



The Effect of Physical Education on Clean and Healthy Behaviour among Students at Sidorejo State Primary School

Putri Dwi Hapsari^{1*}, Ribut Wahidi², Suharningsih³

^{1,2} Universitas Muhammadiyah Kuningan, Indonesia

³Universitas Nahdlatul Ulama Cirebon, Indonesia

*Corresponding Author: Putri Dwi Hapsari, e-mail: putrihapsari882@gmail.com

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Abstract

Study purpose. This study aims to determine the effect of Physical Education, Sports, and Health (PJOK) learning on the clean and healthy lifestyle behaviour (PHBS) of sixth-grade students at Sidorejo State Elementary School in Pekalongan Regency.

Materials and methods. This study used a mixed methods approach with a sequential exploratory design. The study population consisted of all 180 students at Sidorejo State Elementary School, with a sample of 30 sixth-grade students selected using purposive sampling. Data were collected using PJOK and PHBS learning questionnaires and analysed using validity, reliability, normality, and Product Moment correlation tests with the assistance of SPSS 25.

Results. The results showed that all items in the instrument were valid and reliable with a moderate category. The data were normally distributed, and the correlation test results showed a value of $r = 0.682$ with a significance of 0.032 ($p < 0.05$), which means that there is a strong influence between PJOK learning and students' clean and healthy lifestyle behaviours.

Conclusion. PJOK learning not only plays a role in increasing physical activity, but is also effective in fostering awareness and habits of clean and healthy living among primary school students.

Keywords: PJOK, PHBS, Students, Primary School

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Introduction

Physical education (PE) in schools, including primary schools, is not only about learning physical movements, but also about learning about health in everyday life, one of which is clean and healthy living behaviours. In this health material, children are given knowledge and hands-on practice on how to apply clean and healthy living patterns in their daily lives. This is certainly very important to be given and taught to students, so that they will develop awareness and understanding of the importance of maintaining personal and environmental hygiene in an effort to maintain health.

(Harahap, 2024) explains that through physical education, children will be able to develop their skills, engage in healthy activities, grow and develop socially, and improve their physical and mental health. Other things are also explained by (Agus Mulyana et al., 2024) that 'physical education, sports, and health play a crucial role in shaping students' understanding and behaviour towards a healthy lifestyle'. As is well known, PJOK learning in schools does not only emphasise the mastery of motor skills but also trains and instils a comprehensive understanding of health.

Clean and healthy living behaviour, often referred to as PHBS, is defined as a series of activities or actions carried out as a result of awareness gained through learning, thereby enabling individuals to understand how to protect their health and environment from disease. (Wahjuni et al., 2023). One of the outcomes of learning is obtained from formal education institutions such as schools. There are many applications and habits of healthy lifestyles in schools, including eating healthy snacks in the canteen, disposing of rubbish in its proper place, washing hands regularly, especially before handling food, using toilets and maintaining toilet hygiene, participating in physical education classes, and regularly and routinely cleaning mosquito breeding sites.

In early 2025, every PJOK lesson will include PHBS habits, but only in the upper grades, namely grades 4, 5 and 6. These habits will be introduced at the start of the school year in January until February, before the Ramadan fasting holiday in 2025. There is no definitive data yet on whether this PHBS habit formation has a positive impact on children's understanding and awareness of clean and healthy living behaviours as a way of maintaining their own health and that of their environment. Therefore, the researcher is interested in making this issue the subject of a research study entitled *The Influence of PJOK Learning on Clean and Healthy Living Behaviours in Students at Sidorejo State Elementary School in Pekalongan Regency*.

Materials and Methods

Study participants.

The researcher determined the population to be used, namely all 180 students of Sidorejo State Elementary School in Pekalongan Regency. The sample used was first determined through a sampling technique. In this study, the researcher used purposive sampling. Referring to the explanation of purposive sampling described above, in this study the researcher determined the following characteristics:

1. Senior students
2. Students aged 11-12 years
3. Decision of the teachers' council meeting

Based on the characteristics of the sample determined by the researcher, the sample in this study consisted of 30 sixth-grade students.

