



## Clean And Healthy Living Behavior Management Policy For Early Childhood

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**Abstract:** The title of this research is “Clean and Healthy Living Behavior Management Policy for Early Childhood”. The objective of this study is to describe and analyze clean and healthy living behavior (PHBS) management policies and practices, including planning, organization, implementation, and evaluation aspects in public and private kindergartens in Semarang City. The approach used is descriptive qualitative, with data collection techniques through in-depth interviews, observation, and documentation. Research informants included principals and teachers from eight purposively selected kindergartens (four public kindergartens and four private kindergartens). The results show that the implementation of PHBS management policies in public kindergartens tends to be structured and refers to formal regulations with an emphasis on habituating healthy behaviors. Meanwhile, private kindergartens develop a more participatory, innovative, and adaptive approach according to the needs of students. Both types of institutions show that the success of PHBS policy implementation is strongly influenced by school leadership, educator involvement, and support from parents and the surrounding environment. These findings emphasize the importance of strengthening contextual, integrated, and sustainable PHBS management policies to optimally form the basis for healthy behaviors in early childhood.

**Keyword:** Early Childhood, Clean and Healthy Living Behavior, Management, Kindergarten.

### INTRODUCTION

Clean and Healthy Living Behavior (PHBS) is an integral part of national health development and needs to be instilled from an early age. In the context of Early Childhood Education (PAUD), PHBS encompasses not only physical hygiene practices but also closely relates to the development of social skills, independence, and the development of a child's overall healthy character. Systematic health education provided at an early age plays a crucial role in shaping children's perceptions and lifestyles regarding health, which will continue into adulthood.

Early Childhood Education (PAUD), especially Kindergartens (TK), play a strategic role in realizing these goals through the implementation of planned, structured, and sustainable PHBS management policies. Health, as one of the basic human needs besides food, clothing,

and shelter, is defined by the WHO as a state of perfect physical, mental, and social well-being, not merely the absence of disease or disability. Health Law No. 36 of 2009 and Law No. 17 of 2023 affirm that health is the right of every citizen to achieve a productive and prosperous life socially and economically. Therefore, PHBS management is part of the responsibility of the state and educational institutions in creating a healthy environment for child growth and development.

Various studies have shown that the quality of public health is significantly influenced by four main factors: environment (40%), behavior (30%), health services (20%), and heredity (10%). In this context, behavior is a crucial factor that can be shaped through educational interventions from an early age. Efforts to strengthen healthy lifestyles have been implemented by the government through various policies, such as the PHBS Program in Ministerial Regulation No. 2269 of 2020, the Healthy Living Community Movement (GERMAS), and the integration of PHBS into the national development agenda and Sustainable Development Goals (SDGs).

However, Ministry of Health data shows that the implementation of PHBS in educational settings is not yet optimal. The low coverage of PHBS guidance in educational institutions (67.52%), coupled with the high prevalence of infectious diseases such as diarrhea and typhoid among school-age children, highlights the need to strengthen PHBS management in early childhood education (PAUD) units. This is further supported by findings that young children are vulnerable to disease due to their high activity levels and limited understanding of the importance of hygiene.

PHBS management in PAUD (Early Childhood Education) does not only rely on habituation activities, but also requires a system that encompasses integrated planning, organization, implementation, and evaluation. This approach must be complemented by the provision of adequate facilities and infrastructure, such as clean toilets, handwashing facilities, and waste management systems. The involvement of educators and parents is key to ensuring the success of this program, considering that early childhood is still in a developmental stage that requires guidance in shaping behavior.

Various studies, such as those by Rahmadhani & Hasibuan (2025) and Irma et al. (2021), emphasize that the availability of supporting facilities and ongoing education for children and parents significantly determine the effectiveness of PHBS implementation in schools. Therefore, PHBS management policies must consider the local context, institutional capacity, and support from stakeholders, both within the school and within the family environment.

Based on this background, this study aims to describe and analyze the management of PHBS in public and private kindergartens in Semarang City. The main focus is directed at four management aspects: planning, organization, implementation, and evaluation. By comparing the approaches across these two types of institutions, it is hoped that the research results can serve as a basis for strengthening effective PHBS management policies and practices to support improvements in the quality of early childhood education and health in Indonesia Rahmadhani & Hasibuan, (2025).

This study highlights the aspect of facilities and infrastructure as one of the main factors in the successful implementation of PHBS in schools. Facilities such as clean toilets, adequate handwashing facilities, and an organized waste disposal system greatly influence the effectiveness of PHBS implementation. Therefore, schools need to ensure that PHBS supporting facilities and infrastructure are available and used properly by all school members. With supporting facilities, clean and healthy living behaviors can be more easily implemented, thus creating a healthy and comfortable school environment for all. Irma et al., (2021) in their study with the theme of Education on Clean and Healthy Living Behavior in the Prevention and Control of Covid-19 in Kindergarten Children, concluded that counseling activities will improve children's and parents' knowledge in implementing PHBS.

