



Implementation of Clean and Healthy Lifestyle in Early Childhood as Covid-19 Prevention Efforts

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DOI: <http://dx.doi.org/10.15294/belia.v10i2.49621>

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History Article

Submitted September 2021

Revised October 2021

Accepted November 2021

Keywords

clean and healthy lifestyle;
early childhood; Covid-19

Abstract

This study aims to describe strategies, methods, and the implementation of Clean and Healthy Lifestyle (PHBS) as Covid-19 prevention efforts in Adzkie Banjarnegara Kindergarten. Data were collected using interview, observation, and documentation methods and analyzed using the Miles and Huberman model (Sugiyono, 2016). The results showed that the strategy used in the implementation of PHBS as Covid-19 prevention efforts in Adzkie Banjarnegara Kindergarten was 18 Adzkie attitudes which contained the habituation of 18 etiquette values. There are five of the 18 Adzkie attitudes in the implementation of the PHBS program: clean, responsible, disciplined, diligent, and qana'ah. The methods to implement the strategy are storytelling, question and answer, and life skills. The following are the implementation of PHBS as Covid-19 prevention efforts at Adzkie Banjarnegara Kindergarten: eating fruits and vegetables every day and consuming a good variety of foods (balanced diet), washing hands with soap and running water or hand sanitizer, doing physical activity, brushing teeth, throwing garbage in its place, avoiding touching the eyes, nose, and mouth, applying cough and sneeze etiquette, wearing a mask, keeping a distance and avoiding crowds. These nine prevention efforts can be carried out with the cooperation and communication by teachers and parents so that the children receive similar information from teachers and parents.

How to cite

Damayanti, C. C., & Mukminin, A. (2021). Implementation of Clean and Healthy Lifestyle in Early Childhood as Covid-19 Prevention Efforts. *BELIA: Early Childhood Education Papers*, 10(2).

INTRODUCTION

This study intends to examine the Implementation of Clean and Healthy Lifestyle in Early Childhood as Covid-19 Prevention Efforts in Adzkie Banjarnegara Kindergarten. There are several reasons behind this research.

First, the outbreak of Covid-19 in Indonesia has had a major impact on life, especially in the field of education, as can be seen from the policies of the central to regional governments that enforce distance learning from the level of Early Childhood Education (PAUD) to Higher Education. Covid-19 (Corona Virus Diseases 2019) is a new type of disease that has never been identified in humans. The virus that causes Covid-19 is called Severe Acute Respiratory Syndrome Coronavirus-2 (SARS CoV-2) (World Health Organization in Yuliana, 2020: 188). Covid-19 was first identified in Wuhan, China in December 2019 (Felicia, 2020:420). In the guidelines for the prevention and control of Coronavirus Disease (Covid-19) published by the Indonesian Ministry of Health (2020:11), the corona virus is a zoonosis (transmitted between animals and humans).

In January 2020 WHO declared Covid-19 a Public Health Emergency of International Concern (PHEIC) (Felicia, 2020:420). Then on March 11, 2020, the World Health Organization officially declared that the very fast and worldwide spread of Covid-19 was a pandemic (Rubin et al, 2020:107). Common symptoms of Covid-19 infection include symptoms of acute respiratory distress such as fever ($\geq 38^{\circ}\text{C}$), cough, body aches, sore throat, diarrhea, conjunctivitis, headache, loss of sense of taste or smell, rash skin. Then for the most serious symptoms, namely shortness of breath, chest pain, and loss of the ability to speak or move. Several cases showed X-ray results of infiltrates (pictures due to the presence of phlegm) of extensive pneumonia in both lungs (Kemenkes RI, 2020:11). According to data from the Covid-19 Handling Task Force as of July 14, 2021, in Indonesia, there were 2,670,046 confirmed cases of Covid-19. Meanwhile, the number of Covid-19 patients who were declared cured increased by 17,762 people, bringing the total to 2,157,363 people. Then there were the addition of 991 cases of death due to Covid-19. Thus, the number of Covid-19 patients who died amounted to 69,210 people. Then there were the addition of 991 cases of death due to Covid-19. Thus, the number of Covid-19 patients who died amounted to 69,210 people. Then there were the addition of 991 cases of death due to Covid-19. Thus, the number of Covid-19 patients who died amounted

to 69,210 people.

