

Development of Healthy Life Behavior Model in The Institution of Education

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ABSTRACT

Healthy Active lifestyle through 1) being fond of movement, 2) caring for one's own health, 3) caring for the health of others, and 4) caring for the environment, which is closely related to the government's commitment to the healthy life behavior program. The result shows that classes that carry out Healthy Active Living behavior resulted in an increase in students' physical fitness, while control classes that did not carry out Healthy Active Life behavior did not significantly increase physical fitness. There is a positive correlation between Healthy Active Life and physical fitness and health. How to live a healthy active life as a model for improving one's own health, common health, environmental health and fitness can be an important step to maintain health.

Keywords: Healthy Active Lifestyle, Personal Health, Physical Fitness Healthy Environment

INTRODUCTION

Good physical fitness is a basic asset for everyone, which make one to be able to do physical activity repeatedly for a long time relatively without causing significant fatigue. With such conditions, it will enable a person to be able to work productively, and not easily getting sick or suffer from disease. Besides, it makes people to learn more enthusiastic and passionate and to be able to perform optimally and be able to face challenges in their life. On the other hand, people who are less active or less mobile will experience various unpleasant conditions such as degenerative disease including diabetes mellitus, hypertension and obesity. Therefore, physical fitness is very crucial to have good and healthy life.

Measurement of the level of physical fitness, especially to students, is carried out regularly by the Center for Physical Quality Development, with the purpose to determine the status of students' physical fitness and at the same time to evaluate the success and failure of existing programs. The national measurement conducted in 1995 resulted in the physical fitness of students 38.2% Less and Very Less; 9.5 Good and Very Good and 52.3% Moderate. Measurement in 2005 showed that the physical fitness level of students was 56.4% Less and Very Less; 6.1% Good and Very Good and 37.5% Moderate.

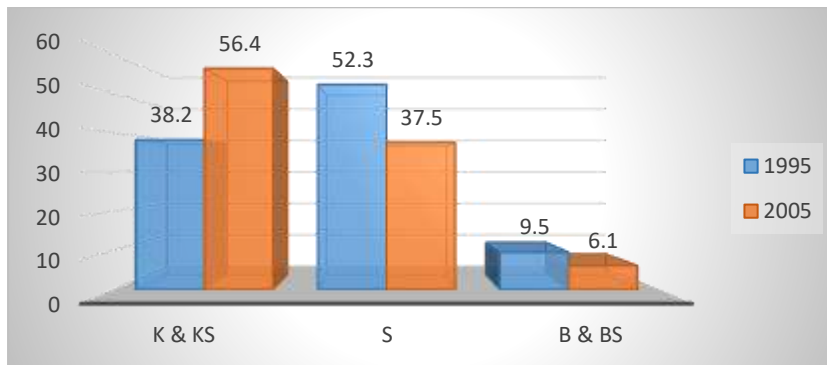


Figure 1: Level of Student Physical Fitness (1995 and 2005)

Based on the table above, the physical fitness level of students in the two assessments with a time difference of 10 years, did not show any significant changes, even there was a downward trend. Even though it is expected that in measuring the physical fitness level of students in 10 years period of time will have significant changes.

Moreover, the research result of the 2019 student exercise fitness test with bleep test (Balitbang, 2019), which described by the level of physical fitness 1= very low; 2 = very poor (less/KS); 3=poor (Less/K); 4=moderate (S); 5=good (B); 6=very good (BS); and 7=excellent (SBS) (center for policy research, 2019), shows that most students have a low level of physical fitness (SKS, KS, K, S), which is 55.2% and those who already have high fitness (B,BS,SBS) are 44.8%, as illustrated in Figure 1 below.

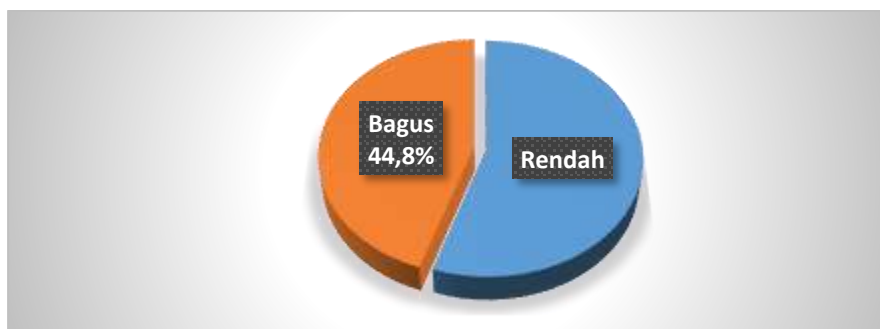


Figure 2. Level of Student Physical Fitness (2019)