Based on the data above, it can be said that PHBS is important to plan, program, implement, and evaluate with the aim of PHBS can be implemented and managed well, especially its management in Early Childhood Education. Related to the results of the data above, the researcher's reason for choosing PHBS and its implementation at the kindergarten level. This research not only benefits children's health, but also raises the awareness of educators and parents about the importance of PHBS, both at school and at home. Teachers and educational staff are very important in introducing PHBS to children through fun and easy-to-understand learning methods. Conversely, parents must be aware of the importance of PHBS so that they can maintain these good habits at home. Moreover, the findings of this study are expected to help schools and the government create better policies for implementing PHBS in early childhood education. This study aims to describe in depth how PHBS management is carried out in public and private kindergartens in Semarang City. The research focuses on four main aspects of management: planning, organizing, implementing, and evaluating. By comparing the approaches of two different types of institutions, this study is expected to provide practical and theoretical contributions to improving the quality of early childhood health education in Indonesia. With good PHBS management, it is hoped that children will grow into healthy people, aware of environmental cleanliness, and able to live a healthy lifestyle throughout their lives.

## METHOD

This study uses a **descriptive qualitative approach** to explore in depth how Clean and Healthy Living Behavior (PHBS) is implemented in early childhood education units. The research focuses on four main aspects of management: **planning, organizing, implementing, and evaluating** PHBS policies in kindergartens (TK).

The research subjects consisted of **eight kindergartens in Semarang City**, consisting of four public kindergartens and four private kindergartens. The selection was carried out **purposively** based on the criteria of active implementation of the PHBS program and the diversity of institutional characteristics.

## RESULTS AND DISCUSSION

### PHBS Planning

Based on the results of interviews conducted at public kindergartens with school principals and teachers regarding planning clean and healthy living behavior in formulating PHBS objectives, the resource person stated:

" For the purpose of this PHBS, we also look at the conditions at school, then also look at the questionnaire, we also have to look at the available funds so that this PHBS program can also be implemented." CH as the Principal

" Yes, for short-term or long-term plans, we prepare them together with the teachers for PHBS," said SR as the Principal.

This is reinforced by the results of interviews conducted with teachers who stated:

" The short-term goal is to encourage children to live healthier lives. The long-term goal is to instill in children the habit of living a healthy, clean life, and to do so at all times, everywhere," said IM, a teacher.

"In our school environment, we implement PHBS with the aim of ensuring that children always maintain a clean and healthy lifestyle," said BO as a teacher.

Based on the results of interviews conducted at public kindergartens with school principals and teachers regarding planning clean and healthy living behavior in selecting PHBS programs, the resource person stated:

" We looked at last year's programs, then we adjusted them to current needs, so that the PHBS program we chose was in accordance with current conditions," said CH as the Principal.

"Based on last year's reflection" LS as Principal.

This is reinforced by the results of interviews conducted with teachers who stated:

"Assessing needs was last year, then re-evaluated, done again every day" IM as a teacher

"With... With the considerations that have been made over the years that have passed."

BO as a teacher.

Based on the results of interviews conducted at the State Kindergarten school with the principal and teachers regarding planning clean and healthy living behavior in the implementation schedule, the resource person said:

"We certainly look at the financial conditions in our school, as well as the environmental conditions, so that this PHBS program is implemented not only as a program, but can be successful for our school," said CH as the Principal.

"Every activity requires important elements such as cooperation with teachers. Other collaborations" LS as Principal.

This is reinforced by the results of interviews conducted with teachers who stated:

"I can see that this element is important by looking at the behavior of children who can maintain cleanliness every day, especially personal hygiene." IM as a teacher

"A crucial element is setting an example for children. This is something that becomes very commonplace for children. Teachers demonstrate good behavior, provide good examples, and live healthily, including examples of washing hands, being clean, and disposing of trash properly. This ensures our environment is always clean," said BO, a teacher.

Based on the results of interviews conducted at public kindergartens with school principals and teachers regarding planning clean and healthy living behavior in budgeting, the resource person stated:

"For the budget, we look at last year's budget, of course, so that it can be a benchmark for us to create a budget, so that perhaps what was not implemented last year can be included in this year, so that the budget can be adjusted to the program," said CH as the Principal.

"As needed" LS as Principal

This is reinforced by the results of interviews conducted with teachers who stated:

"We create a budget every year. To ensure effectiveness and efficiency, we budget for cleanliness and daily habits. We budget for that in the RAPBS. We are purely independent, with independent funds," said IM, a teacher.

"According to our needs and we made a budget at the beginning of the year, namely our school's RAPPs," BO as a teacher.

Based on the results of interviews conducted at the State Kindergarten school with the principal and teachers regarding planning clean and healthy living behavior in developing implementation procedures, the resource person stated:

"We plan a good joint discussion to run a program and then there will definitely be an evaluation carried out," said CH as the Principal.

"Making RKAS and making a budget for each activity" LS as the Principal.

