



Empowerment of the Indonesian Red Cross Organization (IRCO) as a Convenience of Knowledge Healthy and Clean-Living Behavior (HCLB) during the Covid-19 Pandemic in the School through Graphic Design Media

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ABSTRACT

The impact of the lack of Clean and Healthy Living Behavior (HCLB) is a learning atmosphere that is less comfortable due to a dirty environment, lowers enthusiasm for learning, and reduces the good image of the school in the general public. Diseases that occur in school-age children such as diarrhea, intestinal worms, anemia, dengue fever are related to Clean and Healthy Living Behavior. This community empowerment program aims to provide information with the aim of increasing knowledge about clean and healthy living behavior (HCLB) through graphic design media during the COVID 19 pandemic. The main material for this training was an overview of HCLB in general and HCLB that is more specific in school settings during the COVID 19 pandemic, as well as showing examples of graphic design to practice skills as an educational medium. The program targets were members of IRCO MAN 2 Makassar City. The first activity, namely the empowerment team from UIN Alauddin Makassar, first conducted a problem analysis by making IRCO members as partners. The second activity was advocacy by conducting program presentations, getting support from the school, their willingness to work together, and sharing team work with partners. The third activity, namely building an atmosphere, which was carried out by training and mentoring partners to become cadres, will be held on March 8-9, 2022. Assistance in making graphic designs on March 10, 2022. The number of students who were trained were 12 students who were members of IRCO as prospective peer counselors with the paired sample t-test, a 2-tailed significance value of $0.013 < 0.05$, indicating a significant difference in pre- and post-test knowledge. The last activity is a community movement which is carried out in the form of implementing the previous peer educator training. The results obtained from 36 peer participants using the Wilcoxon test, known as Asymp.Sig. (2-tailed) is worth $0.000 < 0.05$. The results show that there is an effect of implementing empowerment on cadres and peers regarding HCLB in the school setting.



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INTRODUCTION

Clean and healthy living behavior (HCLB) is one of the preventives (prevention of a disease or health problem) and promotive (improvement of health status) efforts in a person, so that it can be said to be a pillar of Healthy Indonesia 2010 (Departemen Kesehatan RI, 2006). It is hoped that this behavior can be applied to all groups of society, including school-age teenagers. Many factors influence the behavior of clean and healthy living such as habits at home,

community environment, schools, teachers who do not set an example or demonstrate and teenagers themselves. The implementation of HCLB can be through habituation as stated in the Ministry of National Education (2004: 6), habituation development includes: "Praying before and after eating, saying greetings when meeting other people, helping others, self-cleaning such as brushing teeth, urinating, and bathing. Keeping the environment clean, disposing of garbage in its place, carrying out school rules, carrying out worship activities according to the rules, imitating their beliefs, saying thank you if you get something, respecting parents and older people, speaking politely and sweet-faced, going to school right time, clean cutlery after use (Johana Tomaso, 2018) As has been done by (Suprpto, 2021) teaching how to wash hands properly, all students can practice washing hands is one of the efforts to prevent infectious disease. Information affects a person's knowledge if he often gets information about a lesson it will increase his knowledge and insight, while someone who does not often receive information will not increase his knowledge and insight (Masdinarsyah, 2021). Community Empowerment Through PHBS Simultaneous Movement in Household Orders. Efforts are being made to create PHBS in household settings through education to family members and empowerment of family members with the aim of being able to recognize health problems to improve patterns and lifestyles to be healthier (Hidayah & Rahmawati, 2020).