Second, the many obstacles to online learning, especially on facilities and networks, have made the Banjarnegara Regency government implement a home visit system in kindergarten with the category of green zone area. Based on interviews and initial observations, Adzkie Banjarnegara Kindergarten continues to implement PHBS during the Covid-19 pandemic. Prior to the Covid-19 pandemic, the teacher had provided education about health education related to PHBS by conducting habituation in schools. As for the efforts made by the school in monitoring children's health through early detection of growth and development. Adzkie Banjarnegara Kindergarten is one of the schools located in the green zone area, so it can implement home visit activities as determined by the Banjarnegara Regency government. The short time for face-to-face meetings between teachers and students makes it difficult for teachers to monitor the implementation of PHBS. Monitoring can only be done during home visits and through communication with parents.

Third, health is one of the main factors in order to create good physical and spiritual conditions so that it can support optimal growth and development of children. One way to improve the quality of health is to implement a clean and healthy lifestyle (PHBS). PHBS is a behavior that is carried out with personal awareness so as to make a person, family, or group of people able to help themselves in the health sector and play an active role in realizing public health (Kemenkes, 2011:7). PHBS is an effort made in order to provide learning experiences and create conditions for individuals, families, groups, and communities by communicating, providing information, and conducting education to improve knowledge, attitudes, and behavior through a leadership approach, social support, and community empowerment (Maryunani in Pratama, 2017:11). Applying PHBS habituation from an early age makes children grow and develop well, fun, and can easily adapt to the environment (Wijayanti, 2017: 127).

According to the Indonesian Ministry of Health (2011:10) there are 5 PHBS arrangements, namely, household arrangements, educational institution arrangements, workplace arrangements, public places arrangements, and health facilities arrangements. PHBS needs to be practiced wherever everyone is in accordance with the situations and conditions encountered. PHBS used in this study is a combination of household structure and educational institution order. Banjarnegara Regent Regulation No. 11 of 2019 concerning PHBS Guidelines has 16 indicators of PHBS in household settings including, checking pregnancy regularly, giving birth in health

facilities that meet standards, providing exclusive breastfeeding, weighing babies and toddlers regularly, making a habit of eating fruits and vegetables every day and consuming a variety of foods. in sufficient quantities, using clean water, wash hands with soap and running water, use healthy latrines, use airtight floors, throw garbage in the trash, eradicate mosquito nests, do physical activity every day, brush teeth, don't smoke, don't abuse alcohol and drugs, and become a guarantee participant health.

Fourth, since the Covid-19 pandemic and the implementation of online learning and home visit activities, children tend to spend more time at home, so parents play an important role in shaping clean and healthy living behavior. Parents are expected to pay more attention to their children in skills and emotional intelligence in dealing with Covid-19 (Darmiyanti et al, 2021:31). Through conversations between parents and children as well as regular implementation, clean and healthy living behavior will be easily formed. Awareness of cleanliness will help children become more competent and independent and able to develop clean and healthy living skills (Considerations & Framework in Yufiarti et al, 2019:342).

National Association for the Education of Young Children (NAEYC) in Suryana (2014: 5) states that early childhood is children who are at the age of 0-8 years. NAEYC categorizes early childhood into 0-3 years, 3-5 years, and 6-8 years. This means that every early childhood learning process needs to be considered and adapted to its growth and development. Meanwhile, according to Law Number 2 of 2003 concerning the National Education System, the age range of early childhood is 0-6 years. This means that early childhood is in the age range from birth to kindergarten age.

Children have distinctive and different characteristics from adults, children tend to be more active, dynamic, highly enthusiastic, and very curious about what they see, hear, and feel as if they never stop exploring and learning (Sujiono, 2013: 6). . The characteristics of early childhood according to Suryana (2014: 8) include, children are egocentric, children have curiosity, children are unique, children have imagination and fantasy, children have short concentration power. In addition to these five characteristics, Richard D. Kellough in (Priyanto, 2014:42) added that the characteristics of children are social beings.

