



Analysis of the Clean and Healthy Lifestyle Program Implementation in the City of Mataram

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ABSTRACT

The Importance of Early Childhood Education (ECE) in shaping clean and healthy living behaviors. The health and cleanliness aspects of children are crucial elements in the formation of physical and spiritual development. Kindergartens (TK) are considered to have a central role in creating positive environments and habits related to cleanliness and health. However, evaluation results indicate that its implementation has not been optimal, especially after the COVID-19 pandemic period, precisely in the years 2023-2024. Understanding the urgency of this issue is paramount. Early childhood is a critical period for the establishment of lifelong habits, and the impact of health and cleanliness practices during this time resonates throughout one's life. This research aims to shape and implement the PHBS program in the Selaparang district. The research method used is a quantitative research survey method. Respondents in this study consist of school principals. Data collection techniques in this study are through questionnaires and interviews. Based on the research results, it can be known that the form of PHBS program implementation consists of two main categories, namely personal hygiene and environmental cleanliness. The average final scores for the implementation of personal hygiene category (92%) and environmental cleanliness (96%) thus the overall average implementation (93%) falls under the category of excellent. Thus showing that the PHBS program as a whole has been successfully implemented well. This has the potential to have a positive impact on the health and well-being of children in the kindergarten.

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1. INTRODUCTION

Early Childhood Education (ECE) as regulated in Law Number 20 of 2003 Article 1, is an effort for children from birth to six years old, to provide guidance and teaching stimulation to support physical and spiritual growth and development. The success of this education depends greatly on the attention given to the health and cleanliness aspects of children, considering both play crucial roles in children's ability to learn and grow optimally (Mardhiati, 2019). During this age, children are vulnerable to diseases because their immune systems are not fully mature like adults. This emphasizes the importance of shaping clean and healthy living behaviors from an early age (Aulina & Astutik, 2018).

In line with this, Kindergartens (TK) play a central role in creating positive environments and forming positive habits related to cleanliness and health. The early phase of a child's life in TK, often referred to as the golden age, is a crucial time for shaping healthy living habits (Mardiana et al., 2022; Liginia et al., 2022). Therefore, creating a supportive learning environment, providing examples, and implementing positive practices related to cleanliness and health are key to children's optimal development (Yulianto, 2016). Key aspects to be considered include environmental cleanliness, personal hygiene, and the introduction of healthy eating patterns as an important part of creating a healthy and comfortable learning and playing atmosphere (Julianti et al., 2018).

TK's have a key responsibility in providing education and positive examples related to environmental cleanliness, personal hygiene, and healthy eating habits to children (Ismail, 2021). Health has a significant influence on child development, and children who are accustomed to clean and healthy lifestyles from an early age tend to grow well, adapt to their environment, and experience enjoyable childhoods (Khaeriyah & Kurniawaty, 2022).

Efforts to prevent various diseases and improve the quality of human resources involve instilling good behaviors in young children. One of these efforts is the implementation of the Government program called Clean and Healthy Living Behavior (PHBS), as regulated in the Regulation of the Minister of Health of the Republic of Indonesia Number 2269/MENKES/PER/XI/2011. This regulation provides guidelines and procedures for promoting clean and healthy living behaviors in society (Agus et al., 2023).

However, a comprehensive evaluation of the PHBS program, based on Riskesdas data from 2013 and 2018, shows that the program has not yielded satisfactory results. During the COVID-19 pandemic period from 2020 to 2022, there was a significant increase in the implementation of clean and healthy living behavior programs, in line with studies conducted in 2021 (Karuniawati & Putrianti, 2020). However, after the pandemic, the implementation of healthy living behavior programs in schools, especially in TKs, experienced a significant decline (Karlina et al., 2021). Habits such as handwashing, maintaining physical distance, and wearing masks are no longer prioritized during the pandemic (Anhusadar & Islamiyah, 2020).

This change is directly related to the impact of the COVID-19 pandemic, which altered the dynamics of daily life at schools. During the pandemic, implementing this program became a top priority to reduce the risk of virus transmission in school environments (Tabi'in, 2020). However, after the pandemic phase ended, society tended to relax compliance with health protocols (Karuniawati & Putrianti, 2020). Healthy living behavior programs should not only be implemented during crises but also integrated into daily activities at schools, especially in TKs (Hayati & Fatmalia, 2021). This program forms the basis of healthy living habits from an early age (Masykuroh, 2020).