The impact of the lack of Clean and Healthy Living Behavior (HCLB) is a learning atmosphere that is less comfortable due to a dirty environment, lowers enthusiasm for learning, and reduces the good image of the school in the general public. Diseases that occur in school-age children such as diarrhea, intestinal worms, anemia, dengue fever are related to Clean and Healthy Living Behavior (Faozy, 2017 quoted from I Wayan Gede Krisna Mahendra & Ni Putu Wiwik Oktaviani, 2019). The results of Saleh & Kunoli, (2018) shows that the knowledge of HCLB cadres has increased after being given an intervention in the form of counseling and training through leaflet media. Along with the widespread adoption of COVID-19 in society, technological advancements are accelerating, allowing everyone to have access to everything they require. Both positive and negative, particularly among children in this productive phase.

Supported by research by Yulius, (2016) which states that the success of a health promotion can be seen from the good health promotion media used so that it is linear with this study which expects the IRCO MAN 2 organization to be a good forum for HCLB knowledge. The study conducted by Eka and Estrin, (2019) is known to be able to increase the ability and knowledge of the participants of the Clean and Healthy Living Program for Middle Youth Red Cross (MYRCO) members .

An independent observation has been carried out at MAN 2 and it was found that there is still a lack of knowledge of adolescents about health. Today, rapid technological developments have a linear influence on the world of communication, mobile phones which are used as communication tools are multifunctional devices so that the initiative of MAN 2 students to seek general knowledge decreases because they feel that there are many things that attract their attention more than general knowledge. In addition, the public is now very less aware of implementing health protocols such as those contained in the HCLB points.

Low hand washing behavior, consumption of vegetables and fruit, and physical activity are risk factors that cause low HCLB in school-age children (Kusumawardani et al., 2019). This requires special attention considering that

HCLB problems can have an impact on healthy behavior as adults. Therefore, it is necessary to increase HCLB through preventive and promotive HCLB actions. Community nurses play a very important role in the success of government programs by providing interactive and innovative HCLB education based on Evidence Based Practice (EBP) for school-age children. Simulation technique by way of school-age children practicing HCLB directly. Nurses implement HCLB simulation interventions such as washing hands with soap, simulating eating vegetables and fruits, and physical activity (brain gym) as a method of health education as an effort to increase HCLB. The purpose of the simulation of HCLB practice is to improve the ability of HCLB in school children in order to improve the health status, especially for school-age children.

The big problem that occurs in the IRCO organization of MAN 2 Makassar City is that there are still IRCO members who don't know about HCLB even to them it sounds foreign. This problem is caused by the lack of socialization about HCLB to the IRCO organization, both from internal parties of the organization or from parties outside the organization and schools. In fact, HCLB is a social health science that can assist IRCO in carrying out their duties, as some of these studies explain that members of the Youth Red Cross are trained to have social awareness, through a form of activity such as in a healthy lifestyle, students are trained to get used to always living healthy.

The important goal of empowering HCLB in MAN 2 is to train students to be socially caring because this attitude is very much needed in social life, therefore HCLB in MAN 2 is trained to have an attitude of caring for social, this is shown from IRCO extracurricular activities such as providing first aid for handle sick students in various school activities, social services and other social assistance carried out at school. The main target or approach in the concept of empowerment must be based on the guidelines and principles of social work. In this case, the community is not considered as the object of various development projects, but the community.

METHODS

Problems that are a priority and must be resolved immediately in MAN 2 Makassar City are students who still do not understand and do not know about HCLB in the school environment in general, there are still many students who may not even know the term. Therefore, the steps to be taken in solving this problem are to provide specific, detailed, and complete education regarding HCLB in the school environment, in addition to holding consultations with IRCO members who will be the main actors in providing knowledge and information about HCLB in the school environment in the form of graphic design media.

Making graphic design media a source of information will be able to make it easier for students to understand the content of the information conveyed. Designs that are made as attractive as possible will attract attention so that many students will be tempted to read and finally information about HCLB will be conveyed well and cover more people. Because basically someone will be more interested in something that is made creatively than just a paper filled with writing in black ink. The empowerment program that we will form is Providing information with the purpose of increasing knowledge about clean and healthy living behavior through graphic design media. Participants in this program are members of IRCO MAN 2 Makassar City.

