



ADAPTIVE STRATEGIES OF PARENTS WITH DIFFERENT EDUCATIONAL BACKGROUNDS IN FOSTERING CLEAN AND HEALTHY LIVING BEHAVIOR (CHLB) IN EARLY CHILDHOOD

Aisah Karunia Rahayu¹, Roby Naufal Arzaqi², Nur Faizah Romadona³, Ocih Setiasih⁴

^{1,2,3,4}Universitas Pendidikan Indonesia

e-mail: aisah@upi.edu¹, robynaufal@upi.edu², faizah@upi.edu³, setiasih@upi.edu⁴

Received 20/07/2025, Accepted 15/10/2025, Published 31/10/2025

Abstract

Clean and Healthy Living Behavior (CHLB) is essential to be instilled from an early age, as it contributes significantly to the development of lifelong health habits. However, its implementation within families still encounters various challenges, particularly due to differences in parents educational backgrounds, levels of understanding, and socio-economic conditions. This study aims to explore the patterns of strategies used by parents in fostering CHLB in early childhood through a qualitative case study approach involving three mothers with different education levels and living environments. Data were collected through semi-structured interviews and analyzed using the Grounded Theory technique. The findings indicate that parents with higher education tend to adopt digital-based strategies, such as the use of educational videos and games, while parents with lower education rely more on traditional methods such as storytelling, modeling, and direct explanation. Challenges include limited time, financial constraints, and less supportive environments. The study emphasizes the importance of collaboration between schools and families to strengthen CHLB habituation in early childhood.

Keywords: Clean and Health Behaviour, Parental Adaptive Strategies, Early Childhood.

INTRODUCTION

Clean and Healthy Living Behavior (CHLB) is an important part of forming healthy habits from an early age. CHLB includes various actions taken by individuals, families, and communities to maintain their health and their environment to prevent diseases and improve the quality of life (Rahayu & Setiasih, 2022a). Early childhood is in a developmental phase that is greatly influenced by its immediate environment, especially family. Therefore, habituating CHLB from an early age is crucial, because habits formed during early childhood tend to persist into adulthood and determine their long-term health outcomes. Without early habituation, children are more vulnerable to preventable diseases such as diarrhea, respiratory infections, and malnutrition, which



remain the leading causes of morbidity in early childhood (UNICEF, 2021; Ministry of Health RI, 2022). Parents thus play a central role in introducing and guiding CHLB practices in everyday life such as regular handwashing with soap, maintaining personal hygiene, consuming balanced nutrition, and keeping the home and surrounding environment clean so that children can grow with sustainable healthy habits.

However, in its implementation, the ability of parents to get used to CHLB in early childhood is still low. Data from the Ministry of Health in 2022 shows that as many as 55% of parents in Indonesia still have a lack of understanding of CHLB, especially in aspects of food hygiene and sanitation. In addition, UNICEF (2021) states that many parents do not understand the importance of washing their hands with soap before meals or after using the toilet, which contributes to the high incidence of diarrheal diseases in early childhood. In addition, limited access to health information, especially for parents with low education, exacerbates the understanding and practice of CHLB in early childhood at home.

Various studies show that the parenting styles and strategies used by parents in shaping children's behavior vary greatly according to their level of education. Parents with higher education backgrounds tend to apply more scientific-based strategies, such as discussion-based educational approaches and direct examples (Patmawati & Rahmayani, 2021). Meanwhile, parents with lower education rely more on hereditary experiences and habits in educating their children about CHLB. However, there is also research that shows that higher education is not always directly proportional to the effectiveness of the implementation of CHLB. In some studies, parents with lower education actually have a more effective approach because they rely more on direct practice and discipline in shaping children's habits (Rahayu & Setiasih, 2022c; Setiasih et al., 2023; Sintiah Putri, 2021). In addition, other factors such as the social and cultural environment can also contribute to the success of CHLB habituation, not just the level of education. However, most previous studies only focused on one group of parents either those with high or low education levels without comparing how differences in educational background influence CHLB strategies across diverse living environments. This comparative perspective is still limited and needs to be explored further.