Therefore, mapping the implementation of the Clean and Healthy Living Behavior (PHBS) Program in the Selaparang District is important. This area includes nine villages covering an

area of 10.77 km² and a population of 75,509 people. There has been no specific research conducted regarding the implementation of the PHBS program in the Selaparang District, thus information and data related to this matter are inadequate. Understanding this background, the author is interested in further investigating the implementation of clean and healthy living behaviors in TK's in the Selaparang District after the end of the COVID-19 pandemic, precisely in 2024.

2. METHODS

This research follows a quantitative approach using surveys. Defines surveys as a method to collect data about past or current events (Apriliawati, 2020). The study was conducted in kindergartens across the Selaparang Sub-district in Mataram City, West Nusa Tenggara Province. The participants were 18 school principals. Data was gathered through questionnaires and interviews. The collected data was analyzed by converting it into percentages to understand the implementation of the PHBS program (Sanusi & Wulandari, 2020). Descriptive quantitative analysis was used for data processing, supplemented by interview findings presented as descriptions, aiding in conclusions.

3. RESULTS AND DISCUSSION

The research was conducted in the Selaparang Sub-district, Mataram City, specifically in kindergarten institutions. The research was carried out in January 2024. Data collection for this study was done using questionnaires distributed in kindergarten institutions. The research sample consisted of 18 school principals located in the Selaparang Sub-district, Mataram City. The activities aimed to map the implementation of the clean and healthy living behavior program in kindergartens across the Selaparang Sub-district. Based on the research results from questionnaires and interviews, it was found that the implementation of clean and healthy living behavior consists of two categories: personal hygiene and environmental cleanliness (Zuniarsih et al., 2021). The percentage results obtained are as follows:

3.1. The data shows the results of the implementation of the Clean and Healthy Living Behavior Program regarding personal hygiene.

The following insights highlight the effectiveness of the Clean and Healthy Living Behavior Program, particularly focusing on personal hygiene. The data in **Table 1** below showcases the average percentages for various aspects of the program, providing a comprehensive view of the successful implementation of practices crucial for the well-being of the children.

Table 1. Data on the Results of Implementing Personal Hygiene Program

Personal Hygiene Program	Average Percentage
Washing hands with soap under running water	97%
Dental hygiene	91%
Inspection of fingernails, toenails, and hands	94%
A healthy and nutritious diet	91%
Toilet training	88%
Regular physical exercise	92%
Early detection of growth and development	91%
Average	92%

The table above shows the average scores for each indicator of environmental cleanliness. The first indicator, handwashing with soap under running water in 18 kindergartens across the Selaparang Sub-district, obtained the following results: The first statement, schools implementing handwashing programs before and after activities scored 97%. The second statement, schools having handwashing facilities equipped with soap also scored 97%. The third statement, schools having easily accessible, adequate, well-maintained, and clean handwashing facilities scored 97%. Thus, the average percentage obtained was 97%, categorized as excellent.

The second indicator, Dental Hygiene in the 18 kindergartens across the Selaparang Sub-district, obtained the following results: The first statement, schools implementing dental hygiene programs scored 92%. The second statement, schools with regular dental hygiene activities scored 89%. The third statement, schools collaborating with relevant parties for dental health check-ups scored 93%. Thus, the average percentage obtained was 91%, categorized as excellent.

The third indicator, Nail and Foot Inspection, in the 18 kindergartens across the Selaparang Sub-district, obtained the following results: The first statement, schools having regular nail and foot inspection activities scored 94%. The second statement, schools always monitoring children's nail and foot cleanliness scored the same, 94%. Thus, the average percentage obtained was 94%, categorized as excellent.

The fourth indicator, Healthy and Nutritious Eating, in the 18 kindergartens across the Selaparang Sub-district, obtained the following results: The first statement, schools providing additional food for children scored 90%. The second statement, schools requiring children to bring lunch from home scored 92%. Thus, the average percentage obtained was 91%, categorized as excellent.

The fifth indicator, Toilet Training, in the 18 kindergartens across the Selaparang Sub-district, obtained the following results: The first statement, children receiving teachings on the proper way to urinate and defecate scored 92%. The second statement, children receiving guidance on cleaning their genital area after urination and defecation properly scored 85%. Thus, the average percentage obtained was 88%, categorized as excellent.

The sixth indicator, Regular Exercise Activities, in the 18 kindergartens across the Selaparang Sub-district, obtained the following results: The first statement, schools having regular exercise activities scored 92%. The second statement, schools consistently conducting physical activities scored 92%. Thus, the average percentage obtained was 92%, categorized as excellent.

