



The Relationship Between Health Literacy and Healthy Lifestyles of Junior High School Students

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Authors' contribution: A) Conception and design of the study; B) Acquisition of data; C) Analysis and interpretation of data; D) Manuscript preparation; E) Obtaining funding

ABSTRACT

A healthy lifestyle is part of self-awareness of the importance of maintaining health, so that in an effort to maintain health, information related to health is needed through health literacy, if literacy Low health will be able to affect many things related to health such as doing inappropriate health care and lack of health-related knowledge. The purpose of this study was to determine the relationship between health literacy and the healthy lifestyle of junior high school students. This study uses a quantitative approach with a type of correlational research that connects one or more free variables with one bound variable. Instruments used HLS-EU-Q16, Newest Vital Sign, and healthy lifestyle with Healthy Lifestyle Scale. The Sample selected was Junior High School 1 Krian with a sample of 219 students. Data analysis in this study used gamma correlation and percentage data tests. The results of the study showed that there was a relationship between health literacy according to perceptions and the healthy lifestyle of junior high school students during the Covid-19 pandemic with a significant value of $0.000 < 0.05$ with a contribution of 24%. As for health literacy based on functional, it showed no relationship with a significant value of $0.185 > 0.05$ with a contribution of 7%.

ARTICLE HISTORY

Received: January 5, 2022

Accepted: January 28, 2023

Publish: January 31, 2023

KEYWORDS

Health Literacy;

Healthy Lifestyle;

Physical Education

How to Cite : Firmansyah, A.R., Wahjuni, E.S., & Wibowo, S. (2023). The Relationship Between Health Literacy and Healthy Lifestyles of Junior High School Students. *Journal RESPECS (Research Physical Education and Sport)*, 5(1), 185-189. <https://doi.org/10.31949/respecs.v5i1.4512>

INTRODUCTION

In modern era, education is considered an important tool to increase income, reduce poverty, implement equality and justice, ensure sustainable growth and improve the quality of health (United Nations General Assembly, 2015). So it is hoped that education will be a person's path to a better direction from an early age. According to the UNESCO Institute for Statistics (2015), it explains that the literacy rate in youth is 91% and the



literacy rate in adults is 85% worldwide. Health literacy is a domain that is directly connected to education. According to Batterham (2016) the concept of health literacy refers to personal and relational factors that affect a person's ability to obtain, understand and use information about health. Therefore, health literacy is very important because it is related to education and health whose mechanisms have the potential (Van Der Heide, 2013). Health literacy is not only obtaining information, processing and understanding information and health services, but health literacy is now relevant to the global health community and requires reliable and comprehensive operationalization (Altin, 2014). Health literacy is a set of skills needed to make appropriate and successful health decisions as a guide to the health care system and maintain good health (Hersh, 2015). There are 3 domains in health literacy including health care, health care and finally health promotion (Emiral, 2018).

According to data in 2019 from the Research Center for Education and Culture Policy of the Research and Development Agency of the Indonesian Ministry of Education and Culture, the reading literacy activities of 34 provinces showed that the results of the reading index on a national scale were included in the low literacy category with a figure of 37.32. In the city of Surabaya itself, the results of Candrakusuma (2020) entitled Health Literacy of High School and Vocational Students in the City of Surabaya showed the literacy of high school and vocational students based on perceptions with a very low category of 1.5%, a low category of 3.56%, a medium category of 15.29% and a high category of 79.64% while literacy based on functional shows the most likely results of limited literacy of 36.96%, The probability of literacy is limited to 38.46% and the probability of literacy is quite 24.57%. From this study, it can be concluded that although the literacy of students based on perception shows a high perception of health, in terms of functional literacy, it is in the limited category. This will indirectly affect students applying in response to problems, especially in the health sector. Therefore, if students have low literacy interest indirectly, it is difficult for students to distinguish or process the information obtained correctly. Information that can be distinguished and needs to be processed, one of which is related to health literacy, is very important for survival.

The lack of health literacy among students in schools is the lack of health literacy knowledge from educators, so that the promotion of health literacy to students is very lacking. This has resulted in limited facilities and infrastructure to support students to improve health literacy. Even though this health literacy is very important and needed by students. If the students have good literacy, then directly the students have more knowledge in the field of health. Starting from knowing the various diseases and their symptoms to maintaining a healthy lifestyle for health prevention and care (Candrakusuma, 2020) A healthy lifestyle is a mental, physical and social well-being that allows each individual to live a productive life to complete a healthy standard of living

The role of parents and teachers is indispensable for the supervision of children's health. The PERMENDIKNAS law no. 22 of 2006 describes in detail that the purpose of P.E learning is the development of self-management skills, maintaining physical fitness and teaching students through physical activity to get used to a healthy lifestyle. Reporting from the 2013 AIA Healthy Living Index health survey which was attended by 15 Pacific

countries involving 10,245 respondents aged 18-60 years. Indonesia alone has 750 respondents. The results show that Indonesians are not satisfied with their health conditions, but Indonesians are not proactive in developing a healthy lifestyle. The adult category of 71% of Indonesians stated that my health was not as good as it was five years ago. The following are the activities of the Indonesian people according to the AIA Healthy Living Index 2013 health survey, namely watching movies with 57%, physical activity exercising 26%, gathering with friends 49%, spending time with family and children 45%. From the results of these activities, the most dominant is watching movies with a figure of 57% which is higher than physical activity exercising which only gets 26%. This means that Indonesians spend more time watching movies than doing physical activities exercising.

