

IMPLEMENTATION OF CLASSICAL GUIDANCE SERVICES BASED ON PROBLEM BASED LEARNING TO IMPROVE CLEAN AND HEALTHY LIVING BEHAVIORS OF HIGH SCHOOL STUDENTS

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Abstract

This reserach aims to analyze student needs through the Student Needs Questionnaire (AKPD) and to design classical guidance services on the topic of Clean and Healthy Living (PHBS) in class X-1 at SMAN 1 Baros. This study uses a qualitative approach involving observation and interviews. Based on the results of the AKPD analysis of 33 respondents, it was found that 38.03% of the problems were in the personal domain, particularly related to a lack of understanding of maintaining personal health. This shows the urgency of developing basic counseling services that are preventive in nature with the aim of increasing students' awareness of the importance of PHBS. The service methods used were Problem-Based Learning (PBL) and the Korogaru Bidama educational game to increase interactivity. The results of the implementation showed that students were able to identify the benefits of PHBS, change their behavior to be healthier, and design simple programs related to healthy living habits. This article contributes to strengthening preventive counseling services based on the real needs of students, while also emphasizing the important role of guidance counselors in supporting the formation of healthy character in students.

Keywords:Clean and Healthy Living Behavior, Classical Guidance, Preventive Counseling

I. INTRODUCTION

Education focuses not only on academic aspects but also on students' personal and social development, including healthy lifestyles. According to the Indonesian Ministry of Health, Clean and Healthy Living Behavior (PHBS) is a crucial component of efforts to improve the community's quality of life. Numerous studies have shown that PHBS plays a significant role in reducing the risk of infectious and non-infectious diseases among adolescents.

Students can use this situation as a useful mirror to identify and understand how to live a healthy and clean lifestyle and how to address issues related to PHBS. To enable the community to actively participate in achieving optimal health in their daily lives, PHBS aims to increase the community's knowledge, awareness, willingness, and ability to live a clean and healthy life (Lamen & Asiyah, 2020).

For the government in particular, healthy lifestyle choices are a concern. This is due to the fact that PHBS is used as a benchmark for achieving the goal of expanding health coverage in the Sustainable Development Goals (SDGs) 2015–2030. As part of the SDGs, PHBS is a preventive intervention that has a direct impact on improving health in three areas: schools, the general community, and families. Siti Halimatul, 2025)

The results of the AKPD analysis in class X-1 of SMAN 1 Baros showed that 38.03% of students faced problems in the personal field, especially in maintaining their health. This

finding indicates a gap between students' needs and their understanding of healthy living behavior. The uniqueness of this study is the application of classical guidance based on Problem Based Learning with the support of Korogaru Bidama game media, which presents an active and fun learning atmosphere. This article has the objectives of (1) describing the results of the analysis of students' needs, (2) implementing classical guidance services with the topic of PHBS, and (3) analyzing learning outcomes on changes in students' understanding and behavior.

II. RESEARCH METHODS

This research was conducted at our Professional Teacher Education (PPL) program, at SMA Negeri 1 Baros. The use of learning media in the Problem-Based Learning method aims to improve students' clean and healthy living behaviors. The media used were flashcards and Korogaru Bidama. The methods used by the researchers in this research were:

A. Observation

Observations were carried out by researchers at the beginning of the activity by going directly into the field to observe the level of student activity in guidance and counseling learning, as well as distributing AKPD (Student Needs Analysis) to find out student needs.

B. Interview

Interviews were conducted with guidance and counseling teachers at SMAN 1 BAROS to determine students' understanding of the personal responsibility material in guidance and counseling lessons. Furthermore, the researchers encouraged teachers to design engaging guidance and counseling lessons, including using flashcards and korogaru bidama as learning media.

III. RESULTS AND DISCUSSION

A. Research result

A needs analysis showed that personal life accounted for the highest percentage (38.03%), followed by learning (33.28%), social life (19.02%), and career (9.67%). The dominant issues were low self-confidence, difficulty understanding lessons, laziness in studying, and poor personal health. Through PBL-based classroom guidance, students were taught the concept of PHBS.