The seventh indicator, Early Detection of Growth and Development, in the 18 kindergartens across the Selaparang Sub-district, obtained the following results: The first statement, schools having regular weight measurement activities scored 90%. The second statement, schools having regular height measurement activities scored 92%. The third statement, schools having regular head circumference measurement activities scored 92%. Thus, the average percentage obtained was 91%, categorized as excellent. Overall, for the clean and healthy living behavior program regarding personal hygiene, the overall average obtained was 92%, categorized as excellent.

3.2 The results of the Environmental Cleanliness Program Implementation in Kindergartens throughout Selaparang District

The effectiveness of the Environmental Cleanliness Program in kindergartens across Selaparang District is pivotal for fostering a healthy and conducive learning environment. The

subsequent table illustrates the average percentages attained in key areas of the program, emphasizing the successful implementation of practices crucial for ensuring cleanliness and hygiene within the kindergarten settings. The data on the results of environmental cleanliness program implementation applied are as follows in **Table 2**.

Table 2. Data on the Results of Environmental Cleanliness Program Implementation

Environmental Cleanliness Program	Average Percentage
Disposing of Trash Properly	96%
Clean and Healthy Toilets	94%
Habit of Tidying Up After Activities	97%
Average Percentage	96%

The table above shows the average scores for each indicator of environmental cleanliness. The first indicator, Proper Waste Disposal, in 18 kindergartens across the Selaparang Sub-district, obtained the following results: The first statement, schools providing easily accessible and adequate trash bins scored 96%. The second statement, schools teaching children about the importance of disposing of trash properly scored 96%. Thus, the average percentage obtained was 96%, categorized as excellent.

The second indicator, Clean and Healthy Toilets, in 18 kindergartens across the Selaparang Sub-district, obtained the following results: The first statement, school restrooms undergoing regular cleaning processes to ensure cleanliness scored 94%. The second statement, school toilet facilities equipped with water, soap, and cleaning tools to ensure user hygiene scored 94%. Thus, the average percentage obtained was 94%, categorized as excellent.

The third indicator, Tidying Up After Activities, in 18 kindergartens across the Selaparang Sub-district, obtained the following results: The first statement, schools instilling habits in children to always tidy up after activities scored 97%. The second statement, schools directing children to clean play areas after use scored 96%. Thus, the average percentage obtained was 97%, categorized as excellent. Overall, for the clean and healthy living behavior program regarding personal hygiene, the overall average obtained was 96%, categorized as excellent.

3.3. Data on the Implementation Results of Personal Hygiene Program

Implementation of a personal hygiene program has an important role in forming clean and healthy living habits, especially at the early childhood education level such as Kindergarten (TK). With a focus on personal hygiene, this program aims to teach children basic personal hygiene principles. In its implementation, the following results were obtained in **Table 3**.

Table 3. Data on the Implementation Results of Personal Hygiene Program

School	Percentage of Program Implementation						
	Washing hands with soap and running water	Dental Hygiene	Inspection of Fingernails and Toenails	Healthy and Nutritious Food	Toilet Training	Regular Exercise Activities	Developmental Screening
TK Do Re Mi	100%	100%	100%	100%	88%	100%	100%
TK Angkasa	100%	75%	75%	75%	75%	75%	83%
TK Al-Yaqut Nw Mataram	75%	75%	75%	75%	75%	75%	75%
TK Pertiwi Monjok	100%	83%	100%	75%	75%	75%	75%
TK IT Nurul Hikmah	75%	75%	75%	75%	75%	63%	75%
TK Sandat Kuning	100%	83%	100%	88%	100%	100%	100%
TK Putra 1 Mataram	100%	100%	100%	100%	88%	100%	100%
TK Mataram YPRU	100%	100%	100%	100%	88%	100%	100%
TK Umar Al Faruq	100%	100%	100%	100%	100%	100%	100%
TK Al Iqra Mataram	100%	100%	100%	100%	100%	100%	100%
TK Negeri Pembina Mataram	100%	100%	100%	100%	100%	88%	100%
TK Kartini Mataram	100%	100%	100%	88%	88%	100%	92%
TK Aisyiyah Bustanatul Athfal 2	100%	75%	100%	88%	88%	75%	75%
TK IDHATA Mataram	100%	100%	75%	100%	88%	100%	92%
TK Masyitah Muslimat NU	100%	92%	100%	88%	75%	100%	100%
TK Green Yard School	100%	83%	100%	100%	100%	100%	75%
TK Adhyaksa 23	100%	100%	100%	100%	100%	100%	100%
TK Rinjani Unram	100%	100%	100%	88%	88%	100%	100%

