

The Influence of Health Promotion Interventions Counseling and Peer Education Groups on Clean and Healthy Living Behaviors of Students in Islamic Boarding Schools

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ABSTRACT

Background: The concept of healthy students is related to clean and healthy living behavior (PHBS) in the Islamic boarding school environment, which combines clean and healthy living behavior (PHBS) in educational institutions and the home environment. **Aims:** To determine the effect of counseling and peer education groups on the clean and healthy living behavior of students at the Irsyadul Ibad Islamic boarding school. **Method:** This research is an experimental study using a factorial design with two variables: counseling and peer education. The research sample was 84 students divided into 4 different groups, namely the combination group (counseling and peer education), the counseling group, the peer education group, and the control group. Each group lives in a different dormitory. The health promotion intervention was carried out for 15 days with 10 meetings to discuss clean and healthy living behavior. The statistical tests used were paired t-test and Wilcoxon to determine the differences in values before and after treatment. Kruskal Wallis and Mann Whitney were used to determine the differences in the scores of each group. **Results:** There are significant differences in knowledge and attitude values before and after treatment, namely: combination group (counseling and peer education), Knowledge $p= 0.003$, attitude $p= 0.009$, Knowledge counseling group $p= 0.001$, attitude $p= 0.030$ peer group education knowledge $p= 0.000$, attitude $p= 0.001$ and control group knowledge $p= 0.067$, attitude $p= 0.053$. There are differences in knowledge and attitudes in each group, namely the combination group (counseling and peer education), with the control group, knowledge $p = 0.000$, attitude = 0.000 , counseling group with the control group, knowledge $p = 0.000$, attitude $p = 0.000$ peer education group with the control group knowledge $p=0.000$ attitude $p= 0.000$. Combination group (counseling and peer education), with knowledge counseling group $p=0.063$ attitude $p= 0.134$ combination group (counseling and peer education), with peer education knowledge $p=0.079$, attitude $p=0.095$. Counseling group with peer education group knowledge $p= 0.332$, attitude $p=0.424$. **Conclusion:** Combination groups (counseling and peer education), counseling groups, and peer education groups influence clean and healthy living behavior among students at the Irsyadul Ibad Islamic Boarding School.

Keywords: Health promotion, Peer Education, PHBS, Boarding school

INTRODUCTION

PHBS in schools has eight indicators that are used as measures to evaluate PHBS in schools namely; washing hands with running water and using soap, eating healthy snacks in the school cafeteria, using clean and healthy latrines, exercising regularly and in a measured manner, eradicate mosquito larvae, do not smoke at school, weigh yourself and measure your height every month, and throw away rubbish in the right place (Proverawati, 2012).

The World Health Organization (WHO, 2018) stated that the achievement of PHBS implementation in school settings was 22.5% with a target of 65%. The national target for educational institutions implementing PHBS is 70%. According to Indonesian Ministry of Health data from 2018, coverage of clean and healthy lifestyle habits in the regions remains low; only 35.8% of schools implement clean and healthy living habits (PHBS) compared to the national target of 70% in 2018 (Resiyanthi, 2021).

Islamic boarding schools are Islamic educational institutions with a (mixed) boarding system, then an independent community is formed consisting of students, teachers/kyai and families of their Islamic boarding school itself. The term cabin comes from the Arabic Funduq which means hotel, place to live for rent (Daulay's son, Haidar) The term Islamic boarding school is a place to live and acquire knowledge from the Islamic boarding school itself (Tilarso, 2005).

In Indonesia, there are 27.28 Islamic boarding schools consisting of 13,446 (49.4%) Saafi Islamic boarding schools, 3,064 (39.4%) Khaafi Islamic boarding schools and 10,708 (39%) integrated Islamic boarding schools. with a total of 3,642,738 students that is 1,895,580 (52.0%) men and 1,747,158 (48.0%) women (Regulation of the Minister of Health of the Republic of Indonesia 2013). According to demographics, the growth in the number of Islamic boarding schools in Indonesia is quite significant: 23,329 out of 28,839 (82.74%) on the island of Java. and 641 or 2.75% in eastern Indonesia. (Islamic boarding schools database, 2022).

In its journey, Pesantren, as an educational institution that has strong roots in the Indonesian Muslim community, has been able to maintain and maintain its existence and has a multi-functional and multi-aspect educational model. Students are not only taught to be someone who understands religious knowledge and general knowledge but also receive natural leadership, independence, simplicity, perseverance, togetherness, equality, and other positive attitudes.