This is reinforced by the results of interviews conducted with teachers who stated:

"Clear planning is made through an annual program that we have created, an annual program, an annual program that includes implementing PHBS." IM as a teacher

"Regarding creating and planning implementation, we look at the school's RAPPs and look at last year's plan." BO as a teacher

Furthermore, the results of interviews conducted at private kindergartens regarding planning clean and healthy living behavior in formulating PHBS, the resource person stated:

"If you plan short and long goals, make plans first, for example what the short goals are for each day, what the long goals will be, for example what will happen in one month, etc., and plan annual activities at school," DW as Principal.

"Yes, for short-term and long-term goal plans, we usually create an annual program where the annual program includes PHBS as one of the programs, one of the programs for which we will later take funding from the KAS or RKAS or from the parents of students." NR as the Principal.

This is reinforced by the results of interviews conducted with teachers who stated:

"According to needs, also in accordance with our school's RKAS." PY as a teacher

"Usually we do hand washing activities every morning before eating and also exercise in the morning. "Usually, the goal is written in the School Budget Plan," said BC as a teacher.

Furthermore, the results of interviews conducted at private kindergartens regarding planning clean and healthy living behavior in formulating the selection of PHBS programs, the resource person stated:

"You can see from previous years for future preferences." DW as Principal

"To assess the needs or preferences of the community in choosing the PHBS program, we usually look at what is lacking, what is lacking, what we will see from the competency unit components or improving the quality of education units, there is a PHBS program where from there we will get the needs or preferences that we need," said NR as the Principal.

This is reinforced by the results of interviews conducted with teachers who stated:

"Assess needs based on preferences in the past year. " PY as a teacher

"Usually we go through the Annual Budget Plan." BC as a teacher

Furthermore, the results of interviews conducted at private kindergartens regarding planning clean and healthy living behavior in scheduling implementation, the resource person said:

"The success of the implementation depends on the needs, so it depends on the needs of the school and the abilities of the students." DW as the Principal.

"To assess the important elements that influence success, we usually look at the programs that we have established, for example, we have a habit of washing hands, that is the important element, usually every child is enabled to carry out hand washing activities as a basic habit when they are at school like that," NR as the Principal.

This is reinforced by the results of interviews conducted with teachers who stated:

"Every need requires important elements such as cooperation with teachers," PY as a teacher.

"Usually we use last year's reflection," BC as a teacher.

Furthermore, the results of interviews conducted at private kindergartens regarding planning clean and healthy living behavior in budgeting, the resource person said:

"According to the needs, but the quality does not reduce from the initial plan," said DW as the Principal.

"As mentioned earlier, we usually use the budget from the RKAS (Work Plan and Budget) which we have already divided or distributed according to the available budget. Then, it is possible that if we need additional facilities for PHBS, we will also consult or hold a joint meeting, a joint discussion with the parent-teacher unit, so the funds will come from there," said NR as the Principal.

This is reinforced by the results of interviews conducted with teachers who stated:

"If it suits our needs," PY as a teacher

"Usually we use the RKAS and assistance from the school in the form of BOP, " said BC as a teacher.

Furthermore, the results of interviews conducted at private kindergartens regarding planning clean and healthy living behavior in developing implementation procedures, the resource person stated:

"Make the RKAS, then make a budget for each activity like that." DW as the Principal



"For the implementation plan, we have discussed it together at the annual meeting, namely in the annual plan of the PHBS program, what we will determine there, then for the evaluation of the implementation, we will split it again in the supervision report, there we will evaluate how successful this PHBS plan is so far," said NR as the Principal.

This is reinforced by the results of interviews conducted with teachers who stated:

"We make RKAS and make a budget for every activity." PY as a teacher

"Usually we make a plan like last year. Then we determine the activities," said BC as a teacher.

The findings show that public kindergartens generally design their PHBS programs through annual work meetings and are incorporated into the school's activity and budget plan (RKAS). Short-term goals focus on daily habits such as washing hands before meals, maintaining personal hygiene, and bringing healthy lunches. Long-term goals are aimed at establishing a culture of clean and healthy living within the school environment. Funding sources include the School Operational Assistance (BOP), collaboration with community health centers (Puskesmas), and local government involvement.

Meanwhile, private kindergartens have the flexibility to design their PHBS programs, often reflectively based on the previous year's evaluation results and involving parents and the school committee. Planning is outlined in the school's work plan (RKAS) with high flexibility, and is accompanied by innovative activities such as the use of visual media, educational games, and cleanliness competitions. Funding comes from foundations, voluntary donations, and the school's own operating budget (BOP).

### **Organizing PHBS**

Based on the results of interviews conducted at public kindergartens, regarding planning clean and healthy living behavior in determining the person responsible for each activity to be carried out, the resource person said:

"The organizational structure is clear, in accordance with our job descriptions. Each of us, the principal and teachers, has our own job description. Each person in charge has different resources, so we adapt to their respective job descriptions to avoid overlapping tasks," said CH, Principal.