Study organization.

The research method to be used is a mixed method. This mixed method is the use of two research methods, namely quantitative and qualitative methods. (Parjaman & Akhmad, 2019) explains that mixed research methods utilise the strengths and minimise the weaknesses of both qualitative and quantitative methods, thereby giving rise to a new concept that describes the 'relationship' between qualitative and quantitative methods. In the mixed research used by the researcher, the researcher used a sequential exploratory design model, namely the initial collection of data through qualitative data in the form of questionnaires, which were then processed and analysed using quantitative methods (Waruwu, 2023).

Statistical analysis.

1. Validity Test

The first step in conducting data analysis and processing is to determine the validity of each statement in the questionnaire. This validity test can be performed using SPSS. The test criteria are 1) if the calculated r is greater than the table r , it is declared valid, and 2) if the calculated r is smaller than the table r , it is declared invalid. The r table used in this study uses a significance level of 95% (0.05).

2. Reliability Test

(Sanaky et al., 2021) explains that the reliability of a measuring instrument is demonstrated by its degree of stability, accuracy, and consistency. A questionnaire used to measure something can be declared valid if the respondents' answers are consistent over time. The decision-making criteria are that the reliability value is said to be high or low, as indicated by the calculated r approaching the value of 1. Therefore, the reliability value can be categorised as high or low as follows: 1) if the α value is greater than 0.90, the reliability value can be said to be perfect, 2) if the α value is in the range of 0.70–0.90, the reliability value can be said to be high, 3) if the α value is in the range of 0.50–0.70, the reliability value can be said to be moderate or fairly high, and 4) if the α value is less than 50, the reliability value can be said to be low.

3. Normality Test.

In this prerequisite test, namely the normality test, the researcher used SPSS 25 with the Kolmogorov Smirnov formula. The data is considered normal if it meets the following testing criteria:

- If the Sig. value is greater than α 0.05, it is concluded that the research data is normally distributed.
- If the Sig. value is less than α 0.05, it is concluded that the research data is not normally distributed.

4. Product Moment Correlation Hypothesis Test

Next, after the prerequisite test is declared normal and homogeneous, a correlation test is performed using Product Moment to determine whether there is a relationship between the two variables (Bastian & Nurbait, 2021). The decision criteria in this product moment correlation test are:

- Accept H_0 if the calculated r is smaller than the table r , meaning that there is no relationship.
- Reject H_0 if r calculated is greater than r table, meaning that a relationship is concluded to exist.

Results

1. Results of the validity test of the PJOK lesson questionnaire

The results of data processing and analysis using SPSS 25 obtained the following results of the validity test of the PJOK lesson questionnaire.