The approach that can be taken is to first review the management in IRCO

MAN 2 Makassar City, if in the IRCO management there is a section in charge of the publication section, then the implementation of program sustainability is left to IRCO members to fully decide which members will be involved in the program, However, if the final decision involves all members, the second option is applied, namely dividing the members into several divisions, namely the design creator and the promotion team. The design creator serves as part of the graphic design maker (Ifa and Agus, 2011) which contains points and a brief explanation of HCLB. The promotion team was given the task of distributing in the sense of spreading posters on wall magazines at schools or in places that are usually used as a place to paste written information, in addition to spreading banners through social media. .

The flow of thought for the implementation of the Community Service Program Using the Ministry of Health approach. Schematically the flow of empowerment is described as follows:

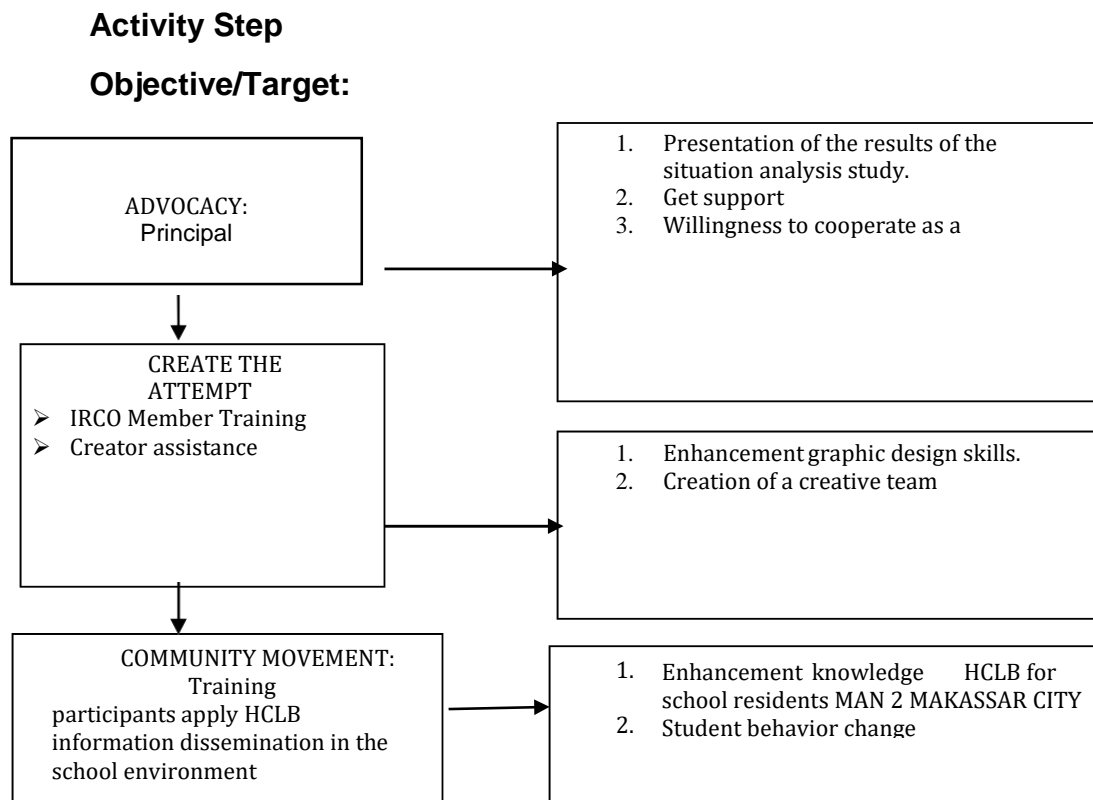


Figure 1. The framework of the problem-solving concept in the Community Service program with the Ministry of Health approach

The process of transferring knowledge about graphic design from the trainees as follows:

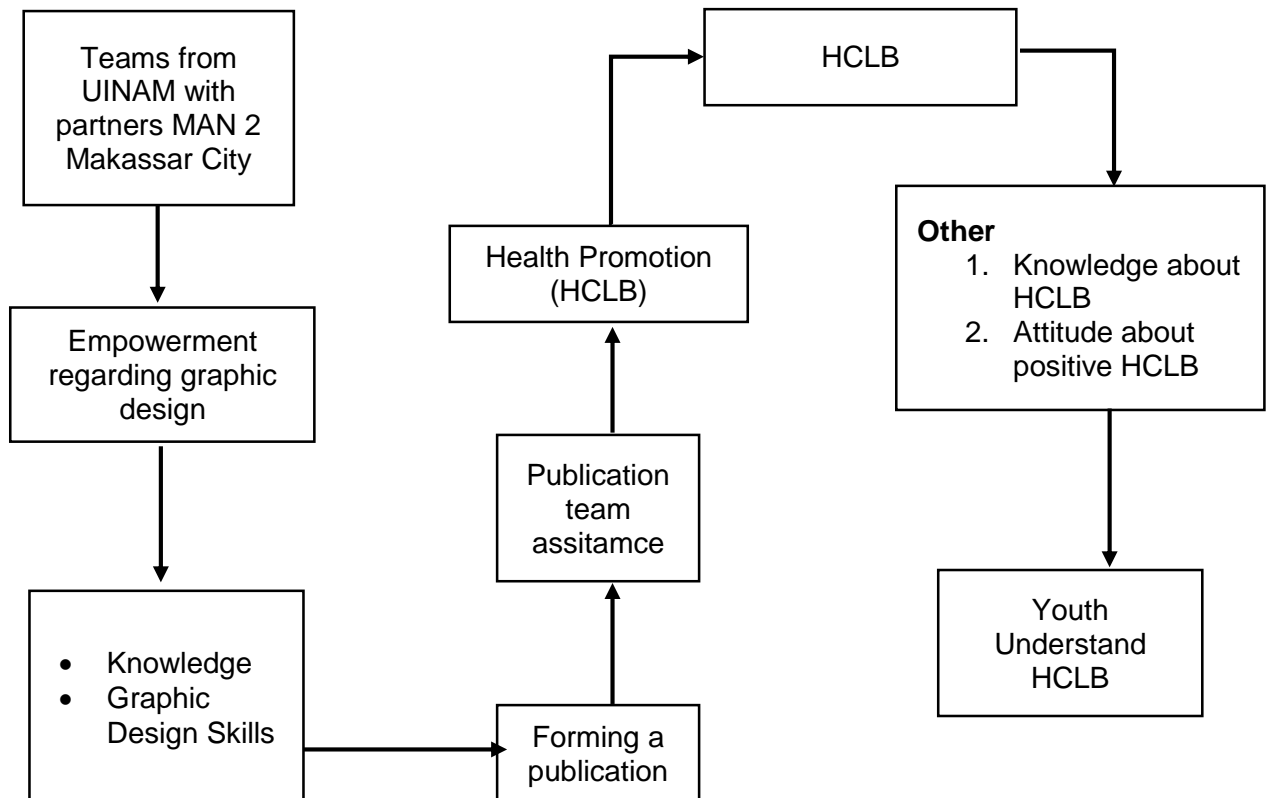


Figure 2. Knowledge Transfer Flow

An analysis of the real situation has been carried out according to the Makassar City which finds the fact that the knowledge and practice of HCLB is low. Then the team from UINAM Together with partners analyze the problems being faced, and determine which problems are priorities and will be resolved first. From this analysis, consensus on priority issues will be generated, namely the lack of experience and knowledge of HCLB.

After determining the priority problems for Partners, the next step is to determine the solution model in solving these problems. The solution that was decided with the Partners was the Empowerment of the IRCO Organization as a HCLB Forum. The strategy chosen is to conduct graphic design training so that HCLB information can be easily accepted in all circles.