"That means each teacher. Under supervision. According to the records made. From the foundation and the supervisor." LS as Principal

This is reinforced by the results of interviews conducted with teachers who stated:

"The organizational structure is always made by teachers, so that it runs smoothly, teachers act as implementers. The job list is one for children's hygiene, for example, brushing teeth is done by themselves, brushing teeth, washing hands every day we divide it for each teacher's task and the necessary support is all the facilities to support the success of PHBS in our school that we must prepare. For example, a clean handwashing area, there is clean soap for toothbrushes, for trash cans, we must ensure all are available," IM as a teacher.

"We've created an organizational structure that involves the principal, teachers, committee members, and parents. To ensure that all those responsible have the necessary resources and support, we can do this through oversight. Supervision is carried out to ensure that all programs are achieved or not," said BO as a teacher.

Based on the results of interviews conducted at public kindergartens, regarding planning clean and healthy living behavior in providing the necessary equipment, the resource person said:

"For old equipment, perhaps we will check the condition first, whether it is still in a condition suitable for use. Then, if new equipment is needed, we must immediately register what we need so that the equipment is ready for use before the program is implemented. Then,

if we need new equipment, we have to immediately register what we need, so that before the program is implemented, the equipment is already available," said CH as the Principal.

"According to the notes made. Purchased before the activity," said LS as the Principal.

This is reinforced by the results of interviews conducted with teachers who stated:

"Yes, that's right. Then how do you ensure the equipment is available on time? Since it's already been budgeted, everything must be ready. Everything. Usually, we always bring in competent personnel in the health sector, for example from technical staff, sir, from the working groups in the sub-district. We always work together," said IM as a teacher.

"The equipment needed can be seen according to our needs and capabilities. To ensure that the equipment is usable, we always check or see whether it is still suitable for use, for example, a toothbrush is still suitable for use or not," said as a teacher.

Based on the results of interviews conducted at public kindergartens, regarding planning clean and healthy living behavior in providing motivation, direction and guidance both in managerial and technical matters, the resource person stated:

"For our individual development, we collaborate with the community health center so we can receive guidance on how to implement this PHBS program," said CH, Principal.

"Through increasing competence," said LS as Principal

This is reinforced by the results of interviews conducted with teachers who stated:

"Through Competency Improvement," said IM as a teacher.

"To achieve this, we can improve the competency of teachers, principals, and committees, which we can do perhaps every two months or even every three months," said BO, a teacher.

Furthermore, the results of interviews conducted at private kindergartens regarding planning clean and healthy living behavior in determining the person responsible for each activity carried out, the resource person said:

"They're divided according to their respective focuses. Because, based on their focus, it's expected that each teacher will have expertise in their respective fields, followed by evaluation and supervision," said DW, Principal.

"To create the PHBS organizational structure, in accordance with the agreement, we will hold a small meeting involving teachers and several parents to discuss the programs and the PIC or in-charge of the PHBS program implementation organizational structure. To ensure clear responsibility, we will choose adequate resources. At least there are several teachers and parents who really understand PHBS," said NR as the Principal.

This is reinforced by the results of interviews conducted with teachers who stated:

"In accordance with each individual's job list. According to the notes made," PY as a teacher

"Usually, we create a plan where each teacher can have their own job description. This is usually from the foundation or the government. Since I'm the principal, I coordinate all the teachers," BC said as a teacher.

Furthermore, the results of interviews conducted at private kindergartens regarding planning clean and healthy living behavior in providing the necessary equipment, the resource person said:

"According to the plan we made earlier, there will definitely be necessary notes. We're preparing them as soon as possible, as quickly as possible," said DW, Principal.

"For equipment, we have also budgeted for it from the initial design of the annual program, what are the PHBS. Then we list it in the RKAS, there are the equipment. Well, from the RKAS, what we need for PHBS activities, that's where we will purchase the equipment. To ensure the equipment is on time, basically, if our budget has been disbursed, there will be spending, there is already physical evidence from documentation and from the field, it already exists like that," NR as the Principal.

This is reinforced by the results of interviews conducted with teachers who stated:

"Purchased before the activity. Prepared beforehand," said PY as a teacher.

"Usually, we create a budget plan that can be funded by the foundation or the local government. The foundation usually provides a checklist, and once it's running, it can be ticked off," BC, a teacher, said.

Furthermore, the results of the interview conducted at a private kindergarten school regarding planning clean and healthy living behavior in providing good motivation, direction and guidance in terms of management and technical equipment required, the resource person said:

"If that is through increasing competence," said DW as the Principal.

"To create this personal development program, we clearly choose qualified resources. Clearly, they have mastered the PHBS program. Then, from there, we will form or plan to compile it, then we will motivate them as the PHBS inca. From there, we will evaluate the performance of PHBS or the aforementioned," said NR as the Principal.

This is reinforced by the results of interviews conducted with teachers who stated:

"Through increasing the competence," said PY as a teacher.