The table above shows the percentage of each school regarding the implementation of the clean and healthy living behavior program for each indicator of environmental cleanliness. The first indicator, Handwashing with Soap under Running Water, from 18 kindergartens, 2 of them scored 75%, namely TK Al-Yaqut Nw Mataram and TK It Nurul Hikmah, while 16 kindergartens scored 100%. The second indicator, Dental Hygiene, from 18 kindergartens, 4 of them scored 75%, 3 of them scored 83%. One kindergarten scored 92%, and 10 kindergartens scored 100%. The third indicator, Nail and Foot Inspection, from 18 kindergartens, 4 of them scored 75%, while 14 of them scored 100%. The fourth indicator, Healthy and Nutritious Eating, from 18 kindergartens, 4 of them scored 75%, 5 of them scored 88%, and 9 of them scored 100%. The fifth indicator, Toilet Training, from 18 kindergartens, 5 of them scored 75%, 7 of them scored 88%, and 6 of them scored 100%. The sixth indicator, Regular Exercise Activities, from 18 kindergartens, 1 of them scored 63%, 4 of them scored 75%, 1 of them scored 88%, and 12 of them scored 100%. The seventh indicator, Early Detection of Growth and Development, from 18 kindergartens, 5 of them scored 75%, 1 of them scored 83%, 2 of them scored 92%, and 10 of them scored 100%.

3.4 Implementation Results of Environmental Cleanliness Program

The results of the Environmental Cleanliness Program implementation reveal efforts to create a clean and healthy learning environment. The following table depicts the average

percentages achieved in Kindergartens, illustrating the success of initiatives aimed at enhancing environmental cleanliness within the educational setting. In its implementation, the following results were obtained in **Table 4**.

Table 4. Implementation Data of Environmental Cleanliness Program

School Name	Percentage of Program Implementation		
	Disposing of Trash Properly	Clean and Healthy Toilets	Habit of Tidying Up After Activities
TK Do Re Mi	100%	100%	100%
TK Angkasa	100%	88%	100%
TK Al-Yaqut Nw Mataram	75%	75%	75%
TK Pertiwi Monjok	75%	88%	88%
TK It Nurul Hikmah	75%	75%	75%
TK Sandat Kuning	100%	100%	100%
TK Putra 1 Mataram	100%	100%	100%
TK Mataram Ypru	100%	100%	100%
TK Umar Al Faruq	100%	100%	100%
TK Al Iqra Mataram	100%	100%	100%
TK Negeri Pembina Mataram	100%	100%	100%
TK Kartini Mataram	100%	100%	100%
TK Aisyiyah Bustanatul Athfal 2	100%	88%	100%
TK IDHATA Mataram	100%	100%	100%
TK Masyitah Muslimat NU	100%	88%	100%
TK Green Yard School	100%	100%	100%
TK Adhyaksa 23	100%	100%	100%
TK Rinjani Unram	100%	100%	100%

The table above shows the percentage of each school regarding the implementation of the clean and healthy living behavior program for each indicator of environmental cleanliness. The first indicator, Proper Waste Disposal, from 18 kindergartens in the Selaparang Sub-district, 3 of them scored 75%, and 15 of them scored 100%. The second indicator, Clean and Healthy Toilets, from 18 kindergartens, 2 of them scored 75%, 4 of them scored 88%, and 12 of them scored 100%. The third indicator Habit of Tidying Up After Activities from 18 kindergartens, 2 of them scored 75%, 1 of them scored 88%, and 15 of them scored 100%.

Based on the questionnaire data reinforced by interviews with 18 school principals in TK Selaparang Sub-district regarding the form and implementation of the clean and healthy living behavior program. With two main categories: personal hygiene and environmental hygiene implemented in the TK Selaparang Sub-district, the principals have a deep understanding of the Clean and Healthy Living Behavior Program (PHBS). This understanding is supported by contributions from various parties, such as experts, and healthcare workers like doctors, health centers, and clinics collaborating with schools. In addition, school principals also gain insights through training provided by the Mataram City Education Office, as well as participating in training and socialization related to PHBS.