An active and healthy life is the main requirement for a healthy and fit society. People who have been conditioned to live an active and healthy life will feel uncomfortable if they do not do physical activities and do not follow health principles. By repetitive physical activity and always following the principles of health, the body will adapt and be ready to act and work so that it is more productive. Therefore, to achieve a society with an active and healthy lifestyle, there should be an educational and civilizing efforts through various models based on the situation and conditions in each society. The physical fitness must be done continuously in human life style, which is developed through a process of education and civilization.

School is the right vehicle for educational and cultural efforts. This is very possible considering the school is a place that has a clear structure and rules, and has residents in which it is intended to make educational and civilizing efforts, both as subjects and objects. However, this does not mean that educational and civilizing efforts in school can just take place without obstacles. The variety of abilities, attitudes, and behaviors carried by each individual can make these educational and cultural efforts not as smooth as expected.

Cultivating Active and Healthy Lifestyle

According to the large Indonesian dictionary, culture is understood as: 1) a process, an act, a way to promote culture, 2) a process from a socio-cultural phenomenon to a custom or a stable institution. In this research, culture is defined as a process of habituation so that it becomes something that is always there at all times. Meanwhile, living an active and healthy life is intended as a living behaviour that likes to carry out physical activities or sports and follow health principles. Thus, what is meant by cultivating an active and healthy life in this study is an effort / process to make active and healthy living behaviour a daily habit that has been firmly embedded in every school member. There are two ways in developing the behaviour of students in schools, namely: (a) developing behavioural expectations, and (b) implementing behaviour expectations in general areas at school (Colvin, 2008: 48).

The healthy active life is to be active every day, 150 minutes per week, 3-5 times / week, has been shown to increase the degree of health.

The aspect and indicators of active and healthy life program aspects describe in Table 1.

Table 1 Aspects and Indicators of Active and Healthy Life Program

Aspect			
Like to move	Physically healthy	Physical fitness	<ul style="list-style-type: none"> - Running 50 meters - Running 800-1000meters - Jumping upright - Hanging bending elbows
		Exercise everyday/weekly monthly	<ul style="list-style-type: none"> - Basketball - football
		Before entering class, student must wash their hand, clean sweat with their towel, clean their foot	-
	Mentally healthy	Preparation for worhip	Practice Increasing quantity and quality of worhip
		Body health	- THT, eyes, teeth

Care for personal health	<ul style="list-style-type: none"> - Habit to breakfast - Attend the upacara bendera 		<ul style="list-style-type: none"> - Clean and healthy eating - Wash their hand before eating - Choose clean and healthy food
		Personal hygiene	<ul style="list-style-type: none"> - Students write and read with a distance of \pm 30 cm with the correct attitude. - Students brush their teeth at least 2 times a day - Students wash their hands every time they enter class to start lessons.
Care for common/public health	In the classroom	<ul style="list-style-type: none"> - Clean the classroom together - Create comfortable and conducive classroom for learning 	
	In the school	<ul style="list-style-type: none"> - Create clean, healthy, green, beautiful and comfortable school for learning - of courteous and harmonious relationships among school members. including: drinking, drugs, fights). 	<ul style="list-style-type: none"> - greetings, - smile, - communicate politely, - say thank you - apologize
Care for environmental health	Creating a clean, healthy, comfortable and safe classroom environment	Creating a clean, healthy, comfortable and beautiful environment outside the classroom	Creating a clean, healthy, green, beautiful and comfortable school environment for learning.

The basic characteristics of schools' proactive discipline enforcement plan are as follows: 1) behaviour can be instilled in a person if placed in supportive