"Usually we collaborate with the community health center, the sub-district, or other parties. To carry out training like that," said BC as a teacher.

In public kindergartens, the PHBS implementation structure is formal, with tasks divided according to the principal's decree. Each teacher has specific responsibilities, such as supervising the bathrooms, dinner, and handwashing areas. Organization is carried out taking into account each teacher's competency. Supervision activities are routine and carried out by the principal. Meanwhile, private kindergartens implement a more participatory organizational system. The PHBS implementation structure is established through small meetings involving teachers, the principal, and parents. The division of tasks is flexible and adaptable to the school's needs. Some schools even form PHBS task forces that play a role in assisting children in implementing healthy living practices.

### **Implementation of PBHS**

Based on the results of interviews conducted at state kindergartens regarding planning clean and healthy living behavior in guiding, directing and organizing all assigned activities, the resource person stated:

"To monitor and evaluate, we, as teachers, will definitely be monitored and evaluated by the principal. Then the principal himself will be evaluated by the foundation, and perhaps the foundation itself will also be evaluated by the inspector or supervisor. To ensure everyone can carry out their duties well, we will definitely have an evaluation that we will carry out so that in the evaluation, everyone who experiences difficulties will know how to overcome them so that those responsible will not feel any more difficulties," said CH as Principal.

"Followed. By checking the activities," said LS as the Principal.

This is reinforced by the results of interviews conducted with teachers who stated:

"Monitoring and evaluating every day involves monitoring children's activities and ensuring they always carry out PHBS activities. Through collaboration between teachers, this is ensured to be documented, even if only by taking photos," said IM, a teacher.

"To monitor, we can determine whether the program is being achieved. Through meetings or gatherings between parents, teachers, and the principal at least once every three months, we evaluate each planned program. In evaluating the success of the PHBS program," BO, as a teacher, explained.

Furthermore, the results of the interview conducted at a private kindergarten school regarding planning clean and healthy living behavior in guiding, directing and organizing all activities, the resource person said:



"To monitor and evaluate, we usually gather teachers and hold meetings. How often are these usually held, ma'am? It depends on the situation, as we have short-term and long-term goals. For short-term goals, we can meet once a week, and for long-term goals, we can meet once a month. We check to see whether activities are running smoothly," said DW, a Principal.

"If we want to monitor, we go directly to the field or we directly see the atmosphere at school how PHBS is implemented. We will present the documentation there for each inca of PHBS or the organizational structure or person representing the implementation. Make a report, a weekly report on the implementation. To help everyone to be responsible, of course, we go to the field every day. See if there is something that is not appropriate or not good or not in accordance with what we want to aim for. We immediately ask where the obstacles are, we immediately evaluate In evaluating the success of the PHBS program," said NR as the Principal.

This is reinforced by the results of interviews conducted with teachers who stated:

"Checking the activities that have been carried out. According to the job description of each teacher," said PY as a teacher.

"We usually hold internal discussions. We usually do this once a month. It depends on each person's job description," said BC, a teacher.

The implementation of the PHBS program in public kindergartens tends to be based on habituation. Children are taught to wash their hands properly, dispose of trash properly, and maintain personal hygiene. Teachers serve as role models and reminders in daily activities. Although simple, implementation is consistent and monitored by the principal. Meanwhile, the PHBS program in private kindergartens is more innovative in its implementation. PHBS activities are packaged in an interesting way, such as through songs, puppet stories, and classroom cleanliness competitions, as well as a little doctor program. Furthermore, PHBS activities are integrated into weekly learning themes. Schools also actively collaborate with community health centers for counseling and regular health checks.

### **PHBS Evaluation**

Based on the results of interviews at state kindergartens regarding planning clean and healthy living behavior in evaluating success and achieving goals, the resource person said:

"To evaluate this success, we look at last year and the implementation of our activity programs to see whether they are in accordance with the goals we set or whether there are things we need to improve in the following years," said CH as the Principal.

"Whether or not the activity is implemented," said LS as the Principal.

This is reinforced by the results of interviews conducted with teachers who stated:

"Measuring it is done by the children carrying out the PHBS implementation and continuing to document it," said IM as a teacher.

"This means we can see whether the program has been achieved or implemented or not," said BO as a teacher.

Based on the results of interviews at state kindergartens regarding planning clean and healthy living behavior in taking steps to clarify deviations, the resource person said:

"Well, with the implementation of the program that we have set. To see the steps to ensure this, we hold a meeting once a month so that we can confirm whether our steps are correct or not," said CH as Principal.

"Whether or not the activity was implemented. If there were any shortcomings during the activity," said LS as the Principal.

This is reinforced by the results of interviews conducted with teachers who stated:

"We encourage them to always implement the PHBS program and remind each other. To take corrective steps and clarify, we must always ensure and evaluate the PHBS program with our team of teachers," said IM, a teacher.