The training will be conducted for three (3) days with a team of trainers from the UINAM Team. The target of the training is to increase knowledge and skills of graphic design so as to increase knowledge of HCLB in MAN 2 Makassar city. Distributor of questionnaires and documentaries. Before empowering, there are some who are prepared to find out the extent of the audience's knowledge regarding HCLB, one of which is a questionnaire that will be distributed before the material is presented in the form of a pretest and after the material is presented it is also given in the form of a posttest to find out if there are changes before and after giving theory.

RESULT AND DISCUSSION

a. Activity I Team Coordination

The empowerment team from UIN Alauddin Makassar first conducted a problem analysis, in accordance with the objectives of the empowerment carried out at MAN 2 Makassar City regarding HCLB by making IRCO members as partners. However, previously the team will be empowered by providing material in the form of an overview of HCLB in general and HCLB that are more specific in school settings, as well as showing examples of graphic design to train skills as an empowerment medium. The last step in stage 1 is division of labor team. This division is carried out to streamline the course of empowerment of members of IRCO MAN 2 Makassar City. In this step we divide the work of the team as a whole, the division is as follows: a presenter who has several tasks, including introducing the empowerment team first, explaining the purpose and purpose of coming, as a guide when the material is being delivered, inviting if anyone asks and finally thanking IRCO members for their willingness to participate in the continued empowerment close the event.

The note taker also prepares timesheets to find out how many people follow or are present in the empowerment carried out. In activities such as empowerment must include evidence of pictures taken during the activity as physical evidence of empowerment. Speaker In empowerment activities related to HCLB at MAN 2 Makassar City, previously several materials have been prepared to be delivered, related to the delivery of HCLB in general and specifically HCLB in school settings. In addition to providing materials related to HCLB, we also prepared graphic design skills training, namely a little explanation about making posters through applications. So, the audience is taught to use the poster form as a presentation medium related to HCLB to make it easier if there is no LCD.

b. Activity II Advocacy to the Head of Madrasah

1) Presentation of the results of the situation analysis study

The situation analysis carried out is to further examine the obstacles and problems that occur in the MAN 2 Makassar City environment related to HCLB. This analysis aims to facilitate the implementation of the empowerment program. With information about the ins and outs of the school environment (problems, constraints, norms, and rules) it will certainly facilitate the running of the program and the program becomes more focused.

2) Get support

Before the program runs, of course it needs internal support from the school. Permission from the Madrasah Principal, teachers and students is required.

The support in question includes:

- Permit letter approved and signed by the Head of Madrasah.
- Approval from teachers regarding the process of running the program which might interfere with the teaching and learning process in the classroom.
- Approval and readiness of IRCO MAN 2 Makassar City members who will serve as partners in the program that was launched.

3) Willingness to cooperate as a partner.

At this stage, special meetings and discussions were held with IRCO members to discuss agreements regarding their willingness to become partners or cadres in empowerment. The decision is left entirely to the IRCO membership to determine how much involvement they have in the

program. However, the decision must certainly benefit both parties, provide benefits in the form of the success of the program by the team that launched it, and provide benefits to the school in the form of increasing knowledge and a broader understanding of HCLB in the school setting.

4) Team work sharing with partners.

