be upheld in daily life, ranging from maintaining personal hygiene to caring for the surrounding environment. Cleanliness reflects individual health; an unclean environment can compromise one's well-being and potentially cause diseases that affect quality of life. This is particularly important for children, as they still require significant guidance in understanding the importance of maintaining cleanliness from an early age.

Clean and Healthy Living Behavior (Perilaku Hidup Bersih dan Sehat/PHBS) is a social initiative aimed at empowering individuals within communities to become agents of change, thereby improving the quality of daily behaviors to achieve a clean and healthy lifestyle (Harianto & Husin, 2020). The formation of healthy habits through PHBS education in early childhood can produce significant long-term impacts on both individual and environmental health (Yunita et al., 2023). According to research by the World Health Organization (WHO), children who are taught to wash their hands with soap, avoid contaminated food, and maintain environmental cleanliness have a lower risk of experiencing health problems caused by infections.

In Islamic character education, the values of discipline, responsibility, and modesty are integral aspects of Islamic morality that, when instilled from an early age, can shape a generation resilient enough to face various challenges of the times (Arifuddin & Ilham, 2020). PHBS implementation can serve as an effective means of instilling these values in early childhood. PHBS involves daily practices such as handwashing, maintaining environmental cleanliness, and healthy eating patterns, which not only support physical health but also build character through direct experience.

Based on Indonesia's health profile in 2024, diarrheal disease remains a significant contributor to mortality rates in Indonesia, particularly among children under five (Dinas Kesehatan, 2024). One of the primary causes of diarrhea is the lack of PHBS implementation in both school and household environments (Istiqomah et al., 2024). This condition underscores the critical importance of implementing PHBS from an early age.

Based on observations conducted at TK Negeri Pembina Telluwanua, Palopo City, concerning phenomena were identified regarding children's personal hygiene. Several children appeared to pay insufficient attention to cleanliness, such as not trimming their nails, not cutting their hair, and playing in dirty areas. These issues not only affect children's physical health but may also influence their social and emotional development.

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PHBS implementation in shaping early childhood character can be measured through several key indicators, namely discipline, responsibility, environmental awareness, and independence (Ratnawatiningsih & Hastuti, 2022). These indicators are interconnected and grounded in Islamic values that help children develop noble character from an early age. Therefore, this study aimed to: (1) describe the implementation of PHBS at TK Negeri Pembina Telluwanua, Palopo City, in shaping early childhood character; and (2) analyze how PHBS implementation contributes to the formation of early childhood character, particularly in the aspects of discipline, responsibility, independence, and environmental awareness.

2. RESEARCH METHOD

This study employed a qualitative approach with a descriptive design that is flexible and focuses on depicting social phenomena occurring within the research scope. The descriptive qualitative approach was selected because it enables the researcher to capture data narratively and contextually regarding the behaviors, perceptions, and challenges faced by research subjects (Jailani, 2023).

This research was conducted at TK Negeri Pembina Telluwanua, Palopo City, South Sulawesi Province, from December 2025 to March 2026. TK Negeri Pembina Telluwanua was established in 2005 and has obtained B accreditation. It is currently led by Mrs. Hamriah, S.Pd.I, with five teaching staff members.

Table 1. Teaching Staff Data of TK Negeri Pembina Telluwanua

No	Name	Employee ID (NIP)	Position
1	Hamriah, S.Pd.I	198006272007012009	School Principal
2	Nurdaliah, S.Ag	197512012008012010	Class A2 Teacher
3	Elfiani, S.Pd	199606232020122003	Class B2 Teacher
4	Idah Lubah, S.Pd	197307052025212025	Class B1 Teacher
5	Elma Sabrina Putri, S.Pd	-	Class A1 Teacher

Source: Teacher Data of TK Negeri Pembina Telluwanua, Palopo City

The research focus was to understand how cleanliness and health values were implemented by teachers at the school, how children responded to the habituation process, and the extent to which PHBS habits influenced the formation of children's character in the aspects of discipline, responsibility, independence, and environmental awareness.

Data sources consisted of primary and secondary data. Primary data were obtained through direct observation, in-depth interviews, and documentation. Secondary data were obtained from school documents, literature, and academic journals. Research informants included the school principal, Class B1 and B2 teachers, students aged 5–6 years, and parents of students.

Data collection techniques included: (1) semi-structured interviews with teachers and parents; (2) participatory observation of PHBS activities at the school; and (3) documentation in the form of activity photographs, school policy documents, and assessment instruments. Data analysis employed the Miles and Huberman model consisting of three stages: data reduction, data presentation, and conclusion drawing. Data validity was tested through source triangulation and technique triangulation (Nurfajriani et al., 2024).