"We will evaluate the plan and then discuss together or hold a meeting to determine why the program wasn't achieved. To take action, we will continue to gather or hold internal meetings to correct and evaluate the program to ensure it continues to run as expected or meet its standards," BO, a teacher, said.

Based on the results of interviews at public kindergartens regarding planning clean and healthy living behavior in implementing various alternative solutions to various problems related to objectives, the resource person stated:

"To achieve the goals of the BHPS program, there are certainly challenges. Therefore, we continue to seek solutions to every challenge we may face. This is done through evaluations that we conduct once a month," said CH, Principal.

"From input from teachers. From the committee. From teacher innovation and input from parents," said LS as the Principal.

This is reinforced by the results of interviews conducted with teachers who stated:

"After reviewing and considering various options to address these challenges, we consistently evaluate the PHBS program and seek solutions. To find an efficient approach, we must continually remind ourselves every day that the PHBS program is crucial for all of us. The PHBS program must be implemented through early childhood education, encouraging children to engage in healthy behaviors," said IM, a teacher.

"All input or direction provided, whether from the committee or even the Foundation, will always be innovated together with the principal, teachers, committee, and even parents." BO as a teacher.

Furthermore, the results of interviews conducted at private kindergartens regarding planning clean and healthy living behavior in evaluating success and achieving goals, the resource person said:

"Seeing whether the activity is implemented or not," said DW as the Principal.

"To see or measure the achievement of the objectives, basically from the first field report. This report ensures that we conduct daily surveys for the implementation of these activities. Then from the existing documentation. Then from the process of habituating children or habituating in our learning environment. Whether it has been formed or not, we can see it visually or in real terms," explained NR as the Principal.

This is reinforced by the results of interviews conducted with teachers who stated:

"Whether or not the activity is implemented," said PY as a teacher.

"Whether or not the program is implemented," said BC as a teacher.

Furthermore, the results of the interview conducted at a private kindergarten school regarding planning clean and healthy living behavior in taking steps to clarify and correct deviations, the resource person said:

"If the plan is not really needed, then it should be left unimplemented. If it is to be implemented, then it should be made up for by the time," said DW as the Principal.

"If something is not appropriate, it will definitely be seen clearly. There may be behavior, perhaps the behavior of children that does not represent the achievement of PHBS. For example, there are some children who may be negligent in washing their hands. We can see that directly like that," said NR as the Principal.

This is reinforced by the results of interviews conducted with teachers who stated:

"If there are any shortcomings during the activity, we will discuss it internally at school. If there is input from teachers, it will usually be within one semester," said PY as a teacher

"If the activity doesn't run properly. Usually we come from the teacher-teacher meeting and provide teacher-teacher input," explained BC as the teacher.

Furthermore, the results of interviews conducted at private kindergartens regarding planning clean and healthy living behavior in implementing various alternative solutions to various problems related to objectives, the resource person stated:

"Listening to input from teachers. Seeing this as being in keeping with the times, usually the younger the teachers, the more innovation there is," explained DW, a Principal.

"To see and consider what is clear, from the beginning we have selected which programs we will use as a reference in one year in the annual plan. The achievements of the annual plan that we will adjust to the budget are also like that. The most efficient way is to see the achievements. So from the one-year program, which ones have been achieved. That is what we will continue to strive for sustainability in the future. What we will plan again in the upcoming annual program. That is what we are implementing here," said NR as the Principal.

This is reinforced by the results of interviews conducted with teachers who stated:

"With teacher innovation and input from teachers. Teacher innovation or input from parents," said PY as a teacher.

"From the teachers' suggestions, we look for the shortcomings and then evaluate them.

New programs that can be implemented in the school environment," said BC as a teacher.

Public kindergartens evaluate the PHBS program periodically, typically through monthly evaluation meetings and direct observations by the principal. Evaluations are based on program achievement and changes in student behavior. However, documentation of evaluation results is still manual and not standardized. Meanwhile, private kindergartens implement a more systematic evaluation system. Some schools use observation sheets, weekly assessments, portfolio assessments, and periodic evaluation reports. Evaluations also serve as reflection material and the basis for developing the next annual program. Parental involvement in the evaluation process makes the program more adaptive to children's needs.

### **PHBS Planning**

Planning is a crucial stage in the program management cycle, including the implementation of Clean and Healthy Living Behavior (PHBS) in PAUD units. Planning in public kindergartens is prepared based on the results of the previous year's program evaluation and the actual conditions of the school, including aspects of funding, environmental needs, and the involvement of educators. Short-term goals tend to be directed at habituating healthy daily living behaviors such as washing hands and bringing healthy supplies. Meanwhile, long-term goals focus on establishing a sustainable culture of clean and healthy living. Scheduling and budgeting are carried out in collaboration with teachers and taking into account the feasibility of available funds. Implementation procedures are developed through discussion forums and incorporated into the RKAS with revisions that refer to the effectiveness of implementation in previous years. This is in accordance with the findings of Zuhra et al., (2025) who stated that PHBS implementation is influenced by the support of educators and adequate school facilities.

