



The Impact of Physical Education Learning on Healthy Life Style Knowledge of Elementary School Students

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Abstract

Healthy lifestyle knowledge becomes a foundation that should be owned by elementary school students to improve their life wellbeing level in the future. This research aimed to find out the impact of Physical Education learning on the healthy lifestyle knowledge of elementary school students. The research used an ex-post facto descriptive method on the population consisting of 112 grade six students of elementary public schools in Cimahi City. The samples of the study were 78 elementary school students chosen through a convenience sampling technique. The instrument used was The Clean and Healthy Behavior Scale (TCHBS) with the reliability value $p=0.87$. The data analysis used a descriptive percentage and one sample t-test on the SPSS 19.0 program. The result showed that the Physical Education instruction significantly affected the healthy lifestyle knowledge of elementary school students, mostly on the student knowledge of dietary habit and physical activity. The healthy lifestyle knowledge of elementary school students was not merely the responsibility of Physical Education teachers, but also their parents and surroundings. A further research is needed to examine the effectiveness of Physical Education program related to the school support and gender in improving knowledge as well as to implement the healthy lifestyle.

INTRODUCTION

Health is the main factor that is important for the sustainability of life, especially in the childhood age when the children grow and develop. The foundation of healthy life is laid on the childhood age where the balance dietary habit and active movement will provide the important nutrition for a healthy growth and development. On the other hand, nutrition intake and passive movement will result in obesity in the childhood period that eventually arouses chronic diseases in the adolescent and adulthood periods as well as a poor academic behavior and performance (Perera & Frei, 2015).

The definition of health, according to the World Health Organization (WHO), is not only a condition of the absence of diseases and weaknesses, but also the presence of the balance function of physical, mental, and social aspects. Therefore, the life quality measurement related to health covers three functions, including physical aspects, psychological aspects (cognitive and emotional aspects), and social aspects (Vionalita, 2017). Meanwhile, healthy lifestyle promoting health includes activities which focus on the improvement of a person life wellbeing level. The activities focus on the positive physical, social, mental, intellectual, and spiritual health potential developments (Sopa, 2018). Therefore, a healthy lifestyle should be implemented in the young age.

The immobility and the lack of healthy behaviors are the main reasons of health problems nowadays. Healthy lifestyle behaviors could decrease the diseases and mortality. The scale of healthy lifestyle developed in this context includes physical activity, self-fulfillment, health responsibility, nutrition, support among people, and stress management component. The improvement of healthy lifestyle knowledge of the students is the responsibility of Physical Education teachers (Bozlar & Arslanoğlu, 2016).

The promotion of healthy lifestyle has gained its popularity as the tool to develop the children health. The study shows that healthy lifestyle could improve physical, psychological, and social health for a lifetime and improve the quality of life, as well as decrease the morbidity and mortality (Pomohaci, 2018). Physical Education at school is one of subjects promoting healthy lifestyle for students. Physi-

cal Education refers to a learning process in form of an aimed physical activity, through an organized participation, self-expression, physical fitness improvement, and healthy lifestyle for life wellbeing to maintain a civilized social relationship, and is directed to the competitive attainment in all levels (Ana-maria, 2015).

Physical Education has a central role to develop a healthy life style of students. Physical Education teaches students to manage daily eating habit and movement habit (Brubaker, 2018). By using physical activities, Physical Education could improve the student's wellbeing, a good life quality, and healthy lifestyle knowledge by avoiding diseases and premature death. Recently, a result of a study shows that Physical Education through physical activities could be a treatment for mental health problems (Al-nakeeb, Lyons, Dodd, & Al-nuaim, 2015).

Previous research regarding the position of Physical Education in promoting health shows a high negative health behaviors of the students, especially sedentary behavior and the low physical activity level (Kostecka, Bojanowska, & Stoma, 2018). Another research studied physical activity as a factor improving health found that the level of physical activity decreased drastically in the transition period from elementary school level to middle school until higher school levels (WHO, 2019). The level of healthy lifestyle should be built in the elementary school age as the future foundation (Gu, Chang, & Solmon, 2016). Although Physical Education instruction promotes healthy lifestyle to the students, the students are still lack of knowledge about healthy lifestyle in their environments (Turkmen & Kul, 2013). The aim of this research was to find out the healthy lifestyle knowledge of elementary school students, especially upper-class students who will face the transition period from the elementary school level to the middle school level.