The implementation of the Clean and Healthy Living Behavior Program (PHBS) shows that schools have actively collaborated with various stakeholders, creating strong synergy to support the success of the program (Pangestu et al., 2021). Schools collaborate with several

institutions such as TK Rinjani Unram, TK Adhyaksa 23 Mataram, TK IDHATA Mataram, and TK Aisyiyah Bustanatul Athfal 2 working with Dasan Agung Health Center. Similarly, TK Umar Al Faruq, TK Mataram YPRU, TK Putra 1 Mataram, and TK Sandat Kuning collaborate with Mataram Health Center. Collaboration is also carried out by TK Angkasa, TK Do Re Mi, and TK Al-Yaqut NW Mataram with Selaparang Health Center, as well as TK Al Iqra collaborating with Siloam Hospital.

Through this external collaboration, schools not only instill cleanliness values among students but also create a learning environment that supports overall health and well-being. In implementing the PHBS program regularly, schools involve various parties such as teachers and parents. The role of teachers in implementing PHBS in schools is significant. They act as models and examples for students, providing positive examples, explanations, and guidance. Meanwhile, the role of parents in implementing the Clean and Healthy Living Behavior Program (PHBS) is crucial and actively involved.

To support the implementation of PHBS in schools, TK Selaparang Sub-district has provided comprehensive and adequate PHBS facilities. Handwashing facilities are available in various areas, accompanied by soap, and hand towels, easily accessible to children. Trash bins are placed in various areas and every classroom. Bathrooms are separated between students and teachers. Some schools also have additional facilities such as disinfectant spraying, scales, and height measurement tools. Schools have also prepared special cleaning personnel to ensure cleanliness.

The implementation of the Clean and Healthy Living Behavior Program (PHBS) in TK Selaparang Sub-district is evaluated to ensure the success and improvement of the program. Evaluation of the PHBS program is carried out according to the agreement of the school parties, such as at the end of the semester, as done by TK Rinjani Unram, TK Masyitah Muslimat NU Mataram, TK Kartini Mataram, and TK Sandat Kuning. Evaluation is conducted during meetings with the teacher councils and foundations, such as TK Do Re Mi, TK Angkasa, TK Putra 1 Mataram, TK Mataram YPRU, TK Green Yard School Mataram, TK Adhyaksa 23 Mataram. Conversely, TK Umar Al Faruq evaluates daily activities after the children return from school. Some educational institutions, such as TK Negeri Pembina Mataram and TK Al Iqra Mataram, choose to involve the evaluation process in parenting sessions. However, it should be acknowledged that there are still schools that have not implemented evaluations in the application of PHBS.

4. CONCLUSION

The implementation of the Clean and Healthy Living Behavior Program (PHBS) in Kindergartens in the Selaparang Sub-district has two main categories: personal hygiene and environmental hygiene. Personal hygiene includes washing hands with soap under running water, dental hygiene, nail and foot inspection, healthy and nutritious food, toilet training, regular exercise activities, and early detection of growth and development. Meanwhile, the Environmental hygiene category consists of proper waste disposal, clean and healthy toilets, and healthy and nutritious food. The implementation of the PHBS program in kindergartens across Selaparang sub-district shows an "Excellent" category

The form of implementation of the PHBS program with the personal hygiene category, including handwashing with soap under running water with an implementation result of (97%), dental hygiene with an implementation result of (91%), nail and foot inspection with an implementation result of (94%), healthy and nutritious food with an implementation result of (91%), toilet training with an implementation result of (88%), regular exercise activities

with an implementation result of (92%), early detection of growth and development with an implementation result of (91%). Thus, the overall average implementation rate for personal hygiene indicators is (92%).

Meanwhile, the environmental hygiene category, including proper waste disposal with an implementation result of (96%), clean and healthy toilets with an implementation result of (94%), and healthy and nutritious food with an implementation result of (91%). Thus, the overall average implementation rate for environmental hygiene indicators is (96%), and the final average implementation rate for both personal hygiene and environmental hygiene is (93%) in the "Excellent" category.

This success illustrates that the implementation of PHBS is not just a routine activity but a collective commitment to creating a good, healthy learning environment and providing a holistic educational experience for students in kindergartens across Selaparang sub-district.

This success reflects the strong determination and dedication of schools to create an optimal learning environment, with a primary focus on cleanliness, health, and organization. The active role of teachers in implementing the PHBS program is the main foundation for achieving these positive results. Harmonious cooperation between teachers, students, and relevant parties creates a positive atmosphere, supporting the cultivation of clean and healthy values.

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6. AUTHORS' NOTE

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