Based on the description above, researchers have an interest in conducting research with the title "Implementation of Clean and Healthy Lifestyle in Early Childhood as Covid-19 Prevention Efforts". The objectives of this study include: 1) describing the strategies used in the implementation of PHBS

as Covid-19 prevention efforts in Adzkie Banjarnegara Kindergarten, 2) describing the methods used in implementation of PHBS as Covid-19 prevention efforts in Adzkie Banjarnegara Kindergarten, 3) describing the implementation of PHBS as an effort to prevent Covid-19 at Adzkie Banjarnegara Kindergarten. This study does not only discuss the implementation of PHBS, but there are characteristics of the strategies and methods of implementing PHBS owned by an institution as an effort to prevent Covid-19. The characteristics of the strategy are formed and adapted to the needs of children and the goals to be achieved by an institution. So that in determining the method and implementation of PHBS, the focus will be on the institution's goals to be achieved, namely preventing the transmission of Covid-19.

METHOD

This research use descriptive qualitative approach. The location of this research is Adzkie Kindergarten Banjarnegara, Banjarnegara Regency. Determination of informants in this study was carried out by purposive sampling. The informants in this study were the principal and two teachers of Adzkie Banjarnegara Kindergarten as the main informants. Two guardians of students as triangulation informants. Data collection techniques used include observation, interviews, and documentation. This study uses data analysis techniques Miles and Huberman model (Sugiyono, 2016), namely data collection, data reduction, data presentation, and drawing conclusions. Test the validity of the data in this study is triangulation of sources, triangulation of techniques, and triangulation of time.

RESEARCH RESULTS AND DISCUSSION

In this section, the findings of the research that are generally focused on the implementation of PHBS as Covid-19 prevention efforts will be presented

1. Strategy in the Implementation of PHBS as Covid-19 Prevention Efforts

Strategy is planning activities that focus on certain goals (Wulandari, 2011: 120). The strategy used in the implementation of PHBS in Adzkie Banjarnegara Kindergarten is 18 Adzkie Attitudes. 18 Adzkie's attitude is the value of etiquette that becomes habituation, namely respect, patience, qana'ah, quality, focus, gratitude, sincerity, positive thinking, istiqomah, responsibility,

discipline, taqwa, friendly, honest, humble, diligent, clean, affection.

First, there is one of Adzkie's 18 attitudes that is closely related to PHBS, namely a clean attitude. Clean attitude is applied by stimulating through habituation activities to maintain personal hygiene such as washing hands with soap and running water or using hand sanitizer, and brushing teeth. In addition, children are also accustomed to maintaining cleanliness around or the environment by throwing garbage in the trash.

Second, a responsible attitude in the implementation of PHBS related to clean attitude because by applying a clean attitude, such as when a child eats food that uses single-use packaging and cannot be reused, the child is given the responsibility to throw the packaging into the trash. From an early age, children must be introduced to a sense of responsibility and a sense of caring for the environment and themselves, especially during a pandemic emergency where children are an age group that is vulnerable to infection (Ambarsari & Sasmito, 2021:71).

The third is a disciplined attitude that shows obedience that is driven by personal awareness. PHBS habituation in everyday life will create a disciplined attitude in children. Because the activities carried out and the information provided repeatedly and consistently will be embedded in the child. Then children will feel that implementing PHBS is their responsibility to avoid various types of diseases, one of which is Covid-19.

Fourth is a diligent attitude that can be instilled in the implementation of brushing teeth. Children are given information about what brushing your teeth is, the benefits of brushing your teeth, and the risks that will be experienced if you don't brush your teeth. Information will continue to be provided by the teacher and assistance from parents if the child is not ready to apply the attitude of diligently brushing his teeth.

Fifth, there is the attitude of qana'ah which means accepting and being satisfied with what has become the measure. The qana'ah attitude in the PHBS program can be applied when implementing balanced nutrition. If the child is given food and drink that is not in accordance with the child's wishes, the teacher and parents inform that we must always accept and be satisfied with the food or drink provided at home or at school. As well as providing information that in these foods there are nutritious ingredients that are able to meet the needs of the body.

2. Method in the Implementation of PHBS as Covid-19 Prevention Efforts

In contrast to strategies that are still conceptual in nature, methods are methods used to implement strategies that have been designed in the form of activities to achieve goals (Djalal, 2017: 36).