Specifically for the Batanghari Regency area, there are 20 Islamic boarding school classes. Islamic boarding schools play a very influential role both in terms of education, external and internal, and intelligence as a reference for the

concept of the state of mind of students. For this reason, Islamic boarding schools are often referred to as a tool for cultural transformation. When learning in Islamic boarding schools, students not only seek knowledge but also skills that they must master, but most importantly, the three most important aspects of education, namely psychomotor, affective and cognitive, are provided in a stimulated and balanced to achieve the objectives.

METHODS

This research is experimental research using a factorial design with two independent variables. This research aims to determine the effect of health promotion interventions on the clean and healthy living behavior of students at the Irsyadul 'Ibad Islamic boarding school, Kubu Kandang Village, Batanghari Regency. Researchers took samples using random sampling. The total sample was 84 students divided into four different groups, namely the combination group (counseling and peer education), the counseling group, the peer education group and the control group (Lemeshow, 1997). These four groups differ in terms of delivery and treatment. Each group lives in a different dormitory. Data analysis used paired t-test and Wilcoxon to determine differences in values before and after treatment. Kruskal Wallis and Mann Whitney were used to determine the differences between each group (Notoatmodjo, 2012).

RESULTS AND DISCUSSION

Respondents' Characteristics

Characteristics of respondents based on gender, age, and PHBS information on Irsyadul 'Ibad Islamic Boarding School student.

Table 1. Characteristics of respondents based on gender, age and PHBS information in four treatment groups at Irsyadul 'Ibad Islamic Boarding School students (n=84)

Respondents' Characteristics	Group							
	Combination Group (counseling and peer education)		Counseling Group		Peer Educator=Group		Control Group	
	n	%	n	%	n	%	n	%
Gender								
Male	9	42,9	9	42,9	9	42,9	9	42,9

Female	12	57,1	12	57,1	12	57,1	12	57,1
Age								
12- < 14 years	11	52,4	11	52,4	11	52,4	11	52,4
14-15 years	10	47,6	10	47,6	10	47,6	10	47,6
PHBS information								
Tall	7	33,3	6	28,6	7	33,3	6	28,6
Low	14	66,7	15	71,4	14	66,7	15	71,4

Source: Primary data processed for 2023

Table 1 states that the number of males in the combination group (counseling and peer education), counseling, peer educator and control is nine (42,9%), females 12 (57,1%), then based on age in the combined group, counseling, peer educators and control, namely ages 12 - < 14 years 11 (52.4) and 14 - 15 years, namely 10 (47.6). Respondents received information on Clean and Healthy Living Behavior (PHBS)

from the combination group (counseling and peer education), counseling group, peer educators group and control group, namely high 7 (33,3%) and low 14 (66,7%). Based on a survey conducted (Zumroh *et al.*, 2016) at Mamba'ul Hisan at the Isyhar Islamic Boarding School, data were obtained on the attitudes of male students and poor students with average scores of 2.71 and 2.73, respectively (Zumroh *et al.*, 2016).

Table 2. Differences in PHBS behavioral scores before and after health promotion intervention for Students of Irsyadul Ibad Islamic Boarding School

Variable	Combination Group (counseling and peer education)				
	Pre-Test		Post-Test		p value
	Mean	Standard deviation	Mean	Standard deviation	
Knowledge	16.80	1.93	29.47	3.87	0.001
Attitude	14.25	2.47	27.73	5.67	0.003
Variable	Counseling Group				
	Pre-Test		Post-Test		p value
	Mean	Standard deviation	Mean	Standard deviation	
Knowledge	16.25	1.35	25.44	16.25	1.35
Attitude	15	2.30	27.55	15	2.30
Variable	Peer Education Group				
	Pre-Test		Post-Test		p value
	Mean	Standard deviation	Mean	Standard deviation	
Knowledge	16.50	1.78	26.47	3.43	0,000
Attitude	13.95	2.15	27.45	5.45	0,000
Variable	Control Group				
	Pre-Test		Post-Test		p value
	Mean	Standard deviation	Mean	Standard deviation	
Knowledge	17.46	1.97	18.27	2.67	0.067
Attitude	13.37	1.86	13.93	1.87	0.053

Source: Primary data processed for 2023

Table 2 shows that there is a significant influence between knowledge and attitude values before and after with a significance value of $p < 0.05$, namely: combination group (counseling and peer education) knowledge $p = 0.003$, attitude $p = 0.009$; counseling group knowledge $p =$

0.001, attitude $p = 0.030$; peer education group knowledge $p = 0.000$, attitude $p = 0.001$ and there were no significant differences in the knowledge and attitude variables of students with a significance value of $p > 0.05$ in the control group, knowledge $p = 0.067$, attitude $p = 0.053$.