On the other hand, private kindergartens have greater flexibility in designing PHBS programs. Plans are developed reflectively based on annual evaluations and parental aspirations. Short-term and long-term goals are incorporated into the school's annual program. PHBS program selection aligns with the needs of the school community and the children, and budgeting is sourced from the RKAS (School Budget), foundations, or voluntary donations. Implementation procedures are discussed at annual meetings and followed up with supervision reports that serve as the basis for implementation evaluation. This model is supported by Parlaungan et al. (2022), who emphasize the importance of teachers and collaboration between stakeholders in instilling contextual hygiene and health values in the PAUD environment. This is reinforced by Güler Yıldız et al. (2021), who state that integrating social and cultural elements is a vital practice in early childhood education.

In general, the fundamental difference between public and private kindergartens in planning PHBS lies in their structure and level of flexibility. Public kindergartens place greater emphasis on stability, program consistency, and adherence to the government-established educational regulatory framework. In contrast, private kindergartens have the flexibility to

adopt innovations and adapt programs to more specific local needs. This difference does not constitute a barrier, but rather demonstrates that the success of PHBS programs can be achieved through a variety of managerial approaches relevant to the characteristics of each institution. Thus, the quality of PHBS planning is determined not only by formal structures, but also by active involvement, ongoing reflection, and a shared commitment to creating a healthy and clean learning environment for early childhood.

### **Organizing PHBS**

The organization of the PHBS program in public and private kindergartens has a different approach, reflecting the characteristics of each institution, but both are oriented towards the effectiveness of program implementation that has a direct impact on the behavior of early childhood. The organization of the PHBS program in public kindergartens is carried out formally and structurally. The principal and teachers carry out roles based on job descriptions specified in the decree. Each teacher has specific responsibilities, such as monitoring sanitation or food hygiene. Support for program implementation is evident in the mechanism for periodically checking equipment needs and procurement before activities are carried out. Facilitating the needs in implementing health, is effective in supporting in kindergarten (Chen et al., 2022) . Motivation and guidance are provided through training and collaboration with community health centers as external partners. This is supported by research by Fadhilah et al., (2020) which states that the role of teachers as role models and guides greatly influences the success of PHBS in PAUD. In addition, Kurniawati et al., (2023) emphasizes the importance of training for teachers to improve their ability to implement PHBS.

In private kindergartens, organization tends to be more participatory. The program manager is determined through a small meeting involving teachers and parents. Tasks are distributed according to individual interests and competencies. Equipment procurement is carried out early according to the annual budget. Motivation and competency strengthening are provided to teachers and PHBS PICs to ensure effective implementation. This is supported by Parlaungan et al., (2022), who stated that PAUD teachers who are empowered in a participatory manner are able to convey PHBS messages more effectively to children. The delivery of messages and actions become educational services as a form of program implementation effort (Intan et al., 2022) . Given the important role of schools for early childhood, health awareness needs to be instilled early (Kornilaki et al., 2021) . The presence of trained teachers can encourage children's willingness to adopt healthy behaviors (Jakobovich et al., 2023) .

Thus, it can be concluded that public kindergartens tend to use a top-down approach in organizing PHBS programs, characterized by a clear structure and chain of command, while private kindergartens prioritize a bottom-up collaborative approach, emphasizing the participation and empowerment of all stakeholders. Although different in organizational structure, both have similarities in ensuring clear responsibilities and the availability of facilities and infrastructure as indicators of readiness to implement PHBS programs effectively. These differences actually show that variations in organizational approaches can be adapted to the institutional culture, human resource capacity, and student needs, as long as they remain based on the principles of adaptive educational management and are oriented towards sustainable behavioral change.

### **Implementation of PHBS**

The implementation of PHBS at the Early Childhood Education (PAUD) level, both in public and private kindergartens, has fundamental differences in the methodological approach and learning strategies used, although they essentially share the same goal: instilling the values of cleanliness and health as part of children's daily habits. The implementation of the PHBS program in public kindergartens places greater emphasis on habituation and role modeling.

Teachers serve as the primary figures who guide students in adopting healthy behaviors, such as washing hands, disposing of trash, and maintaining clean eating utensils. Through positive habits, children will maintain personal and environmental hygiene from an early age (Binawanti, 2022). This approach utilizes behavioral reinforcement through actions and examples provided, aligning with Bandura's social learning theory, where children imitate the behavior demonstrated by figures (Bandura & Walters, 1977). Evaluation is carried out in stages, from teachers to principals.

Implementation in private kindergartens is dynamic and creative. The program is delivered through educational media such as songs, story puppets, and cleanliness competitions. PHBS is also integrated into weekly learning themes. Through engaging learning, it can trigger children's responses by providing direct experiences (Lagu et al., 2022). This is a strategy to increase children's understanding of healthy behaviors, as evidenced by Alifia & Hendriana (2021), who showed that educational media can improve learning about clean living behaviors in early childhood. Understanding of healthy behaviors needs to be fostered from an early age because it can cause children to delay their knowledge of health, making it difficult for them to make the behavior a habit (Şenol & Şenol, 2023). Monitoring is carried out through regular reports and direct observation. Evaluation is responsive, carried out immediately if obstacles are encountered in the field.