TABLE 1. Data analysis of student needs questionnaire (AKPD)

Personal	Social	Study	Career
240 38.03%	120 19.02%	210 33.28%	61 9.67%

TABLE 2. Data analysis of student needs questionnaire statement items (AKPD)

No item	Student needs questionnaire items	Number of voters	presentati on	Priority
11	I sometimes don't take care of my health	20	3.17%	Tall

Based on the AKPD table above, high priority results were found, so the problem was selected as the basis for classroom action research. This was done with the aim of ensuring that the implemented solution is not only relevant to the most pressing problem but also has a significant impact on improving the quality of the learning process. Therefore, this classroom action research is expected to produce more effective, measurable, and sustainable strategies for addressing existing problems. After studying the material on clean and healthy lifestyles (PHBS), high school students can demonstrate a deeper understanding of the importance of maintaining personal and environmental hygiene, as well as implementing healthy habits in their daily lives. This learning is not only theoretical, but also leads to concrete behavioral changes, both at home, school, and in the surrounding community.

Students become more aware that good personal hygiene, such as washing hands with soap, bathing daily, and maintaining oral and nail hygiene, has a significant impact on preventing the spread of disease. This awareness then encourages students to begin consistently implementing personal hygiene routines, which may have previously been neglected or performed without proper understanding.

It has been proven that using engaging learning materials to teach Clean and Healthy Lifestyle (PHBS) content can increase students' motivation and interest in the subject matter. Teachers utilize various interactive media such as educational videos, flashcards, and games. These media not only create a more lively classroom atmosphere but also help students understand the material more easily and enjoyably.

With the presence of varied and relevant media, students feel more motivated to follow lessons, actively participate in discussions, and use the knowledge gained in daily activities. This shows that choosing the right learning media plays a very important role in the success of health education in schools.

Overall, after studying the PHBS material, students demonstrated significant positive changes in their attitudes, knowledge, and healthy living skills. They not only became more responsible for their own health but also began to become role models for their peers in adopting clean and healthy lifestyles. Thus, PHBS learning at the high school level has been proven to have a real and sustainable impact on students' lifestyles, which will be an important asset both as individuals and as members of society in the future.

IV. DISCUSSION

To achieve an effective and efficient learning process, a Problem-Based Learning approach is crucial. This model can enhance students' understanding of the subject matter because it offers significant learning opportunities. Furthermore, this approach encourages students to work collaboratively in groups and stimulates their curiosity. (Sarah Nafisah, 2023)

This guidance and counseling service activity is designed in three stages, namely planning, implementation, and evaluation.

During the planning stage, the guidance counselor prepared learning materials in the form of learning contracts, learning media in the form of slides and videos, and educational games to support students' understanding of clean and healthy lifestyles. Furthermore, interactive learning strategies were developed through prompt questions, icebreakers, and group discussions to actively engage students in the learning process.

The implementation phase begins with preliminary activities, including greetings, prayers, attendance checks, and strengthening the relationship between the guidance counselor and students. Icebreakers are used to create a pleasant classroom atmosphere and build concentration. In the core phase, the guidance counselor delivers material through

visual media, video displays, and the game "Korogaru Bidama" which facilitates group discussions. Students then present the results of their discussions, while the guidance counselor acts as a facilitator, monitoring the discussion and providing reinforcement for the presentations. The activity concludes with reflection, completing the Student Worksheet (LKPD) using a barcode, and providing follow-up instructions for the next meeting.

In the evaluation phase, the success of the service is measured through students' active involvement in discussions, their ability to draw conclusions, and their impressions of the learning. Students' independent reflection through student worksheets (LKPD) serves as an additional evaluation tool to determine the extent to which the material has been absorbed and healthy lifestyle attitudes have been understood. Thus, this activity is systematic and directed, in line with the objectives of the classical guidance service. Actions taken to monitor the implementation of guidance and counseling services are known as follow-up. Follow-up is divided into two categories, namely follow-up which is part of the implementation of guidance and counseling services and follow-up which is the final stage of the evaluation procedure. (Elisabeth Christiana, 2024) What is observed in the follow-up plan is, Conducting regular observations, Forming small groups for the provision of advanced Guidance and Counseling Services, Providing Individual Counseling sessions.