P.E subjects are one of the subjects whose implementation process prioritizes learning in aspects of physical fitness, movement skills, critical thinking skills, social skills, reasoning, emotional stability, moral actions, aspects of a healthy lifestyle and the introduction of a clean environment through selected physical activities, sports and health that are systematically planned (Taufiq, Siantoro, & Khamidi, 2021). In the health material, P.E emphasizes efforts to maintain the health of students and knowledge about the types of diseases, how to prevent, symptoms and so on related to health. Physical education aims to improve the quality of health both physical and spiritual for students (Arifin, 2018). In P.E, it is hoped that students will benefit from movement activities in the form of body health. So there is no doubt that P.E also has a role in creating healthy physical and mental conditions. Because with a healthy physical condition, students are expected to be able to follow all learning processes at school well and be able to excel in academic and non-academic fields. The purpose of this study was to determine the relationship between health literacy and the healthy lifestyle of junior high school students.

MATERIALS AND METHODS

This research uses a quantitative approach with a correlational type of research. The sample in this study was 219 students in Junior High School 1 Krian. Sampling was carried out using the cluster random sampling technique. The instrument used in the study was the Health Literacy Survey Europe Questionnaire 16 (HLS-EU-Q16) there were 16 questions to measure health literacy based on perception and the Newest Vital Sign instrument there were 6 essay questions to measure health literacy based on functional while to measure healthy lifestyles using a healthy lifestyle scale there were 51 questions. This study analyzed the data using the Gamma correlation test and Percentage data.

RESULTS AND DISCUSSION

Based on the results of the HLS-EU-Q16 questionnaire (preception) on grade VII students at Junior High School 1 Krian. The level of health literacy (perception) of grade VII students at Junior High School 1 Krian in the high category amounted to 163 (74%) students when viewed from gender consisting of men 79 (36%) and women 84 (38%),

then health literacy in the low category amounted to 15 (7%) students when reviewed from gender consisting of men 7 (3%) and women 8 (4%).

From the data analysis of the HLS-EU-Q16 instrument, there are 4 domains in health literacy, namely looking for health information, understanding health information, assessing health information and applying health information. Data percentage of health literacy domains of grade VII students at Junior High School 1 Krian with all domains on average the percentage falls into the high category, namely in the domain of understanding health information by 86%, and the domain assessing health information by 55%.

The results of the NVS (Newest Vital Sign) health literacy questionnaire on grade VII students at Junior High School 1 Krian related to reading comprehension and counting on an ice cream product nutrition label. Lfunctional health iteration of grade VII students at Junior High School 1 Krian in category literacy is sufficient as much as 33 (15%), when viewed from gender consisting of men 15 (7%) and women 18 (8%), then in the category of good literacy as 84 (38%), if reviewed from gender consisting of men 45 (21%) and women 39 (18%).

From the analysis of healthy lifestyle scale questionnaire data, there are 3 dimensions in the healthy lifestyle scale, namely personal hygiene, nutrition-conscious behavior and environmentally healthy behavior, grade VII students at Junior High School 1 Krian all dimensions of the average percentage are included in the moderate category, namely the dimension of personal hygiene and environmentally healthy behavior by 65% and the dimension of nutrition-conscious behavior by 63%.

Table 1. Health Literacy According to Perceptions with a Healthy Lifestyle

Variable	Value	Sig.	Information
Health Literacy According to Perceptions with a Healthy Lifestyle	0,240	0.000	There is a Significant Relationship

Based on table 1 above, it shows a sig value of $0.000 < 0.05$ with a contribution of 24%, which means that there is a significant relationship between health literacy according to perception and a healthy lifestyle. As explained in table 1, the literacy rate of grade VII students at Junior High School 1 Krian is at most included in the high category, it can affect the healthy lifestyle of students and encourage several other supporting factors.

Table 2. Health Literacy Based on Functional With a Healthy Lifestyle

Variable	Value	Sig.	Information
Health Literacy Based on Functional With a Healthy Lifestyle	0,070	0.185	No Significant Relationship

Based on table 2 above, it shows a sig value of $0.185 > 0.05$ with a contribution of 7% which means that there is no significant relationship between functional health literacy and a healthy lifestyle.

CONCLUSION

Based on the results of the analysis of research data related to health literacy on a healthy lifestyle in students of Junior High School 1 Krian. There is a significant relationship between health literacy according to perception and a healthy lifestyle in students of Junior High School 1 Krian with a contribution given of 24%. Meanwhile, functionally based health literacy with a healthy lifestyle in Junior High School 1 Krian students showed no significant relationship. dies regarding the author's research implication.

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