First, the method used in implementing PHBS as an effort to prevent Covid-19 is the storytelling method. The storytelling method is the delivery of material verbally/orally. This method is suitable for use in education in study groups and kindergartens, because in addition to creating fun situations, storytelling can also stimulate children's thinking power, children's language development and so on (Sujiono, 2013: 140). In the storytelling method, the teacher at the Adzkie Banjarnegara Kindergarten is the center in the process of implementing PHBS. Teachers introduce Covid-19 to children using the storytelling method with pictures and videos. In the video there is information about what the corona virus is, how the virus transmits from one person to another, what symptoms it causes, and how to prevent it from contracting the corona virus. Prevention includes washing hands, wearing masks, and so on. The videos are presented in an interesting way and use language that is easy for children to understand.

Second, the teacher also uses a question and answer method that can encourage children to think critically. The question and answer method is a method that is carried out by direct communication that is two-way (two way traffic) from teachers to students or vice versa (Nasution, 2017:143). The teacher emphasizes that children need to be given stimulation to stimulate and train cognitive abilities such as thinking and reasoning.

Third, the teacher trains children's skills through the life skills method. Life skills are activities designed to train children's daily life skills and train children's independence. The method is related to the schedule of learning activities. The goal to be achieved in using this method is that children are able to familiarize themselves with activities related to PHBS.

3. Implementation of PHBS as Covid-19 Prevention Efforts

Adzkie Banjarnegara Kindergarten has implemented the PHBS program before the Covid-19 pandemic. PHBS has been implemented through the theme of teaching and learning activities so that children better understand and get used to PHBS, so teachers only add a few indicators needed in efforts to prevent Covid-19. There

are nine PHBS indicators that are implemented as an effort to prevent Covid-19 at the Adzkie Banjarnegara Kindergarten. The nine indicators are based on Banjarnegara Regent Regulation No. 11 of 2019 concerning PHBS Guidelines and Guidelines for Prevention and Control of Coronavirus Disease (Covid-19) 5th Revision of the Indonesian Ministry of Health.

First, eat fruits and vegetables every day and consume a variety of foods in sufficient quantities (balanced nutrition). Based on the Regulation of the Minister of Health of the Republic of Indonesia Number 41 of 2014 concerning Guidelines for Balanced Nutrition, balanced nutrition is various types of daily food containing various kinds of nutrients in certain amounts according to the needs of the body. WHO recommends that implementing balanced nutrition during the Covid-19 pandemic is urgently needed. Every food menu must include complete nutrients such as macronutrients (carbohydrates, protein, fat), and micronutrients (vitamins and minerals) (Akbar & Aida, 2020:17).

In fulfilling balanced nutrition, teachers and students' guardians collaborate and monitor through personal network communication. Cooperation between teachers and guardians is carried out so that there is a similarity of information provided to children so that children are able to implement it properly according to what children get from teachers and parents. The teacher also explained directly to the children that applying balanced nutrition could prevent Covid-19 during the opening and closing of the lesson. The children were also given information about eating etiquette and hygiene such as washing hands before and after eating and washing used plates and glasses.

In addition, the school also provides information through the cooking center by processing healthy food, namely making *ondol*, cooking fish, and making turmeric and sour herbal medicine, as well as providing invitations in the form of advice to consume nutritious food. This is in line with the opinion of Hastuti et al (2021:510) namely, teachers and parents should have a way so that children like foods that contain balanced nutrition. Teachers or parents can involve children in choosing food ingredients to be cooked, involve children in processing food, and make unique food presentations so that they add interest, then explain the use or content of nutrients in easy-to-understand language (Rahayu & Munastiwi, 2018).

Second, wash your hands with soap and running water/use hand sanitizer. According to

the Ministry of Health (2020:6) in the balanced nutrition guide during the Covid-19 pandemic, hand washing is the main pillar in preventing infections that enter through the hands. Washing hands is the easiest daily habituation activity for children to implement. Sumantri in (Hayati, 2020:127) explained that in addition to preventing disease, hand washing is also able to train children's motor skills, which requires accuracy and coordination between eyes and hands.

