



THE EFFECT OF CLEAN LIVING BEHAVIOR ON THE IMPROVEMENT OF STUDENTS' ACHIEVEMENT

Department of English Education
Faculty of Teacher Training and Education
University of Musamus
rantabutarbutar@gmail.com / ranta@unmus.ac.id

Abstract. Clean living behavior has effect on the student's learning achievement. This study aims to determine the effect of clean living behavior on the improvement of students' learning achievement in Tomer Elementary School Naukenjerai District on Academic Year of 2017/2018. The type of this research is a correlational research. The method used is survey research, with data collection technique using questionnaire and documentation analysis. The population of this study is the students of class I to class VI, which consists of 50 students, taken using random sampling technique. The findings of this study indicate that there is a significant effect between clean living behavior on the improvement of students' learning achievement in Tomer Elementary School Naukenjerai District on Academic Year of 2017/2018. From the total of 50 students, there are only 5 students (10%) who have clean living behavior (low category), while the rest of 45 students (90%) have not implemented a clean living behavior (high category).

Keywords: clean living behavior, learning achievement

1. Introduction

A student's learning achievement can be influenced by internal and external factors. Internal factors come from within the student himself/herself, such as the motivations, interests, and abilities that the student has from birth. On the other hand, external factors come from outside the student, such as environment, social, culture,

quality of learning, and technology. One of the external factors that determine students' learning achievement is the environment. More specifically, the environment consists of family, school, and community. Furthermore, the family environment is the first place where students/children gain knowledge. This is where children need to be taught the very fundamental things like a clean living behavior (Shah 2012: 144-146).

Furthermore, one of internal factors that can increase students' learning achievement is health. It is found in the environment and habits or clean living behavior. The ancient proverb once said that "*there is a healthy soul in a healthy body*". If a person is already healthy, this is an investment for children to achieve a brilliant learning achievement.

A students can follow learning activities effectively when his/her physical and psychological conditions are in good health; has a high concentration level in receiving the subject matter; focus; be active in the process of teaching and learning activities. Otherwise, children will be lazy, be slow in thinking, be sluggish and has difficulty concentrating in receiving lessons when his/her condition is not healthy or sick. Health is a prosperous state of body, soul, and social that allows every individual to be socially productive (Notoatmodjo, 2007: 3). The health perspective is lifted from the latest version of health restrictions proposed by World Health Organization (WHO), who explains that health is a perfect state, whether physical, mental, or social, and it is not only free from disease.

Meanwhile, learning achievement is the assessment of students' learning outcomes, which means the results of the test are intended to obtain a value in determining whether or not the students are successful in learning the materials (Surakhmad1982: 25).

The real facts are found in Tomer Elementary School Naukenjerai District of Merauke Regency. The students have difficulty in receiving the subject matter, are lazy to finish the assignment at home, and they lack of activeness in the learning process in the classroom. This is because some children do not have breakfast from their homes, some of them do not take a bath before leaving for school. This, of course, will cause

the classroom atmosphere be awkward and uncomfortable in teaching and learning process.

Furthermore, the students at school still pay little attention to the clean living behavior, littering, spitting on the floor, vandalizing the desks and school walls. It also happens to be influenced by their parents' living habits with the culture of eating areca nut and spitting, rather than throwing it in the trash so as not to cause a dirty environment.

Referring to the above problems, the author is very enthusiastic in contributing the solution to improve the learning achievement of students in this school through research on the Effect of Clean Living Behavior on the Improvement of Students' Learning Achievement in Tomer Elementary School Naukenjerai District.

2. Method

The research was conducted in Tomer primary school district of Naukenjerai, Merauke Regency. It has consideration that Naukenjerai District is one of the rural area, far from city, mostly of students native Papua. This research is a correlation research. Correlational research is research conducted to determine whether there is a relationship or influence/effect between two or several variables. Data collection method in this research is conducted by using questionnaire and documentation analysis. This approach is chosen to describe this study to see the Effect of the Clean Living Behavior on the Improvement of Students' Learning Achievement in Tomer Elementary School Naukenjerai District. In this research, data collection technique which writer use is random sampling, where the respondents of this research are students of class I and VI, which is taken at random and obtains 50 people. Data collection for clean living behavior variable is done by using questionnaires with modified questions from WHO indicators, which consist of: Washing hands with water and using soap before touching food, eating healthy snacks in the school canteen, using clean and healthy toilets, regular and measurable exercise, eradicating mosquito larvae, not smoking in school, weighing weight and measuring height every month, and dumping trash in appropriate place.

Learning achievement is seen from the results of the evaluation of learning at the end of the odd semester of 2017/2018 as stipulated in the value of report cards.

3. Results and Discussion

3.1. Clean living behavior at Tomer Elementary School Naukenjerai District

From the survey results that have been done and supported by the collected data that of the total of 50 students, only 5 people (10%) who have a clean living behavior (low category), while the remaining 45 people (90%) have not implemented a clean living behavior (high category). This shows that most of the children in Tomer Elementary School Naukenjerai District still do not have a clean living behavior. For example, the students do not take a bath before leaving for school, they wear a uniform that is less clean, and they do littering. This lack of clean living behavior is influenced by their family environmental factors. Lack of parental knowledge about clean living behavior as well as local culture (eating betel) that has become a lifestyle make the students to imitate their parents' habits. The majority of students in Tomer Elementary School Naukenjerai District of Merauke Regency come from indigenous Papuan sons, who make clean living behavior as not yet a top priority. Knowledge of a clean living behavior should be earned by the child in a family environment through parents. However, based on survey results and questionnaires, it can not be applied.