METHOD

The research method used to find out the impact of Physical Education learning on the elementary school student knowledge regarding healthy lifestyle was a descriptive ex-post-facto method. The populations of the study were 112 sixth grade elementary school students of public schools in Cimahi City. The grade six students were chosen as they are in the transition period from the elementary level to

the middle school level, where they were vulnerable to movement behavior and lifestyle changes, especially a significant healthy life (Gu, et al., 2016). The populations were taken from six public elementary schools in Cimahi City. The samples of the study were 78 elementary school students chosen through the convenience sampling technique as the samples were chosen from the nearest schools (Etikan, Musa, & Alkassim, 2017).

The data collection was administered by using a Clean and Healthy Behavior Scale (TCHBS) questionnaire from (Vionalita, 2017) with a Likert scale. The questionnaire had been tested for its validity and reliability. The reliability value was $p=0.87$, which means that the questionnaire was reliable to be used. Data obtained from the questionnaire were analyzed by using a descriptive statistical analysis with percentage calculation to find out the impact of Physical Education instruction on the level of student active lifestyle knowledge.

RESULT & DISCUSSION

The results of the obtained data depicted the percentage of each sub variable of The Clean and Healthy Behavior Scale (TCHBS), including (1) Clean Behavior, (2) Eating and Drinking Habits, (3) Rest Pattern, (4) Physical Activity Pattern, and (5) Personal Health Knowledge. Table 1. explains the results of percentage calculation of each variable from the questionnaire.

Table 1. Percentage Results of The Clean and Healthy Behavior Scale (TCHBS)

Sub Variabel	Frequency	%
Healthy life	44	36
Eating and drinking habits	65	54
Rest pattern	32	26
Physical activity pattern	56	46
Personal health knowledge	45	37

Data in table I. show the student knowledge of healthy lifestyle. The eating and drinking habits gained the highest percentage (54%). Most of elementary school students, aged 10-12 year old or equal to grade six, have a high appetite (Perera & Frei, 2015). Therefore, it is easy for the teachers to promote eating and drinking habits to the children in this age. Elementary school teachers have a strong

motivation to teach nutrition and dietary habit to the students as they perceive that the growth and development at this age is important (Al-nakeeb et al., 2015). Physical Education instruction also focuses on the tips to improve healthy nutrition for the students and to motivate the students to consume a balance nutrition, thus the Physical Education teachers are prompted to spend efforts to improve the physical, mental, and self-efficacy conditions to help the students improve their quality of life (Ana-maria, 2015).

The student's knowledge about physical activity was 46%. The participation of elementary school students in sporting activities is aimed to fulfill their movement needs as school is the most feasible place to meet their movement needs. The school age children in Indonesia mostly spend their time at school. The priority goal of Physical Education at school is as a preventive act to help students improve their physical activity in order to gain a dynamic health (Setyorini, 2017). Some researchers had studied the relationship between physical activity opportunity time in Physical Education instruction and the student fitness, especially at the elementary school level, that showed the presence of a significant relationship (Cheung, et al., 2019). Generally, the Physical Education program at elementary schools could affect the student's healthy life knowledge to prevent and to cure obesity. 12-14% students have obesity, which is different in different regions. A recent study on the elementary school graduates found that 9,7% male children aged 13 years and 3,9% female children aged 13 years are overweight. The presence of Physical Education program promoting healthy lifestyle could decrease it into 32 % (Kostecka et al., 2018).

A balance diet and physical activity behaviors give impacts on the health improvement and facilitate a healthy weight management. Besides, parents and environments can be influential factors of the student healthy lifestyle knowledge level (Bozlar & Arslanoğlu, 2016). The parent awareness improvement contributes to the decrease of their children weight. The change of lifestyle, including a higher physical activity level in the family, could motivate children to do sporting activities and to participate in sports as the main key (Cloes, 2017).

CONCLUSION

The highest result of Physical Education instruction was on the student knowledge of dietary habit and physical activity. The healthy life behavior knowledge is not merely affected by the Physical Education program, but also affected by parents who also promote the healthy lifestyle. In addition, gender can be an influential factor. Further research, in relation to the school support and gender, is needed to find out the effectivity of Physical Education in improving knowledge as well as implementing the student healthy lifestyle.

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