Adzkie Banjarnegara Kindergarten before the Covid-19 pandemic, children had made a habit of applying the seven steps of washing hands with soap and running water. Then the teacher develops other efforts that can be done during online learning like this, namely the life skill method. The teacher plays an active role in providing information on how to carry out hand washing with soap and running water properly. So that children can apply it in everyday life. Parents/guardians also play an important role as a companion for children in implementing good and correct hand washing. This is in line with Fitria & Mukhlisoh (2021:44) which states that the role of parents is very important in the habit of washing hands during a pandemic, not only acting as a reminder but also being directly involved by setting an example.

The third is doing physical activity that can increase the body's immunity and metabolic system (Kemenkes RI, 2020: 7). In an effort to prevent Covid-19, physical activity is part of learning activities at Adzkie Banjarnegara Kindergarten because one of the six aspects of children's development is physical motoric. Physical activity has been implemented before the Covid-19 pandemic. However, Covid-19 has disrupted children's physical activities at school, because teachers cannot direct movement during online learning, and the rules for keeping a distance from home visit learning activities are also obstacles for teachers in carrying out physical activities. However, Adzkie Banjarnegara Kindergarten continues to make efforts so that children can carry out physical activities because basically the kindergarten applies motor skills first rather than reading and writing arithmetic.

Adzkie Banjarnegara Kindergarten continues to schedule physical activities during online learning with various activities. The assignment of activities regarding physical activity is also given through the student's guardian so that there is cooperation between the teacher and the student's guardian. These activities include throwing and catching balls, obstacles, jumping, movement and songs, joint gymnastics, and so on. Ice brea-

king activity is also an effort to maintain physical health. So if in one day there is no physical activity schedule, the teacher adds an ice breaking activity so that the children remain enthusiastic.

This is in line with the statement of Polero et al (2021:1) that physical activity is very important for maintaining physical, mental health, and maintaining quality of life in order to stay healthy and fit throughout the day. However, during the Covid-19 pandemic, people began to reduce mobility and physical activity which led to an increase in unhealthy lifestyles and increased the risk of disease sufferers. So that efforts are needed so that the community, especially early childhood, is willing to carry out physical activity as an effort to prevent Covid-19.

Fourth, brushing teeth which can be applied with the life skill method. The habit of brushing teeth has been carried out in schools before the Covid-19 pandemic, namely after lunch, so that children are used to applying it. In the learning theme there is the theme of My Body, so the teacher uses the topic of teeth to explain more fully about how to brush teeth properly. Before the pandemic, the school brought a Dentist to the Meet the Maestro program so that the information provided to children was more accurate.

The teacher explains that after eating there must be food residue left on the teeth, so that it doesn't become a place for germs to live and the germs eat away at the teeth, it is better to brush your teeth first. The teacher also explained that brushing teeth is a way to maintain dental hygiene and health so that teeth are not easily cavities. This statement is in line with Astuti's opinion (2019: 33) that brushing teeth is an effort in order to carry out personal hygiene which is useful as the prevention of cavities. Brushing your teeth thoroughly for "Twice for Two Minutes" a day is a key that is easy to remember, and just as important as 20 seconds of hand hygiene during the Covid-19 pandemic (Bains & Bains, 2020:3).

The method of brushing teeth that is taught is to brush the teeth slowly from the front first, followed by brushing the molars, and brushing the inside of the teeth. The method of brushing teeth is in line with the opinion of Haryanto et al (2021:398), namely, gargling and then distributing toothpaste on the right and left, brushing teeth slowly and rotating inside and out, rubbing vertically to clean the front and inner teeth, Brush your teeth up and down to remove dirt between your teeth.

Fifth is to throw garbage in the trash. Providing knowledge and awareness of the importance of maintaining cleanliness can be done by

fostering the behavior of throwing garbage in the trash. According to Astuti (2019: 34), children basically behave because they see and then imitate so that parents need to be role models to children by throwing garbage in the trash, directing, and providing guidance to children.

Before the pandemic, throwing garbage in the trash was a habituation program that was in the Adzkie Banjarnegara Kindergarten. So that when there is a pandemic, children get used to this habit, as evidenced by home visit learning, the teacher provides a foothold before snack time that after finishing eating the child must throw the food wrappers in the trash. During online learning, the teacher motivates children, provides information about the risks that will be experienced if you don't throw trash in the trash as well as information about the advantages or benefits of throwing trash in the trash. The teacher explains about waste through storytelling methods, sharing experiences, songs, clapping, and also watching videos about waste. In addition, the teacher also applies the concept of fitrah, namely that Allah likes children who maintain cleanliness.