3. RESULT AND DISCUSSION

1. Implementation of PHBS at TK Negeri Pembina Telluwanua, Palopo City

Based on the research findings, the implementation of Clean and Healthy Living Behaviors (PHBS) at TK Negeri Pembina Telluwanua, Palopo City, has been carried out through various habituation activities conducted routinely in students' daily lives. These activities included accustoming children to washing their hands before eating and drinking, disposing of waste properly, maintaining nail and body hygiene, using the toilet correctly, participating in gymnastics and physical exercise, and maintaining school environmental cleanliness through community service activities.

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PHBS implementation was carried out through methods of habituation, role modeling, supervision, and continuous guidance by teachers.

Interviews with the School Principal (Mrs. H) revealed that the school had implemented PHBS by providing guidance to students to always wash their hands before meals and to bring nutritious, healthy food from home, while prohibiting children from bringing candy or chocolate to school. The school also provided various supporting facilities such as water taps, soap, and hand towels. Additionally, a School Health Unit (UKS) inspection program was conducted periodically to assess the completeness of school health facilities.

The Class B2 Teacher (Mrs. E) explained that PHBS habituation began the moment students arrived at school. Children were accustomed to greeting teachers, removing their shoes and storing them neatly, and placing their bags in the classroom before playing. The school did not provide a canteen as part of its policy to control the types of food and beverages consumed by students, thereby accustoming children to bringing packed lunches from home. Teachers also continuously supervised students while at school, particularly during break times.

Table 2. Observation Results of PHBS Implementation by Teachers

No	Observed Aspect	Behavioral Indicator	Field Notes
1	Handwashing habituation	Teacher guides children to wash hands before/after activities	Teacher directed children to wash hands with soap before eating and after playing
2	Teacher role modeling	Teacher demonstrates clean and healthy living	Teacher was observed disposing waste properly and washing hands together with children
3	Behavioral reinforcement	Teacher provides praise/correction regarding PHBS	Teacher praised children who maintained cleanliness and corrected those who did not
4	Integration into learning	PHBS incorporated into learning activities	Teacher introduced the importance of cleanliness through songs and stories about healthy living
5	Hygiene monitoring	Teacher monitors children's personal and environmental cleanliness	Teacher checked nail cleanliness and clothing neatness before lessons began

Table 3. Observation Results of Children's PHBS (Actual Behaviors)

No	PHBS Aspect	Behavioral Indicator	Behavioral Description
1	Personal hygiene	Child washes hands correctly	Most children washed hands with soap before eating without being reminded
2	Personal neatness	Clean nails and tidy hair	Children arrived at school with clean clothing and tidy hair
3	Environmental cleanliness	Disposes waste in designated bins	Children disposed of food wrappers in waste bins after finishing their meals
4	Healthy living habits	Brings healthy packed lunch/maintains eating utensils	Children brought healthy packed lunches from home and stored eating utensils properly
5	Response to rules	Complies with school hygiene rules	Children followed classroom cleanliness rules and queued when washing hands

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The success of PHBS implementation was supported by several important factors. First, the active role of teachers in providing guidance, mentoring, supervision, and role modeling to students. Teachers not only gave instructions but also provided direct examples through their daily behavior. Second, the provision of supporting facilities and infrastructure such as water taps, handwashing soap, clean toilets, and an adequate School Health Unit (UKS) room. This aligns with the Indonesian Ministry of Health (2024), which states that the success of PHBS implementation in school environments is significantly influenced by adequate physical environmental support. Third, cooperation between the school and parents through socialization at the beginning of the academic year regarding the importance of providing children with healthy food and maintaining children's personal hygiene at home.

Nevertheless, several obstacles were encountered in PHBS implementation. The Class B2 Teacher revealed that some children had not yet followed hygiene inspection guidelines, citing reasons such as forgetting or parents not having had time to trim their nails. Other challenges included children who still frequently forgot to wash their hands and disposed of waste improperly. However, these conditions are understandable given that early childhood children are still in the developmental and habit-formation stage.

2. Formation of Early Childhood Character through PHBS Implementation

The implementation of PHBS at TK Negeri Pembina Telluwanua, Palopo City, was not only aimed at maintaining students' health but also played a role in shaping early childhood character. Based on the research findings, four character aspects were formed through PHBS implementation: discipline, responsibility, independence, and environmental awareness.

a. Discipline

Disciplinary character was evident from children's habits of following the rules and routines established at school. Based on interviews with the Class B1 Teacher (Mrs. I), PHBS had a significant influence on children's discipline because students were taught to dispose of waste in designated bins, maintain nail cleanliness, and maintain overall personal hygiene. Children were accustomed to following established rules, such as arriving on time, washing hands before meals, disposing of waste properly, and returning play equipment after use. Initially, some children still needed reminders, but because these practices were performed daily, they gradually became accustomed and could do them independently.