1. Understanding Clean Living Behavior and Healthy

A series of behaviors based on awareness and learning objectives are known as Clean and Healthy Living Behavior (PHBS). By implementing these habits, an individual, family, group, or community can be responsible for maintaining their own health and actively contribute to improving the health of everyone. (Regulation of the Minister of Health of the Republic of Indonesia Number 2269). In Andi N and Ali Clean and healthy living patterns can be categorized in several contexts, including homes, workplaces, public spaces, educational institutions (schools), and health facilities. This behavior is influenced by three elements, each of which has a different effect. These three elements are known as reinforcing factors, enabling factors, and supporting factors.

School health services are an initiative to improve (promotion), prevent (preventive), treat (curative), and restore (rehabilitative) the health of students and their environment. Health teams from the Community Health Center (Puskesmas), along with teachers and school health cadres, implement health services in the school environment. This program is comprehensive and focuses on promotion and prevention activities. Within the context of promotion, efforts are made to improve the quality of existing health services. This is done through various health education activities and skills training in the form of extracurricular activities, such as developing a healthy school canteen and role model training in implementing clean and healthy living behaviors (PHBS). (Muktamar Umakaapa and Febry RS, 2025)

Ary Kurniawan et al. (2019) explained that adolescents still have relatively negative attitudes toward clean and healthy living behaviors (PHBS). According to Tanjung's (2013) research, 54.1% of students expressed negative attitudes toward implementing a clean and healthy lifestyle. According to Chandra's (2016) research, 51.5% of students generally held negative opinions about clean and healthy living behaviors (PHBS). One important determinant of whether someone's behavior is good or bad is their attitude.

Mulyanti and Imas (2021) also explain that these efforts aim to provide experiences and create conditions for individuals, groups, or communities in various settings by providing information, education, and conducting discussions. The goal is to improve community knowledge, attitudes, and behavior.

2. Instructional Media

MediaMedia is a tool that can assist teachers and students in the teaching and learning process, thus the role of media is fundamentally important in learning activities. Learning is a system consisting of various interrelated components, with the goal of achieving predetermined outcomes. These components include objectives, materials, methods, media, and evaluation. Because media is a component of learning resources that can enhance the learning process and increase students' understanding of the material being taught, its inclusion in the curriculum truly helps teachers convey knowledge more effectively.

Definition of flashcard media, namely: "Flashcard is a learning tool in the form of a picture card measuring 3 cm by 5 cm. The image on the flashcard can be made manually by hand, or using photos, and can also utilize images or photos that have been previously available which are attached to the surface of the flashcard card." From this explanation, it can be concluded that a flashcard is a media in the form of a card equipped with images, either in the form of photos or illustrations, and on the back of the card there is an explanation or description of the image on the front. (Sri Wahyuni, 2020)

The Korogaru Bidama game activity facilitated student dialogue, completed educational missions, and presented group discussion results. Evaluations showed an increased understanding of the importance of maintaining personal health. InEfi SS and Wilda NT (2025)The fundamental idea behind this program is to teach adolescents about healthy living. The program aims to enable adolescents to access these resources whenever they want and apply them in their daily lives, thanks to the knowledge, understanding, skills, and experience they have gained. Thus, the novelty of this research lies in the integration of PBL methods and educational games into basic guidance and counseling services.

How to play Korogaru Bidama: 1) Take a marble. 2) Roll the marble from above. 3) Wait for the marble to fall in a random place. 4) Where the marble falls, there is a choice of places to draw a card. 5) Please take a card and complete the mission/question listed. 6) Once the mission/question has been answered, please present it to the class. 7) Please play with your friends in turns by following the steps above.

Figure 1.MediaKorogaru Bidama



V.CONCLUSIONS AND SUGGESTIONS

A. Conclusion

This study demonstrates how traditional Clean and Healthy Lifestyle (PHBS) counseling services can improve students' knowledge and behaviors about the importance of maintaining personal health. In addition to acquiring new material, students are encouraged to apply it in their daily lives through games and problem-based learning strategies. The AKPD results confirm that the need for services in the personal sphere is significant, making this topic relevant. PHBS covers various aspects of nutrition, environmental health, and healthy lifestyle behaviors that are beneficial for maintaining family health, supporting child development, and saving household expenses.

B. Suggestion

Suggestions for future research include expanding the sample size to achieve more representative results and incorporating longitudinal analysis to assess long-term impacts. Guidance and counseling teachers are also expected to continue integrating creative and participatory methods to ensure students' consistent implementation of PHBS.

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