Sixth, avoid touching the eyes, nose, and mouth because these areas are areas where the virus can easily enter the body. So the teacher provides information so that children avoid touching their eyes, nose, and mouth as one of the Covid-19 prevention efforts carried out by the Adzkie Banjarnegara Kindergarten. Information about avoiding touching the eyes, nose and mouth was given by the teacher at the beginning of the spread of the corona virus in Indonesia. If the child wants to touch the area, it must be ensured that the child has cleaned his hands first. This statement is in line with the opinion of Prasetyo & Utama (2020: 44) which is to avoid touching the eyes, nose and mouth if you have not washed your hands, especially after sneezing or coughing, after using toys, and after using public goods or facilities.

Seventh apply cough and sneeze etiquette. Before the pandemic, teachers had taught coughing and sneezing etiquette, namely by covering the mouth using the palm of the hand and not facing friends or other people. Then during the Covid-19 pandemic like this, the teacher provided further information that the etiquette of coughing and sneezing was by using a medical mask correctly and not touching the surface of the mask (Ministry of Health, 2020:116). If accidentally touched, wash hands immediately with soap and running water or use an alcohol-based hand sanitizer. If you don't have a mask, you can use a tissue and throw it in a closed trash can and

wash your hands immediately with soap and running water or use an alcohol-based hand sanitizer. If there is no tissue, it can be covered with the inner upper arm.

The eighth is the wearing of masks that are required when outside the house or when meeting other people. The teacher first provided information that the corona virus can be transmitted through droplets when we talk, cough, or sneeze. Then the teacher explains the risks that can be experienced if you don't wear a mask, such as easily contracting the corona virus. Master also explained that when we meet other people outside the home, we don't know their health condition. So we should prevent and maintain our own health by wearing masks and followed by other precautions. This statement is in line with the Ministry of Health (2020:110) that a person needs to use personal protective equipment in the form of a mask that covers the nose and mouth when leaving the house or interacting with other people whose health status is unknown, because there is a possibility of transmitting Covid-19.

Ninth, keep a distance of at least 1 meter or avoid crowds. Prevention of Covid-19 by keeping a distance is applied in home visit activities at the Adzkie Banjarnegara Kindergarten in accordance with the Covid-19 prevention guidelines according to the Indonesian Ministry of Health. In home visit activities, it consists of 3 to a maximum of 5 children with 1 or 2 teachers. In addition, teachers and students do not make physical contact such as shaking hands and hugging. Teachers and parents also work together in providing information regarding the importance of keeping a distance and avoiding crowds in order to break the chain of the spread of Covid-19.

CONCLUSION

Implementing PHBS from an early age is a provision for children to grow and develop well and can easily adapt to the environment, especially during a pandemic like this. TK Adzkie Banjarnegara uses a strategy in implementing PHBS, namely 18 Adzkie Attitudes which contains 18 values of adab that become habituation. There are five of the 18 Adzkie attitudes in implementing the PHBS program, namely clean, responsible, disciplined, diligent, and qana'ah attitudes. Then the methods used to implement the strategy include the storytelling method, question and answer, and life skills. The implementation of PHBS as Covid-19 prevention efforts at Adzkie Banjarnegara Kindergarten includes, eating fruits and vegetables every day and consuming a

variety of foods in sufficient quantities (balanced nutrition), washing hands with soap and running water/using hand sanitizer, doing physical activity, brushing teeth, throwing garbage in the trash, avoiding touching eyes; nose; and mouth, apply cough and sneeze etiquette, wear a mask, and keep a distance or avoid crowds. These nine prevention efforts can be carried out with collaboration and communication built by teachers and guardians of students. So that there is a similarity of information received by children from teachers and parents. These nine prevention efforts can be carried out with the cooperation and communication built by teachers and guardians of students. So that there is a similarity of information received by children from teachers and parents. These nine prevention efforts can be carried out with collaboration and communication built by teachers and guardians of students. So that there is a similarity of information received by children from teachers and parents.

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