The intended division of labor is what tasks will be carried out during the program. The team will be tasked with providing education in advance about HCLB to IRCO members who will become partners or cadres. This education contains an explanation of HCLB in general which includes eight indicators. The explanation about HCLB will be the basis of knowledge for IRCO members before carrying out their duties as cadres. IRCO members who participate in activities will become partners/cadres who will be trained to become counselors. After being given training, this counselor will conduct peer counseling by targeting school residents, the aim is to be able to provide information and increase the knowledge of school residents about HCLB or clean and healthy living behavior in outline and more clearly.

c. Activity III Build Atmosphere

Activity building this atmosphere in the form of training. The training was held for 2 days, on March 8-9, 2022. The training was held at MAN 2 MAKASSAR CITY. The training participants were 12 students who were IRCO members. The training activity begins with a pre-test to measure knowledge about HCLB in school settings and its correlation with Islam. The next stage is the implementation by providing HCLB materials in the school setting and its correlation with Islam and becoming a peer educator and the evaluation stage, measuring the success of the training. The training activities are described as follows:

1) First Stage Pre-Test

Pre The test was conducted to measure the participants' basic knowledge about HCLB in school settings and their correlation with Islam. Twelve (12) participants took part in the pretest activity in an orderly manner. Twenty-five (25) questions about HCLB regarding knowledge and action and twelve (12) attitude statements. The results of the pretest are as shown in the table below.

The results of the pretest provide an overview of IRCO members as cadres in this study who have sufficient knowledge about HCLB in school settings and their correlation with Islam. The data obtained shows that 8 out of 12 students meet the sufficient category. In the sense that IRCO members already have sufficient knowledge even before being given education and explanations about HCLB. These results are in line with research [Annas et al., \(2020\)](#) Respondents of SMA Negeri 8 Makassar students who have good behavior are 25 respondents (46.3%) while respondents who are not well behaved are 29 respondents (53.7%). This is in line with research conducted by [Annas et al., \(2020\)](#) which states that the more respondents have good knowledge, the better clean and healthy living behavior will be, on the contrary if the level of knowledge is lacking, the less clean and healthy living behavior will be.

2) Second Stage of Peer Educator Training

The HCLB material provided in it includes eight HCLB indicators set by schools to equip students to become cadres. The provision of material begins with effective and efficient communication techniques for IRCO members. The first material regarding the understanding of HCLB in general, a brief and clear explanation of HCLB indicators, as well as the arguments explaining HCLB were presented by Nurul Inayah. Furthermore, the material on graphic design media and communication strategies was explained by Sugira Selfi Yuniar.



Figure 3. Implementation of peer counselor cadre educator training

The results of the observations showed high enthusiasm, this can be seen from the long discussions during the training. Most of the IRCO members showed great attention to the importance of knowledge and understanding of HCLB as the part closest to health. From this enthusiasm, it can be concluded that IRCO members have a high desire and willingness to further explore HCLB so that awareness about the importance of implementing clean and healthy living behavior can be increased independently.

To find out more about the success of the program, a knowledge test was conducted for the second time (posttest). This is done to analyze the extent to which members' understanding increases before and after being given information about HCLB more broadly and in detail.

Table 1. Differences in knowledge before and after health education using poster graphic design

		N	%	<i>p</i>
Skor Pre Test-Skor	Decrease	2	17%	0,013
	Increase	9	75%	
Post Test	Permanent	1	8%	
	Total	12	100%	

Table 1 illustrates that 9 (75%) cadres experienced an increase in knowledge after completing the training. Only 2 (17%) cadres have decreased knowledge and 1 (8%) cadre have fixed knowledge.

Based on the paired sample t-test table, the 2-tailed significance value of $0.013 < 0.05$ indicates a significant difference between the initial and final variables, namely pre-test and post-test. This shows that there is a significant effect on the difference in the treatment given to each variable. According to research (Saputra et al., 2018). Research using health promotion media, namely leaflets, stated that leaflet media had an influence in increasing knowledge. Based on the results of the paired t

test, it was stated that there was a difference in knowledge before and after counseling using leaflets was held with a knowledge score of 77.65 during the post-test to 91.76.