Both take PHBS implementation seriously. The difference lies in the delivery method. Public kindergartens rely on discipline and consistency, while private kindergartens innovate with playful approaches and fun education for early childhood. This creative approach aligns with contemporary pedagogical principles in early childhood education (PAUD), namely that effective learning in early childhood must integrate elements of play, exploration, and hands-on experience. Therefore, both have their own strengths that can be combined in a more comprehensive and sustainable PHBS implementation.

### **PHBS Evaluation**

Evaluation is a crucial part of PHBS program management, as it allows us to determine the extent to which the program has achieved its objectives and can serve as a basis for future decision-making and improvement. In public kindergartens, evaluations are generally conducted periodically through monthly evaluation meetings and direct observations by the principal. These evaluations focus on program achievement and changes in student behavior as indicators of success. Furthermore, monthly meetings are held to clarify any obstacles or deviations that occur during program implementation to identify problems and collectively formulate solutions. Principals and teachers address obstacles encountered in PHBS implementation; these evaluative activities demonstrate an awareness of the importance of reflection in program management. This approach has been declared effective by Jannah & Setiawan (2022); Yunita et al. (2023), who stated that ongoing mentoring, evaluation, and monitoring help improve teachers' abilities in implementing PHBS in PAUD.

On the other hand, private kindergartens demonstrate more structured and systematic practices. Some schools have implemented various evaluation instruments, such as weekly observations and periodic evaluation reports. Evaluations are conducted not only to assess program success but also as a basis for developing the following year's program. Teachers in private kindergartens are encouraged to innovate in developing solutions to various problems that arise during program implementation. This indicates that the evaluation process is implemented not only as a control tool, but also as an instrument for reflection and collaborative decision-making. This aligns with the findings of Karbito & Yessiana (2021), who stated that an evaluation approach based on direct monitoring and teacher and parent involvement results in greater program accountability and relevance.



In general, the differences in evaluation approaches between public and private kindergartens demonstrate two distinct strengths. Public kindergartens place greater emphasis on program stability, consistency, and continuity with a clear bureaucratic structure, while private kindergartens prioritize implementation effectiveness, innovation, and program relevance to children's needs through a more adaptive and reflective approach. Both approaches have their own advantages and can complement each other when developed within a collaborative framework between institutions. Ideally, evaluation in the context of early childhood education should function not only as a monitoring mechanism but also as a reflective instrument that encourages teacher professional growth, active stakeholder engagement, and improved children's quality of life through sustainable clean and healthy living behaviors.

This section contains data (in brief form), data analysis, and interpretation of the results. Result can be presented in tables or graphs to clarify the results verbally because sometimes the display of an illustration is more complete and informative than the display in narrative form.

This section must answer the problems or research hypotheses that have been formulated previously.

## CONCLUSION

PHBS program planning in public kindergartens emphasizes program continuity and stability based on the results of the previous year's evaluation. The planning is formalized, outlined in the RKAS (Work Plan and Budget), and considers funding, facilities, and the involvement of educators. Meanwhile, private kindergartens tend to be more flexible and adaptive, with a reflective and participatory approach, involving parents, and adapting to the needs of the school community. This reflects the bureaucratic and structured nature of planning in public kindergartens, while private kindergartens are more innovative and contextual.

The organization of PHBS in public kindergartens is formal, structured, and follows a top-down system. Assignments are based on decrees, and tasks are carried out according to each teacher's job description. Support is strengthened by partnerships with community health centers and regular training. In contrast, in private kindergartens, organization is more participatory with a bottom-up approach, where teachers and parents participate in determining the division of tasks according to interests and competencies. This indicates that organization in public kindergartens emphasizes structural order, while in private kindergartens it emphasizes collaboration and empowerment.

The implementation of the PHBS program in public kindergartens relies more on a habit-forming approach and the example of teachers as role models, with a focus on repetitive actions that establish healthy behavior routines. Meanwhile, in private kindergartens, implementation is more varied, creative, and enjoyable for children, using educational media such as songs, puppet stories, and thematic games. This indicates that public kindergartens tend to prioritize consistency and discipline, while private kindergartens emphasize an interactive and educational approach tailored to the developmental characteristics of early childhood.

Evaluations in public kindergartens are conducted periodically through regular meetings and principal observations, focusing on goal achievement and changes in children's behavior. Evaluations are systematic and reflective, identifying obstacles and seeking collective solutions. Meanwhile, private kindergartens implement evaluations more responsively and flexibly, using weekly evaluation instruments, periodic reports, and field supervision, while encouraging teacher innovation in problem-solving. This indicates that public kindergartens prioritize program stability, while private kindergartens focus more on program effectiveness and relevance to student needs.

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