These findings align with B.F. Skinner's operant conditioning theory, which posits that behavior can be shaped through positive reinforcement such as praise or rewards when children consistently perform healthy behaviors (Tullah, 2020). This is also supported by Thomas Lickona's (2023) assertion that discipline is one of the character traits that can be formed through the process of habituation and consistent repetition of positive behaviors in daily life.

b. Responsibility

There was an increase in children's sense of responsibility following PHBS implementation. The Class B1 Teacher revealed that previously, some students lacked awareness in disposing of waste properly; however, after PHBS implementation, a sense of responsibility began to emerge in students regarding waste disposal in designated bins. Children also began to understand that after playing, toys must be returned to their places, and if there was waste, it should be disposed of in waste bins.

These findings align with Lickona's (2024) view that responsible character is demonstrated through an individual's awareness in fulfilling obligations and maintaining the surrounding environment. Through continuous PHBS habituation, children began to understand that maintaining cleanliness is every individual's responsibility.

c. Independence

Students began demonstrating independence in various activities following PHBS implementation. The Class B1 Teacher revealed that children had started becoming independent—putting on socks and shoes by themselves and washing their hands without needing to be reminded. Teachers provided opportunities for children to perform activities independently, such as washing

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hands, putting on shoes, retrieving eating utensils, and tidying their belongings, while teachers remained available for guidance without directly helping before the child attempted the task first.

This aligns with Hurlock's (2023) assertion that children's independence develops through opportunities given to children to perform various activities on their own and through repeated habituation. Providing children with opportunities to perform activities independently can foster self-confidence and the ability to avoid constant dependence on others.

d. Environmental Awareness

PHBS implementation also contributed to forming environmental awareness among early childhood children. Community service activities conducted every Friday included cleaning the school environment, pulling weeds, and sweeping the school yard. Children were also taught to care about cleanliness; when they saw waste, they were directed to pick it up and dispose of it in waste bins. Some children had even begun reminding their peers who disposed of waste improperly.

According to Samani and Hariyanto (2024), character education conducted through direct experience is more easily understood and applied by children in their daily lives. Environmental awareness is one form of character that must be instilled from an early age so that children develop awareness of protecting and preserving their surrounding environment.

Table 4. Observation Results of Character Formation through PHBS

Character Value	Indicator	Observed Behavior	Notes
Discipline	Performs PHBS routinely without reminders	Child washes hands before meals independently	Habits have begun forming in most children
Responsibility	Cares for self and environment	Child cleans desk after use	Child shows concern for classroom cleanliness
Independence	Performs personal hygiene independently	Child wears and tidies eating utensils independently	Child is able to perform activities without teacher assistance
Environmental Awareness	Reminds peers to maintain cleanliness	Child corrects peers who dispose of waste improperly	Mutual reminding behavior observed among peers

The success of character formation through PHBS was inseparable from the roles of teachers and parents. Teachers served as mentors and role models, while parents supported the application of these habits at home. According to Mulyasa (2023), the success of student character formation is significantly influenced by the consistency of habituation carried out across various environments where children interact. The synergy between school and family is a crucial factor because the character education process occurs not only in the school environment but also within the family setting (Trianto, 2025).

Overall, these findings align with Albert Bandura's Social Learning Theory, which emphasizes that most human learning occurs in social environments through observation and imitation (Tullah, 2020). Through consistent PHBS habituation, children learn from examples set by teachers and internalize character values into actual behavior. This is also consistent with Thomas Lickona's (2025) assertion that character education is a deliberate effort to help individuals understand, love, and practice moral values in daily life through the aspects of moral knowing, moral feeling, and moral action.

4. CONCLUSION

Based on the research findings, the following conclusions can be drawn:

First, the implementation of Clean and Healthy Living Behaviors (PHBS) at TK Negeri Pembina Telluwanua, Palopo City, has been well implemented through various routine habituation

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activities in students' daily lives. PHBS was implemented through handwashing before eating and drinking, proper waste disposal, maintaining personal and nail hygiene, proper toilet use, physical activities such as gymnastics and exercise, and maintaining school environmental cleanliness through community service activities. The success of PHBS implementation was supported by the active role of teachers in providing guidance, mentoring, supervision, and role modeling; the provision of supporting facilities and infrastructure; and cooperation between the school and parents.

Second, PHBS implementation was effective in shaping early childhood character in the aspects of discipline, responsibility, independence, and environmental awareness. Disciplinary character was formed through habituation of routinely following hygiene rules. Responsible character was evident from children's increasing awareness of maintaining personal and environmental cleanliness. Independence developed through providing children with opportunities to perform hygiene activities on their own. Environmental awareness was formed through community service activities and the habituation of mutual reminding among peers.

Recommendations include: (1) schools should continue to maintain and enhance PHBS programs through more varied and engaging habituation activities; (2) teachers should continue providing role modeling and sustained reinforcement; (3) parents should cooperate with the school in habituating PHBS at home; and (4) future researchers should expand research with broader scope across different educational levels and locations.

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