Table 1. Results of the PJOK Questionnaire Validity Test
Correlations

	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	TOTAL_S KOR
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P1	Pearson Correlation	1	.139	.045	.317	.165	-	.153	-	.334	.172	.107	.084	.443*
	Sig. (2-tailed)		.463	.814	.088	.383	.975	.419	.889	.071	.363	.575	.658	.014
	N	30	30	30	30	30	30	30	30	30	30	30	30	30
P2	Pearson Correlation	.139	1	.168	.276	-	.255	.042	.259	-	.311	.011	.332	.504*
	Sig. (2-tailed)	.463		.375	.141	.967	.174	.824	.167	.421	.095	.954	.073	.004
	N	30	30	30	30	30	30	30	30	30	30	30	30	30
P3	Pearson Correlation	.045	.168	1	.184	.390*	.201	.142	.284	.304	.201	.335	.527**	.678*
	Sig. (2-tailed)	.814	.375		.330	.033	.288	.454	.128	.102	.288	.070	.003	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30
P4	Pearson Correlation	.317	.276	.184	1	-	.370*	.163	-	.088	.605**	-	.058	.485*
	Sig. (2-tailed)	.088	.141	.330		.288	.044	.390	.590	.646	.000	.667	.761	.007
	N	30	30	30	30	30	30	30	30	30	30	30	30	30
P5	Pearson Correlation	.165	-	.390*	-	1	.120	.224	.327	.355	-	.177	.051	.434*
	Sig. (2-tailed)	.383	.967	.033	.288		.527	.235	.078	.054	.484	.351	.790	.017
	N	30	30	30	30	30	30	30	30	30	30	30	30	30
P6	Pearson Correlation	-	.255	.201	.370*	.120	1	.177	-	-	.401*	.084	.033	.446*
	Sig. (2-tailed)	.006	.975	.174	.288	.044	.527	.349	.671	.639	.028	.661	.861	.013
	N	30	30	30	30	30	30	30	30	30	30	30	30	30
P7	Pearson Correlation	.153	.042	.142	.163	.224	.177	1	.203	.072	.177	.068	-	.393*
	Sig. (2-tailed)	.419	.824	.454	.390	.235	.349		.283	.705	.349	.719	.141	.032
	N	30	30	30	30	30	30	30	30	30	30	30	30	30
P8	Pearson Correlation	-	.259	.284	-	.327	-	.203	1	-	-	.040	.306	.395*
	Sig. (2-tailed)	.027	.889	.167	.128	.590	.078	.671	.283	.427	.671	.833	.100	.031
	N	30	30	30	30	30	30	30	30	30	30	30	30	30
P9	Pearson Correlation	.334	-	.304	.088	.355	-	.072	-	1	.048	.438*	.102	.388*
	Sig. (2-tailed)	.071	.421	.102	.646	.054	.639	.705	.427		.801	.015	.593	.034
	N	30	30	30	30	30	30	30	30	30	30	30	30	30
P10	Pearson Correlation	.172	.311	.201	.605**	-	.401*	.177	-	.048	1	-	.033	.468*
	Sig. (2-tailed)	.363	.095	.288	.000	.484	.028	.349	.671	.801		.413	.861	.009
	N	30	30	30	30	30	30	30	30	30	30	30	30	30
P11	Pearson Correlation	.107	.011	.335	-	.177	.084	.068	.040	.438*	-	1	.232	.395*
	Sig. (2-tailed)	.575	.954	.070	.667	.351	.661	.719	.833	.015	.413		.217	.031
	N	30	30	30	30	30	30	30	30	30	30	30	30	30
P12	Pearson Correlation	.084	.332	.527**	.058	.051	.033	-	.306	.102	.033	.232	1	.465*
	Sig. (2-tailed)	.658	.073	.003	.761	.790	.861	.141	.100	.593	.861	.217		.010
	N	30	30	30	30	30	30	30	30	30	30	30	30	30

TOT	Pearson	.443	.504	.678	.485	.434	.446	.393	.395	.388	.468	.395	.465	1
AL_S	Correlation	*	**	**	**	*	*	*	*	*	**	*	**	
KOR	Sig. (2-tailed)	.014	.004	.000	.007	.017	.013	.032	.031	.034	.009	.031	.010	
	N	30	30	30	30	30	30	30	30	30	30	30	30	30

Referring to the criteria for testing Pearson's product moment validity described by (Sanaky et al., 2021) One of the validity tests that is commonly used is the Pearson bivariate correlation or product moment correlation, with the criteria that 1) if the calculated r is greater than the table r, it is declared valid, and 2) if the calculated r is smaller than the table r, it is declared invalid. The r table used in this study employs a significance level of 95% (0.05). Based on the r table with 30 respondents, the table r is 0.361.