Table 3. Differences in behavior scores between treatment groups

Kruskall Wallis test	Combination Group (counseling and peer education)	Counseling Group	Peer Education Group	Control Group	p value
	Mean	Mean	Mean	Mean	Mean
Knowledge	57.37	37.59	31.43	11.23	0.000
Attitude	47.57	41.23	49.76	11.01	0.000

Source: Primary data processed for 2023

Table 3 is based on the results of the Kruskal-Wallis test. The mean value in the combined group for knowledge is 57.37 and attitude is 47.57. Meanwhile, the mean for the knowledge in the counseling group was 37.59 and attitude 41.23, then the mean for the peer educator knowledge group was 31.43 and attitude 49.76. Then the mean for the knowledge control group was 11.23 and attitude 11.01 with a p-value of 0.000. Based on the research results of Susanto *et al.* (2016), life in Islamic boarding schools is that students live together in

one room with 10 to 25 students. The results of researchers' observations of student behavior that do not support clean and healthy living behavior include exchanging clothes, exchanging beds and sleeping blankets, towels are rarely dried in the sun, and mattresses and pillows not dried in the sun. As a result, various health problems occur, for example, stomach worms, diarrhea, toothache, skin problems including scabies, malnutrition, upper respiratory tract infections (ARI) and head lice (Susanto *et al.*, 2016).

Table 4. Differences in knowledge values and attitudes toward clean and healthy living behavior (PHBS) between groups

Mann Whitney test	Counseling Group	Peer Education Group	Control Group
Knowledge			
Combination Group	0.000*	0.000	0.000
Counseling Group		0.063	0.000
Peer Education Group			0.000
Mann Whitney test	Counseling Group	Peer Education Group	Control Group
Attitude			
Combination Group	0.000	0.000	0.000
Counseling Group		0.000	0.000
Peer Education Group			0.000
Mann Whitney test	Counseling Group	Peer Education Group	Control Group
Knowledge			
Combination Group	0.063	0.079	0.000
Counseling Group		0.332	0.000
Peer Education Group			0.000
Mann Whitney test	Counseling Group	Peer Education Group	Control Group
Attitude			
Combination Group	0.134	0.095	0.000
Counseling Group		0.424	0.000
Peer Education Group			0.000

*p value <0.05 = there is a difference ** p value > 0.05 = No Difference

Table 4. Mann-Whitney test results for the knowledge and attitude variables show that the combination group scores (counseling and peer education) in the counseling group and the peer education group have the same delta value difference compared to the control group.

The results of the research show that there is an influence of the combination group (counseling and peer education), counseling group, peer education group and control group on the knowledge and attitudes of students regarding clean and healthy living behavior (PHBS) in Islamic boarding schools. After carrying out health promotion interventions in the combination group (counseling and peer education), it was found that there were

differences in the knowledge and attitudes of students regarding clean and healthy living behavior in Islamic boarding schools. Research by Makful and Pirawati (2016) showed the behavior of santri at the As-Syafi'iyah Girls Special Islamic Boarding School regarding the implementation of clean and healthy living behavior (PHBS), as well as the behavior or actions of santri regarding the implementation of clean and healthy living behavior (PHBS) There were 81 people (54.0%) who behaved poorly, while there were 69 students who behaved well (46.0%). Thus, it can be said that students' behavior toward PHBS is not good (Makful & Pirawati, 2016).

As educational institutions that have strong roots in Indonesian Islamic

society, in their journey, Islamic boarding schools have been able to maintain their existence and have a multi-functional and multi-aspect educational model. Santri is not only taught to be people who understand religious knowledge and general knowledge but also acquire the qualities of leadership, independence, simplicity, perseverance, togetherness, equality and other positive attitudes. In the future, it is hoped that this capital can give birth to a quality and independent society as a form of Islamic boarding school participation in the success of national development goals and play an active role in educating the nation as mandated by the 1945 Constitution (Amin, 2004). Santri are a transitional age group from late adolescence to early adulthood who are more independent in determining what behavior they will carry out. At this stage, teenagers will think more about plans and increase social interaction in the environment and live more independently. The concept of healthy students is related to PHBS in the Islamic boarding school environment which is a combination of clean and healthy living behavior (PHBS) in educational institutions and households. The main aim is to develop PHBS for students, educators and Islamic boarding school managers so that they are able to know and overcome various health problems in the Islamic boarding school environment and the surrounding environment (Efendi & Makhfudli., 2009).

CONCLUSION

Educational and peer counseling group influence the knowledge and attitudes of students at Irsyadul 'Ibad Islamic Boarding School, Batanghari Regency. A combination of group, counseling group and peer education group can increase students' knowledge and attitudes toward clean and healthy living behavior in Islamic boarding schools. Several research variables have been examined in this research, but there are other factors that have not been studied that also influence student behavior. Therefore, more research is needed to examine other influencing factors.

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