3) Third Phase of Mentoring (9 March 2022)

Mentoring is carried out to ensure that the training participants (partners) are able and able to perform and carry out their roles as cadres/counselors properly and effectively. This mentoring activity is carried out with several process steps as follows:

- Formed 12 groups
- Selected 12 participants who act as cadres / counselors
- There are 36 peers
- Each group will contain three or more audiences / peers and one counselor
- The team that acts as a cadre / counselor will provide explanations and explanations about HCLB in school settings in general through graphic design media.
- Each counselor from each group will take turns educating peers in the group that has been divided.
- Cadres / counselors conduct HCLB health education using graphic design media in the form of posters, besides that they also conduct small discussions and answer general questions asked by peers or the audience.

The simulation results show that cadres / counselors play a very good role, this is reflected in their flexibility in speaking in front of their peers in a relaxed but still focused manner according to the discussion brought. All those involved in this activity were able to communicate comfortably and without pressure, the activity ran smoothly and the participants showed seriousness in studying and understanding education about HCLB.



Figure 4. Implementation of mentoring or training simulations for peer education at MAN 2 MAKASSAR CITY

d. Activity IV Community Movement by Implementing Peer Cadre Empowerment by IRCO members on March 10, 2022

Activity This is in the form of the implementation of the previous peer educator training. This activity was carried out for 1 day, on March 10, 2022. The activity was carried out at MAN 2 Makassar City. Peer cadre participants were 37

students who were students of MAN 2 Makassar City. This activity begins with a pre-test to measure the knowledge of peer cadre participants about HCLB in school settings and their correlation with Islam. The next stage is the implementation stage by providing HCLB materials in the school setting and its correlation with Islam using poster graphic design media that has been made by IRCO member cadres who have been trained and the evaluation stage by distributing posttests as a medium for measuring the success of the implementation of peer cadre activities. The training activities are described as follows:

1) First Stage Pre-Test

The pre-test was conducted to measure the basic knowledge of peer cadre participants about HCLB in school settings and their correlation with Islam. Twelve (12) participants took part in the pretest activity in an orderly manner. Twenty-five (25) questions about HCLB regarding knowledge and action and twelve (12) attitude statements. The results of the pretest are as shown in the table in the second stage below.

2) Second Stage of Peer Cadre Implementation

HCLB empowerment in MAN 2 Makassar City by making IRCO members as partners or forums for providing information and knowledge to students in the school environment. During the program, some students showed high enthusiasm in listening to the presentation about HCLB. The results of the empowerment showed a change in the level of knowledge of students before and after education. Counseling carried out by cadres to peers went well and smoothly, similarities in terms of age made communication between counselors and peers more comfortable and relaxed, conversations that were not too formal but still reflected the seriousness of making the program run without any tension.



Figure 5. The results of the creativity of IRCO MAN 2 Makassar City cadres in making graphic design media in the form of posters

After peer counseling was conducted, the results of the pre-test and post-test showed a significant improvement. During the pre-test, some students had a little difficulty answering some questions. Then the counselor provides an explanation of HCLB and the underlying

arguments. And the results obtained are students are able to answer most of the questions smoothly and correctly. There is a fairly high difference in numbers between the pre-test and post-test, this means that there is a significant success of the program being launched.

The results of the pre-test of peer cadre participants in this study provided a significant picture of the differences in the knowledge of 37 people who were participants. Among them 10 people in the good category, 23 people in the sufficient category, and 4 people in the less category. Based on these data, it can be concluded that most of the participants already have good knowledge of HCLB but still need to make efforts to improve it in order to reach a good category. Meanwhile, 4 people in the less category will be made a priority during the ongoing education, with the aim that the knowledge conveyed can be in line with the understanding of the participants in the good and sufficient categories. From the table above, it can be seen that the minimum value of the cadre participants increased as well as the maximum value (Aseptianova, 2021) said that from the results of the pre-test obtained, it can be seen that the level of student knowledge about HCLB is good. Furthermore, for the post test results obtained by students, the average value obtained increased from the average value obtained during the pretest. From the results of the student posttest, it can be seen that the average value obtained is 8.92 or can be rounded up to 9. So, from the results of the pretest and posttest students it can be concluded that there is an increase in the value or score obtained by students, this is also showed that there was an increase in students' knowledge regarding HCLB after counseling. Similarly, research by Salim, et al, 2021 and Sulistiyani, et al, 2020, which shows that there wa an increase in knowledge.