n	Taraf Signifikan		n	Taraf Signifikan		n	Taraf Signifikan	
	5%	1%		5%	1%		5%	1%
3	0,997	0,999	27	0,381	0,487	55	0,266	0,345
4	0,950	0,990	28	0,374	0,478	60	0,254	0,330
5	0,878	0,959	29	0,367	0,470	65	0,244	0,317
6	0,811	0,917	30	0,361	0,463	70	0,235	0,306
7	0,754	0,874	31	0,355	0,456	75	0,227	0,296
8	0,707	0,834	32	0,349	0,449	80	0,220	0,286
9	0,666	0,798	33	0,344	0,442	85	0,213	0,278
10	0,632	0,765	34	0,339	0,436	90	0,207	0,270
11	0,602	0,735	35	0,334	0,430	95	0,202	0,263
12	0,576	0,708	36	0,329	0,424	10	0,195	0,256
13	0,553	0,684	37	0,325	0,418	12	0,176	0,230
14	0,532	0,661	38	0,320	0,413	15	0,159	0,210
15	0,514	0,641	39	0,316	0,408	17	0,148	0,194
16	0,497	0,623	40	0,312	0,403	20	0,138	0,181
17	0,482	0,606	41	0,308	0,398	30	0,113	0,148
18	0,468	0,590	42	0,304	0,393	40	0,098	0,128
19	0,456	0,575	43	0,301	0,389	50	0,088	0,115
20	0,444	0,561	44	0,297	0,384	60	0,080	0,105
21	0,433	0,549	45	0,294	0,380	700	0,074	0,097
22	0,423	0,537	46	0,291	0,376	800	0,070	0,091
23	0,413	0,526	47	0,288	0,372	900	0,065	0,086
24	0,404	0,515	48	0,284	0,368	1000	0,062	0,081
25	0,396	0,505	49	0,281	0,364			
26	0,388	0,496	50	0,279	0,361			

Figure 1. Table r

The researcher summarised the validity test results using SPSS as follows:

Table 2. Summary of validity test results

Statement	r calculated	rtable	Sig.	Description
P1	.443*	.361	.014	Valid
P2	.504**		.004	Valid
P3	.678**		.000	Valid
P4	.485**		.007	Valid
P5	.434*		.017	Valid
P6	.446*		.013	Valid
P7	.393*		.032	Valid
P8	.395*		.031	Valid
P9	.388*		.034	Valid
P10	.468**		.009	Valid

P11	.395*		.031	Valid
P12	.465**		.010	Valid

Referring to the criteria described earlier, it can be seen in Table 2 that each item statement has a calculated r value greater than the table r (0.361). Therefore, it can be concluded that the PJOK lesson questionnaire is valid.

1. Results of the PJOK Questionnaire Reliability Test

Each statement in the questionnaire was declared valid, and then the reliability of all statements was tested using the SPSS reliability test.

Table 3. Reliability test results

Reliability Statistics	
Cronbach's Alpha	N of Items
.652	12

Referring to the reliability testing criteria described by (Sanaky et al., 2021), a reliability value is considered high or low based on whether the calculated r value is close to 1. Therefore, high or low reliability values can be categorised as follows: 1) if the α value is greater than 0.90, the reliability value can be said to be perfect, 2) if the α value is in the range of 0.70–0.90, the reliability value can be said to be high, 3) if the α value is in the range of 0.50–0.70, the reliability value can be said to be moderate or fairly high, and 4) if the α value is less than 50, the reliability value can be said to be low.

Therefore, based on the explanation of the reliability value criteria, it can be seen in Table 3 that the reliability value of the PJOK questionnaire has an α value of 0.652. This value falls into the category of moderate or fairly strong reliability.