3.2. The Improvement of Learning Achievement

Learning achievement can be interpreted as a result of achievement or tangible results obtained by students after learning activities, or so-called learning results. Some experts have given limits and types of learning outcomes. Learning achievement is a form of learning activities. Therefore speaking about the achievement of learning, it will not be separated from the problem of learning activities. Learning activity itself is said by the psychologist of education/learning psychology as a very complex event. That said, because there are many factors that also affect the activity. As stated by Purwanto (2011) that the process and result of students' learning in school is determined by various factors. These factors are classified into internal and external factors. Furthermore, Syah

(2012) explained that what is meant by internal factors is a factor of within the students, namely the state or physical and spiritual condition of students. Healthy lifestyle that is the embodiment of internal factors (from within students) contribute to improving children's learning achievement. An achievement can be achieved, maintained, and even improved, only on healthy body condition or in a clean living behavior perspective. Health is the main capital in conducting various activities. Healthy is a condition where a person is free from various diseases, both physically and psychologically. Someone or students who are in healthy condition certainly can perform various activities well, including learning activities. Healthy students can perform various learning activities as well, such as can concentrate well, doing lesson assignments given by teachers, always attending school, discussing with friends, reading textbooks, taking notes. This will help the students in improving their learning achievement in accordance with the aspirations of the students, as well as expectations of the parents.

On the other hand, children who are less fit, unhealthy or ignorant of a clean living behavior must have obstacles in the process of learning and teaching activities, such as having difficulty to focus or concentrate in receiving material, feeling sleepy, often feeling unable to complete the assignment in their home with the argument of being illness.

With regard to the improvement of children's learning achievement that can be seen from the evaluation of learning at the end of the semester, based on the data from this study, it is found that the achievement of children at the end of semester, specifically odd semester of academic year of 2017/2018, is still less satisfactory or still far from the expected target. The data shows that there is a significant effect between clean living behavior on the improvement of students' learning achievement. From the results of data analysis above, it clearly proves that clean living behavior gives a significant effect on the improvement of students' learning achievement. This can also be seen from the results of the evaluation of student's learning at the end of the odd semester of 2017/2018 which then experienced a significant increase.

4. Conclusion

Clean living behavior has effect on the student's learning achievement. It has significant effect between Clean Living Behavior on the Improvement of Students' Learning Achievement in Tomer Elementary School Naukenjerai District. The results of this study can be an indicator for teachers, education practitioners, principals, and policy makers in education, and government to always give wider attention to the cleanliness of the class as an external factor in supporting teaching and learning activities that ultimately act as an important contributor in improving students' learning achievement.

References

- Arikunto, S. (2002). *Manajemen penelitian*. Jakarta: Rineka Cipta.
- Dahlan, D. (2004). *Psikologi perkembangan anak dan remaja*. Bandung: Remaja
- DEPKES (2013). *Riset kesehatan dasar*. Jakarta: Badan Penelitian dan Pengembangan Kesehatan Departemen Kesehatan Republik Indonesia.
- Gisely Vionalita, Devi. A.K (2016) *Hubungan Antara Perilaku Hidup Bersih Dan Sehat Terhadap Kualitas Hidup Bagian Kognitif Anak Sd N 08 Pagi Rawa Buaya* Forum Ilmiah Volume 14 Nomor 2.
- Mustofa Setyo Ariwibowo. (2012) *Pengaruh Lingkungan Belajar terhadap Prestasi Belajar Mahasiswa PPKn Angkatan 2008/2009 Universitas Ahmad Dahlan Semester Ganjil Tahun Akademik 2010/2011* : Jurnal Citizenship, Vol. 1 No. 2.
- Ngalim Purwanto. (2004). *Psikologi Pendidikan*. Jakarta: PT. Remaja Rosdakarya.
- Putri, V.D. (2012). *Hubungan Antara perilaku hidup sehat, motivasi belajar dan kecerdasan inteligensi dengan prestasi belajar pendidikan jasmani olahraga dan kesehatan siswa kelas XI Sekolah Menengah Atas Negeri 1 Piyungan*. Skripsi. Yogyakarta: FIK UNY.
- Rahmat, A., Smith, M & Rahim, M. (2015). *Perilaku hidup sehat dan prestasi belajar siswa Sekolah Dasar*. Psychopathic, Jurnal Ilmiah Psikologi Desember 2015, Vol. 2, No. 2, Hal: 113 – 122.
- Ridwan. (2008). *Psikologi perkembangan*. Jakarta: Remaja Rosdakarya.
- Rinandanto A. (2015) *Sikap Siswa Terhadap Perilaku hidup bersih* MuJoLaLi Vol. 1, No. 2, April 2019, p-2622-7843, e-2622 - 7894

Dan sehat di Sd negeri balangan 1 kecamatan minggir Kabupaten sleman.

Skripsi. Yogyakarta: FIK UNY.

Rumini, S & Sundari, S. (2004). *Perkembangan anak dan remaja*. Jakarta: Rhineka Cipta.

Syamsu Yusuf. (2004). *Psikologi Perkembangan Anak dan Remaja*. Bandung: Remaja Rosdakarya.

Soekidjo Notoatmodjo. (2007). *Promosi Kesehatan dan Ilmu Perilaku*. Jakarta: Rineka Cipta.

Taufik Hidayat. (2013). *Perilaku Hidup Sehat Siswa Kelas IV dan V di Sekolah Dasar Negeri Numpudadi Kecamatan Petanahan Kabupaten Kebumen*. Skripsi. Yogyakarta: FIK UNY.

Winkel, W. S. 1996. *Psikologi Pembelajaran*. Jakarta : Gramedi