Figure 6. Posttest work by peer cadre participants who have been educated by IRCO member cadres

3) Third Stage Reviewing Empowerment Results

After empowering peer cadres and checking the results of the participants' pre-test and post-test work, the research team perform a

knowledge test for the second time (posttest). This is done to analyze the extent to which the understanding of peer cadre participants increases before and after being given information about HCLB in a broader and more detailed manner.

From the results of the normality test of the pre-test and post-test data for peer cadre participants, it has been obtained that the pre-test significant value is 0.044 and the post-test is 0.001, both of which are below 0.05. This means that the distribution of data from the pre-test and post-test of cadre participants is not normally distributed because the significant values obtained are $0.044 < 0.05$ and $0.001 < 0.05$.

Because the distribution of the data obtained was not normal, a non-parametric Wilcoxon test was carried out with the hypothesis "there is a difference in the results of the pre-test and post-test for the empowerment of cadre participants, which means that there is an effect of implementing empowerment on cadre participants regarding HCLB in school settings and its correlation with Islam." The results of this test are in line with research (Nugroho & Utama, 2020) because the data is not normally distributed (value < 0.05), then in seeing any changes between knowledge about clean and healthy living behavior in the school environment before and after the implementation of socialization activities, the Wilcoxon test was carried out, as well as the results shown in the study Sitohang, dkk, 2018.

Table 2. Non-parametric Wilcoxon test results, pre-test and post-test data for peer cadre participants

	Pre-test of peer cadre participants – Post test of peer cadre
Z	-5.019
Asymp Sig (2-tailed)	0.000

Based on the results of the Wilcoxon test, it is known that Asymp.Sig. (2-tailed) is worth 0.000. Because the value is $0.000 < 0.05$, it can be concluded that the hypothesis is accepted. This means that there is a difference between the results of empowerment of cadre participants by IRCO members, so it can be concluded that "there is an effect of implementing empowerment on cadre participants regarding HCLB in school settings and its correlation with Islam". The results of this study are in line with (Julianti, 2018) 65% of students lacked knowledge before counseling and after counseling on clean and healthy living behavior (HCLB) 70% of students' school settings improved to be good. The results of the Wilcoxon signed rankings test obtained a p value of $0.00 < \alpha 0.05$ then H_0 was rejected, meaning that there was an effect of counseling through multimedia methods on students' knowledge about clean and healthy living behavior (HCLB) in school settings at SMA Negeri 1 Gondang Mojokerto. This is in accordance with the opinion of Wardani (2016), HCLB is a set of behaviors that are practiced on the basis of awareness as a result of learning that makes a person or family able to help themselves in the health sector and play an active role in realizing the health of their community.

CONCLUSION AND SUGGESTION

The empowerment team from UIN Alauddin Makassar first conducted a problem analysis, in accordance with the objectives of the empowerment carried out at MAN 2 Makassar City regarding HCLB. Presenting the results of the situation analysis study from this analysis aims to facilitate the implementation of the empowerment program. Before the analysis requires support from the school, the support in question is a permit letter, approval from teachers, and approval and readiness of IRCO MAN 2 Makassar City members. Then the intended division of labor is what tasks will be carried out during the program.

Students who empower HCLB should be able to communicate effectively with students being critical and able to answer questions and students' environmental situations so that the results of the HCLB indicator assessment are valid data. It is recommended to increase student awareness, and familiarize students to always carry out clean and healthy living behavior with the correlation with Islam being improved again. Teach a group of students or students to be a health cadre every week. And these students will later be taught to care for and maintain the cleanliness and health of students at school.

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