1. Results of the PHBS Questionnaire Validity Test

The results of data processing and analysis using SPSS 25 obtained the following results of the PHBS questionnaire validity test

Table 4. Results of the PHBS Questionnaire Validity Test

		Correlations															TOT AL_S KOR
		P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	P13	P14	P15	
P1	Pearson Correlation	1	.338	.065	.054	.086	.212	.011	.128	.133	.135	.118	.255	.196	.311		.476*
	Sig. (2-tailed)		.068	.732	.777	.652	.261	.954	.501	.483	.478	.535	.174	.300	.094		.008
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30		30
P2	Pearson Correlation	.338	1	.112	.020	.246	.069	.061	.017	.190	.167	.023	.019	.268	.014		.407*
	Sig. (2-tailed)			.712	.920	.046	.969	.961	.917	.090	.067	.923	.919	.068	.914		
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30		30

	Sig. (2-tailed)	.068		.556	.916	.190	.715	.747	.930	.315	.378	.903	.922	.153	.942	.025
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
P3	Pearson Correlation	-.065	.112	1	.55*	.096	.249	.160	.005	.061	.251	.076	.190	.075	.025	.393*
	Sig. (2-tailed)	.732	.556		.012	.614	.184	.399	.980	.749	.180	.689	.315	.693	.895	.032
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
P4	Pearson Correlation	.054	.020	.55*	1	.035	.278	.347	.081	.201	.239	.002	.148	.076	.229	.470*
	Sig. (2-tailed)	.777	.916	.012		.854	.137	.060	.669	.286	.204	.994	.436	.688	.224	.009
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
P5	Pearson Correlation	.086	.246	.096	.035	1	.238	.216	.280	.009	.198	.292	.162	.123	.074	.415*
	Sig. (2-tailed)	.652	.190	.614	.854		.205	.251	.134	.962	.293	.117	.393	.516	.699	.023
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
P6	Pearson Correlation	.212	.069	.249	.238	.216	1	.144	.129	.059	.166	.143	.035	.074	.063	.394*
	Sig. (2-tailed)	.261	.715	.184	.137	.205		.446	.499	.757	.380	.450	.854	.698	.742	.031
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
P7	Pearson Correlation	-.011	.061	.160	.347	.216	.144	1	.122	.207	.112	.347	.058	.201	.061	.494*
	Sig. (2-tailed)	.954	.749	.399	.060	.251	.446		.522	.273	.557	.060	.759	.288	.749	.005
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
P8	Pearson Correlation	.128	.017	.005	.081	.280	.129	.122	1	.024	.297	.004	.050	.054	.293	.405*
	Sig. (2-tailed)	.501	.930	.980	.669	.134	.499	.522		.899	.111	.981	.791	.775	.117	.027
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
P9	Pearson Correlation	.133	.190	.061	.201	.009	.059	.207	.024	1	.016	.058	.337	.027	.070	.389*
	Sig. (2-tailed)	.483	.315	.749	.286	.962	.757	.273	.899		.931	.762	.069	.887	.712	.034
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
P10	Pearson Correlation	.135	.167	.251	.239	.198	.166	.112	.297	.016	1	.048	.077	.062	.120	.416*

	Sig. (2-tailed)	.478	.378	.180	.204	.293	.380	.557	.111	.931		.800	.686	.743	.529	.022
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
P11	Pearson Correlation	.118	.023	.076	.002	.292	.143	.347	.004	-.058	.048	.1	.319	.386	.288	.429*
	Sig. (2-tailed)	.535	.903	.689	.994	.117	.450	.060	.981	.762	.800		.086	.035	.122	.018
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
P12	Pearson Correlation	.255	.019	.190	.148	.162	.035	.058	.050	.337	-.077	.319	.1	.038	.323	.433*
	Sig. (2-tailed)	.174	.922	.315	.436	.393	.854	.759	.791	.069	.686	.086		.844	.082	.017
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
P13	Pearson Correlation	.196	.268	.075	.076	.123	.074	.201	.054	.027	.062	.386	.038	.1	.189	.391*
	Sig. (2-tailed)	.300	.153	.693	.688	.516	.698	.288	.775	.887	.743	.035	.844		.318	.032
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
P14	Pearson Correlation	.311	.014	.025	.229	.074	.063	.061	.293	.070	.120	.288	.323	.189	.1	.379*
	Sig. (2-tailed)	.094	.942	.895	.224	.699	.742	.749	.117	.712	.529	.122	.082	.318		.039
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
TOTAL_S KOR	Pearson Correlation	.476**	.07*	.93*	.70**	.15*	.94*	.94**	.05*	.89*	.16*	.29*	.33*	.91*	.79*	1
	Sig. (2-tailed)	.008	.025	.032	.009	.023	.031	.005	.027	.034	.022	.018	.017	.032	.039	
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30