place/environment; 2) Systematic approach. The approach used must be designed to address the needs of the school as a whole which includes students, teachers, staff, and all setting. That is, there must be an assumption that all of its characteristics are important, interact with each other, and function as a dynamic and organic system; 3) Teaching approach. Teaching in the culture of an active and healthy life can also use an experiential education approach (education through experience) children under fourth grade need a lot of lessons and practice regarding rules and procedures in the classroom, effective management, especially in early grades is more in the forms of direction rather than disciplinary action. For older students, the best results are obtained by continuously reminding students of rules and procedures and monitoring their adherence to them; and 4) A team-based strengthening approach to leadership. It is necessary to form a collective leadership whose element represent all the main groups. From the initial plan, it must be ensured that each representative understands their duties properly and in detail during implementation; 5) Strong commitment. There needs to be a strong agreement among members of the collective leadership, that the enforcement of proactive discipline in order to cultivate an active and healthy life is a top priority in schools. Without strong commitment, the cultural effort will go on one leg and not achieve the desired goal; 6) Data-based decision-making process. Modern management is management in which decision making is based on existing data. For this reason, in this plan for active living cultures, data must be continuously recorded, collected, processed and analysed to monitor progress, make decision, and provide a basis for evaluation. Henceforth, the data must be disseminated to all relevant parties (education office, leadership team members, parents of students, and so on); 7) System preservation. A successful proactive disciplinary enforcement plan will not just go ahead. It is possible that someday it will just disappear if there is no efforts to maintain this success. This is due to changes that have occurred in the school, such as the resignation of team members, the entry of new students, and so on. There needs to be supported from the education office, administrative support and so on for system maintenance, and 8) Systematic and continuous professional development. There is a need for workshops and the like to maintain and improve the professionalism of members of the collective leadership.

Physical Fitness

Based on its function, according to Ismaryati (2006) physical fitness is grouped into two, namely general and specific. The general function is to develop the strength, ability, creative power and endurance of each human being to enhance working power. Specific functions are in accordance with their respective specificities, namely based on work, (for example athletes, students); circumstances (for example pregnant woman) and age (for example for children to stimulate growth and for the elderly to enhance endurance).

Muthohir (1999) argues that in essence physical fitness is a condition that reflects a person's ability to performs tasks productively without experiencing significant fatigue. On the other hand, Soetarman in Ismaryati (2006) defines physical fitness as one of the aspects, namely the physical fitness as one of the aspects, namely the physical aspect and total fitness which gives a person the ability to live a productive life and be able to adjust to any proper physical loading. Soemowardoyo in Ismaryati (2006) argues that physical fitness is the body's ability to adjust the functions of the organs within physiological limits to environmental conditions and/or physical work in and efficient manner without excessive fatigue, so that they can still carry out other

activities that are recreational and had experienced a complete recovery before the arrival of the same task the next day. The Center for Physical Quality Development defines physical fitness as the ability of a person's body to perform daily work task without causing significant fatigue.

The higher the degree of a person's physical fitness, the greater his physical ability and work productivity. One of the ways to attain a prime degree of physical fitness is to do physical exercises. Physical exercise can be chosen which you like, thankfully if it can lead to self-satisfaction and most importantly it is done properly, correctly, measured and regularly. The measurement of physical fitness for students is an important part of the measurement and evaluation of physical education. The measurement results can be used to interpret the success rate of the program, the improvement of program content and the method of implementation.

Framework of Thinking

One aspect of the healthy active life program is that they like to move with the indicator leaving the classroom at recess that can be a form of physical exercise because when students are outside the class during recess, they do competition games such as soccer on a small field, shooting basketball, hanging bent elbows. One of the ways to achieve a high degree of physical fitness is to do physical exercise is enjoyable, correct, measured and regular. By doing the healthy active life program, it is expected that there will be changes in healthy active life behaviour and an increase in students' physical fitness.

Hypothesis

The hypotheses proposed in this study is that changes in students' HAS behaviour affect their physical fitness.

RESEARCH METHOD

This study uses a research and development design in the form of experimental research. At first, students are measured their level of physical fitness using the Indonesian Physical Fitness Test (TKJI) instrument. Then implemented the HAS program, namely fondness for movement, personal health, collective health, and environmental health. After applying the healthy active life program, the physical fitness level was measured again. The research was conducted in MALANG, east Java in 2017 on 385 students. the healthy active life program was collected through observation and physical fitness was collected through a physical fitness test with the Indonesian Physical Fitness Test (TKJI) instrument. The result of data collection was processed with statistical descriptions and inferential statistics. Statistical description is used to determine the average value and inferential statistics to test differences in the mean value.

RESULTS AND DISCUSSION

Changes in healthy active life Behaviour

The results of the observation showed that there were 2 different groups, namely the class group whose students did the healthy active life program and the class group whose students did not carry out the healthy active life program. The group of students who carried out the healthy active life program showed an increasing number, from 29 students to 42 students per class, as in table 1. below.