Data from the Ministry of Health (2022) shows that around 30% of early childhood children in Indonesia still struggle to consistently practice CHLB at home. This difficulty is reflected, for example, in children forgetting to wash their hands before meals, refusing to brush their teeth regularly, or showing reluctance to eat vegetables and fruits. Such inconsistency, if left unaddressed, increases the risk of infectious diseases and poor nutritional status in early childhood, which in turn may disrupt growth and learning readiness. In addition, a survey conducted by the Central Statistics Agency (BPS) in 2022 revealed that the level of parental understanding of CHLB varies based on education level, where only 45% of parents with low education have an adequate understanding of CHLB compared to 78% in the parent group with higher education. Other factors such as lack of access to health information, economic limitations, and hereditary habits also affect the implementation of CHLB in the family environment.

Various studies show that the parenting styles and strategies used by parents in shaping children's behavior vary greatly according to their level of education. Parents with

higher education backgrounds tend to apply more scientific-based strategies, such as discussion-based educational approaches and direct examples (Patmawati & Rahmayani, 2021). Meanwhile, parents with lower education rely more on hereditary experiences and habits in educating their children about CHLB. However, previous studies have shown that higher education is not always directly proportional to the effectiveness of CHLB implementation. In several cases, parents with lower education backgrounds were able to apply more effective strategies, such as enforcing strict daily routines, directly supervising handwashing and bathing, or consistently reminding children about hygiene. These practice oriented approaches proved to be effective in shaping children's habits, sometimes even more so than the abstract explanations commonly used by highly educated parents (Rahayu & Setiasih, 2022c; Setiasih et al., 2023; Sintiah Putri, 2021). In addition, other factors such as the social and cultural environment can also contribute to the success of CHLB habituation, not just the level of education. Therefore, this study aims to identify the patterns of parental strategies in fostering CHLB among early childhood across different educational backgrounds and living environments.

METHOD

This study involved three mothers who have early childhood children aged 4–6 years, selected using purposive sampling. The inclusion criteria were parents who actively accompany their children's daily routines and represent different educational backgrounds (low, medium, and high). Parents who were not the primary caregivers were excluded. The study was conducted over a period of three months, from January to March 2025. The research process begins with the preparation of interview instruments based on relevant references. Furthermore, data was collected through interviews with predetermined participants. After the data was obtained, the researcher conducted an analysis using *the grounded theory technique*, which began with data reduction, grouping of findings, and testing the credibility of the data. The results of the interview were then presented in the form of a narrative and ended with a conclusion about parents' strategies in getting used to CHLB in early childhood. Here is a chart illustrating the research procedure (Cortés et al., 2012).

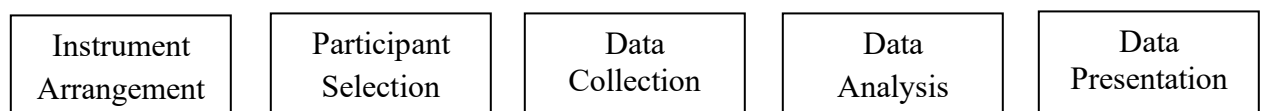


Chart 1. Research Procedure
(Cortés et al., 2012)

The data analysis technique in this study uses *grounded theory* (Cortés et al., 2012), which involves three stages of coding. Chart 1 illustrates the research flow, which includes four main stages: (1) preparation of interview instruments, (2) data collection through interviews, (3) data analysis using grounded theory involving data reduction, categorization, and validation, and (4) interpretation and conclusion drawing. The first stage is open coding, where data is grouped based on strategies, constraints, and parent solutions. Next, axial coding is performed to determine the main categories and relate them to other influential factors. Finally, selective coding was carried out to develop a theory based on the relationship between categories, so as to obtain a more

comprehensive understanding of the habituation patterns of CHLB in daily life.

FINDINGS AND DISCUSSION

FINDINGS

The study involved three mothers with different educational backgrounds and living environments. Participant One is a university graduate living in a clean housing complex, Participant Two completed secondary education and resides in a densely populated neighborhood, while Participant Three has a primary education background and lives near the traditional market. Their profiles are summarized in Table 1.