Referring to the criteria for testing Pearson's product moment validity described by (Sanaky et al., 2021), one of the validity tests that is commonly used is Pearson's bivariate correlation or product moment, with the criteria that 1) if the calculated r is greater than the table r, it is declared valid, and 2) if the calculated r is smaller than the table r, it is declared invalid. The r table used in this study uses a significance level of 95% (0.05). Based on the r table with 30 respondents, the table r obtained is 0.361. The researcher summarised the validity test results using SPSS as follows:

Table 5. Summary of PHBS questionnaire validity test results

Statement	r calculated	rtable	Sig.	Description
P1	.476**	.361	.008	Valid
P2	.407*		.025	Valid
P3	.393*		.032	Valid
P4	.470**		.009	Valid
P5	.415*		.023	Valid

P6	.394*		.031	Valid
P7	.494**		.005	Valid
P8	.405*		.027	Valid
P9	.389*		.034	Valid
P10	.416*		.022	Valid
P11	.429*		.018	Valid
P12	.433*		.018	Valid
P13	.391*		.032	Valid
P14	.379*		.039	Valid

Referring to the criteria described earlier, it can be seen in Table 5 that each item statement has a calculated r value greater than the table r (0.361). Therefore, it can be concluded that the PJOK lesson questionnaire is valid.

Results of the PHBS Questionnaire Reliability Test

Each statement in the questionnaire was declared valid, and then the reliability of all statements was tested using the SPSS reliability test.

Table 6. Reliability test results

Reliability Statistics	
Cronbach's Alpha	N of Items
.639	14

Referring to the reliability testing criteria described by (Sanaky et al., 2021) The reliability value is said to be high or low when the calculated r value is close to 1. Therefore, the reliability value can be categorised as high or low as follows: 1) if the α value is greater than 0.90, the reliability value can be said to be perfect, 2) if the α value is in the range of 0.70–0.90, the reliability value can be said to be high, 3) if the α value is in the range of 0.50–0.70, the reliability value can be said to be moderate or fairly high, and 4) if the α value is less than 50, the reliability value can be said to be low.

Therefore, based on the explanation of the reliability value criteria, it can be seen in Table 6 that the reliability value of the PHBS questionnaire has an α value of 0.639. This value falls into the category of moderate or fairly strong reliability.

Normality Test Results

The next step after conducting validity and reliability tests is a normality test. A normality test is one of the prerequisite tests that must be performed before conducting a hypothesis test. The criteria used in the normality test according to (Sanaky et al., 2021) are that if the Sig. value is greater than α 0.05, it can be said that the data is normally distributed, but if the Sig. value is less than α 0.05, it can be said that the data is not normally distributed. The results of the normality test using SPSS can be seen in Table 7 below.

Table 7. Normality Test Results

Tests of Normality					
Kolmogorov-Smirnov ^a			Shapiro-Wilk		
Statistic	df	Sig.	Statistic	df	Sig.

Angket_PHBS	.216	30	.118	.854	30	.096
Angket_PJOK	.271	30	.186	.871	30	.286

Lilliefors Significance Correction

Referring to the testing criteria described above, Table 7 shows that the Sig. values for the normality test are 0.118 and 0.186. Since the calculated values are greater than α 0.05, it can be said that the data is normally distributed.