Table 1. Student Groups Who Carry Out the Healthy Active Life Program

Observation	N (class)	Mean
Before the implementation of the healthy active life program	5	29
After the implementation of the healthy active life program	5	42

Testing of groups of students who carry out the healthy active life program as follows:

Table 2. Anova test Student Groups Who Carry Out the Healthy Active Life Program

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	372.1	1	372.1	29.07	0.00
Within Groups	102.4	8	12.8		
Total	474.5	9			

The inferential statistical difference test for the mean of students per class that implements the healthy active life program before implementing the healthy active life program and after the application of Student groups who carry out the healthy active life program at the 5% significance level shows the result of sig. 0.00 means that there is a significant difference in the average class of students who carry out Student groups who carry out the healthy active life program before and after implementing Student groups who carry out the healthy active life program, meaning that there is a culture of Student groups who carry out the healthy active life program in these classes.

The group of students who did not implement Student groups who carry out the healthy active life program showed an increasing number, from 31 students to 35 students per class, as in table 3. below.

Table 3. Student Groups Who Did Not Implement The Healthy Active Life Program

Observation	N (class)	Mean
Before the implementation of the healthy active life program	4	31
After the implementation of the healthy active life program	4	35

Testing of groups of students who did not carry out the healthy active life program as follows:

Table 4. Anova Test Student Groups Who Did Not Implement The Healthy Active Life Program

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	36.13	1	36.13	0.60	0.47
Within Groups	359.75	6	59.96		
Total	395.88	7			

The inferential statistical difference test for the mean of students per class who did not implement the healthy active life program before implementing the healthy active life program and after the application of the healthy active life program at the 5% significance level showed the result of sig. 0.47 means there is no significant difference in the average class of students who carry out the healthy active life program before and after implementing the healthy active life program, meaning that there is no cultivating the healthy active life program in these classes.

The culture of the healthy active life program causes changes in students in carrying out healthy active life, but there are some students who do not experience changes in carrying out healthy active life for various reasons such as not being able to do physical activity at recess, among others because they have to complete study tasks, forget not to bring a handkerchief, forgot the doormat when entering class

Changes in Physical Fitness

The following is an overview of the students' physical fitness during the first observation (before implementing the healthy active life program) and the second observation (after implementing the healthy active life program).

Table 5. Physical Fitness Data Of Students Who Carry Out The Healthy Active Life Program.

Observation	N	Mean
Before the implementation of the healthy active life program	213	11.90
After the implementation of the healthy active life program	189	13.29

For students who applied the healthy active life program, before the application of the HAS pattern the average value of the students' physical fitness level was 11.90 and after the application of the healthy active life program the average value of the students' physical fitness level was 13.29. There is a difference in the average value of the physical fitness level before and after the application of the healthy active life program, the test of the two differences in the average of these observations is as follows:

Table 6. Anova Test Physical Fitness Data Of Students Who Carry Out The Healthy Active Life Program

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	193.21	1	193.21	26.02	0.00
Within Groups	2970.30	400	7.43		
Total	3163.50	401			

The inferential statistical difference test of the physical fitness of students who carry out the healthy active life program before implementing the healthy active life program and after the application of the healthy active life program at the 5% significant level shows the result of sig. 0.00 means that there is a significant difference in the level of physical fitness of students who carry out the healthy active life program before implementing the healthy active life program and after

implementing the healthy active life program, where there is an increase in the level of physical fitness.

The following is a description of the physical fitness of students who did not carry out the healthy active life program

Table 7. Physical Fitness Data For Students Who Did Not Implement The Healthy Active Life Program

Observation	N	Mean
Before the implementation of the healthy active life program	172	11.76
After the implementation of the healthy active life program	156	10.95

For students who did not apply the healthy active life program, before the application of the healthy active life program the average value of the students' physical fitness level was 11.76 and after the application of the healthy active life program the average value of the students' physical fitness level was 10.95. There is a difference in the average value of the physical fitness level before and after the application of the healthy active life program, the test of the two differences in the average of these observations is as follows:

Table 8. Anova Test Physical Fitness Data For Students Who Did Not Implement The Healthy Active Life Program

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	53.29	1	53.29	7.90	0.01
Within Groups	2199.33	326	6.75		
Total	2252.62	327			

The inferential statistical difference test of the physical fitness of students who did not implement of the healthy active life program before implementing of the healthy active life program and after applying of the healthy active life program at the 5% significance level showed the sig count results. 0.01 means that there is a significant difference in the level of physical fitness of students who do not carry out of the healthy active life program before implementing of the healthy active life program and after the application of the healthy active life program, where if they do not implement the healthy active life program there is a decrease in the level of physical fitness.