Product Moment Correlation Test Results

The final step in a series of data analysis and processing stages is hypothesis testing, which is used to answer the research question. The hypothesis test used by the researcher is the product moment correlation test using SPSS. The criteria for testing this hypothesis refer to (Jabnabillah & Margina, 2022), which explains that 1) if the Sig. value is less than 0.05, it can be said that there is an influence between one variable and another, and 2) if the Sig. value is greater than 0.05, it can be said that there is no influence between one variable and another.

Table 8. Relationship degree guidelines

Interval Koefisien	Relationship Level
0,00 – 0,139	Very Weak
0,20 – 0,399	Weak
0,40 – 0,599	Moderate
0,60 – 0,799	Strong
0,80 – 1,000	Very Strong

Table 9. Product moment correlation test results

Correlations		PHBS	PJOK
PHBS	Pearson Correlation	1	.682**
	Sig. (2-tailed)		.032
	N	30	30
PJOK	Pearson Correlation	.682**	1
	Sig. (2-tailed)	.032	
	N	30	30

**Correlation is significant at the 0.01 level (2-tailed)

Table 4.9 above shows that the Sig. value obtained is 0.032, which is less than 0.05. Referring to the testing criteria and relationship degree guidelines, it can be said that there is a strong correlation between PJOK lessons and clean and healthy living behaviour (PHBS).

Discussion

Physical Education, Sports and Health (PJOK) lessons are not only about learning outdoors through various physical activities, but also about developing and increasing awareness of health and clean and healthy living behaviours based on knowledge and direct practice (Muhajir & Gunawan, 2022). Clean and healthy living habits should be instilled from an early age, according to data from the Indonesian Ministry of Health in (Ilmi & Hartoto, 2022) It was explained that one of the indicators of healthy living, namely washing hands properly, is only

practised by 47% of Indonesians, which means that many people still do not practise healthy habits.

Physical education lessons in primary schools provide children with direct understanding through theory and practice together with other children. This is expected to have a positive impact on children, giving them the knowledge and experience to practise healthy lifestyles in their daily lives. (Ilmi & Hartoto, 2022) explains that 'PHBS is a set of behaviours carried out cognitively as a result of learning that provides awareness of maintaining personal health'. In addition (Fauzi et al., 2024) explaining that "PHBS is a process that involves lifestyle changes to improve physical and mental health and maintain a clean and healthy environment.

Schools play an important role in influencing their students to always have positive habits in their daily lives. Schools are also institutions that bear a great responsibility for shaping children's character and behaviour. Therefore, it is only natural that in school education, especially in primary schools, physical education plays a role in shaping children holistically so that they become a generation with good character and physical and spiritual health, including training and instilling healthy habits in their daily lives (Syaharani et al., 2024).

Conclusions

Based on the results of the analysis and data processing carried out by the researcher, it was found that PJOK lessons have a strong influence on the formation of students' PHBS habits. This is proof that PJOK lessons are not only about outdoor physical activities but also shape and build children's character to understand the importance of implementing PHBS in their daily lives, so that they are able to maintain their own health and that of their environment, whether they realise it or not.

The implementation of PHBS in schools can be taught through various simple practices that teachers can apply in their daily lives, such as washing hands after PJOK lessons, disposing of snack wrappers after PJOK lessons, and building awareness to work together to carry out class duties and clean school toilets.

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Information about the authors:

Putri Dwi Hapsari: putrihapsari882@gmail.com; Pendidikan Jasmani Kesehatan dan Rekreasi, Universitas Muhammadiyah Kuningan, Indonesia.

Dr. Ribut Wahidi, M.Pd: ributwahidi37@upmk.ac.id, Department Of Physical Education, Health and Recreation, Universitas Muhammadiyah Kuningan, Indonesia

Suharningsih: ningsih@unucirebon.ac.id, Department Of Physical Education, Health and Recreation, Universitas Nahdlatul Ulama Cirebon

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