Examination of students who carried out the healthy active life program and students who did not implement the healthy active life program showed a tendency to change behaviour in implementing the healthy active life program in students who carried out the healthy active life program, including the number of students who left the class at break time, brought handkerchiefs, doormats when entering class, from 29 students in class to 42 students per class. Meanwhile, students who did not implement the healthy active life program did not have a significant change in healthy active life behaviour from 31 students per class to 36 per class students. Changes in the level of physical fitness in the group of students who carried out the healthy active life program experienced changes in the level of physical fitness, namely before the implementation of the healthy active life program the immediate level value was 11.90 and after the application of the healthy active life program

13.29, while in the Class group that did not implement the healthy active life program the immediate level value was 11.76 and after the application of the healthy active life program 10.95 which means no increase in physical fitness.

Healthy active life culture is actually applied to all students but in its implementation, there is a difference, this is due to reasons for students doing homework, completing previous lesson notes, preparing for the next lesson, so that students do not leave the classroom during recess. Seeing the benefits of healthy active life behaviour on physical fitness, it requires commitment and discipline from strong principals, teachers and students so that good physical fitness of students can be realized immediately.

In Line with The Recent Situation

The healthy active life is an activity program that can be used to improve human physical fitness, including students. The results of this study indicate that students who carry out the healthy active life program have increased physical fitness, which means that there is also an increase in endurance.

Physical fitness is very important for humans to support their daily activities to meet their daily needs. This includes school-age children ranging from kindergarten (TK), elementary school (SD), middle school (SM), even to college (PT). Physical fitness, among others, can improve organ function, social emotional, self-confidence, sportsmanship, and a spirit of competition and reduce the risk of disease. By having high physical fitness, students are able to carry out daily activities for a longer time than students who have low physical fitness. Physical fitness is also defined as the ability of a person's body to perform daily work tasks without causing significant fatigue. The higher the degree of a person's physical fitness, the greater his physical abilities and work productivity. One way to achieve a prime degree of physical fitness is by doing physical exercise (Kemdikbud, 2010).

At this time, the new lifestyle regarding healthy living, maintaining distance, wearing masks, washing hands is called the new normal, the main reason is the corona virus. This virus is a type of virus whose vaccine is still being studied and has not been found. The transmission is easy and the risk level is very high. Transmission is through a droplet that is issued through coughing, talking, singing, so health protocols are needed in the form of wearing a mask, maintaining distance, washing hands. This virus is very dangerous for humans and can even cause death, therefore prevention efforts must be made so that this virus does not spread.

Since mid-March 2020, more than 60 million Indonesian children who are attending school from early childhood to tertiary education have to learn from home to prevent transmission of COVID-19 (Kemendikbud, 2020). The Minister of Education and Culture issued Circular No. 4 of 2020, in which one of the clauses explains how these children carry out the learning process from home (BDR). There are four things emphasized in this circular, namely: meaningful learning without being burdened by curriculum targets, prioritizing life skills education especially related to COVID-19, learning activities are made to vary according to student interests and conditions as well as support for existing facilities, and providing feedback on a regular basis. qualitative (Kemendikbud, 2020).

Community activities in the new normal life order must adapt to new routines and methods, including programs to improve physical fitness through HAS. A survey conducted by the Center for Policy Research (2020); parents accompany their children during BDR. The way parents accompany their children to learn varies according to the child's education level. For secondary level students (SMA and SMK), parental assistance is limited to non-technical aspects such as providing motivation and monitoring children's learning. In addition to more complex subjects that not every parent can master, middle-level children are also considered to be able to learn more independently. Meanwhile, at the basic education level (SD and SMP), parents are more proactive by providing technical guidance by helping directly.

CONCLUSIONS

The culture of active and healthy lifestyle behavior towards students causes changes in student behavior in carrying out healthy active life and student physical fitness significantly. The culture of healthy active life behavior causes changes in healthy active life behavior and increases in physical fitness in students. For this reason, it is necessary to enforce proactive discipline and strong commitment from the entire school community, including principals, teachers, and students. Things that need to be done include: (1) formulating and stating objectives; (2) setting expectations of behavior; (3) practicing the expected behavior; (4) Maintaining the behavior that has been implemented; (5) correcting problem behavior; (6) put data for evaluation; and (7) maintaining the program in the long term.

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