Table 1. Profile of Research Participants

Participant	Education Level	Living Environment	Main Strategy	Constraints
One	Higher education	Housing complex (clean)	Digital media (games, video)	Gadget dependence, limited supervision
Two	Middle education	Densely populated neighborhood	Storytelling, routines	Economic limitations
Three	Lower education	Market environment	Direct guidance, chores	Environmental sanitation issues

The findings are presented thematically according to the strategies used by each participant.

1. Utilization of Digital Media in the Introduction of CHLB

Participant One employed various digital media and educational methods to introduce the concept of CHLB to her child. One of the strategies used was providing a gadget as a means of initially introducing CHLB-related content. However, the uncontrolled use of gadgets led to decreased physical activity in the child. To address this issue, Participant One implemented clear rules regarding screen time and compensated for it by engaging the child in enjoyable physical activities to maintain motor activity.

Moreover, Participant One utilized animated videos to teach the habit of disposing of waste properly. Nonetheless, the child often became easily bored and failed to watch the videos until completion. In response, Participant One selected videos with shorter durations and more interactive content in order to better capture the child's attention and effectively convey the intended message. Another method employed was the use of educational online games. Participant One introduced CHLB-related habits through games focused on waste management and sorting. This was further reinforced through guided discussions following gameplay, which aimed to deepen the child's understanding of cleanliness and healthy living. This approach demonstrates that the integration of technology with active parental involvement can serve as an effective means of instilling CHLB values in young children.

Participant One employed various digital media and educational methods to introduce the concept of CHLB to her child. She said:

Saya kasih video tentang kebersihan di YouTube, tapi anak saya cepat bosan. Kadang baru separuh sudah ganti video lain."

Uncontrolled use of gadgets led to decreased physical activity. She reflected:

Anak saya kalau sudah pegang HP, susah diajak gerak. Jadi saya buat aturan waktu main, maksimal setengah jam.

To keep learning effective, she used short videos and games.

Kalau pakai game tentang membuang sampah, dia lebih semangat. Tapi tetap harus saya dampingi, kalau tidak, dia cuma main tanpa ngerti maksudnya.

These statements illustrate that digital media was effective only when accompanied by parental guidance.

2. Facilitating CHLB in an Interesting Way

Participant One implemented several strategies to support the development of CHLB in children through environmental and behavioral modifications. One such strategy involved the preparation of hand soap in colors and scents preferred by the child, intended to increase their interest in handwashing. However, the child only washed their hands when they appeared visibly dirty. To address this, Participant One encouraged handwashing by showing the child educational videos on its importance and providing consistent verbal reminders.

Another initiative included the provision of child-friendly toothbrushes and toothpaste with appealing shapes and fragrances. Despite these efforts, the child frequently forgot to brush their teeth. To cultivate a more consistent oral hygiene routine, Participant One established a habit of brushing teeth before bedtime and after breakfast by setting a direct example for the child to follow. Participant One also provided attractive bathing equipment, such as sponges and bath toys, to make bath time more engaging. However, the child often became more interested in playing than actually bathing. To manage this, bathing time was limited, and positive reinforcement was used rewards were given when the child was able to complete a bath quickly and thoroughly. In terms of environmental cleanliness, Participant One introduced two separate trash bins for organic and inorganic waste. Despite this, the child experienced difficulty in distinguishing between types of waste. To solve this, clear labels with illustrative images were added to each bin, making it easier for the child to identify where to dispose of different kinds of waste properly.

Finally, in promoting healthy eating habits, Participant One ensured the availability of fruits and vegetables in the refrigerator. However, due to a busy schedule, these were sometimes replaced with instant food. In response, Participant Two took a more structured approach by preparing balanced meals with predetermined portions and involving the children in the selection and serving of healthy foods. This method not only improved the nutritional quality of the meals but also increased the children's engagement and willingness to consume healthy foods.

Participant One tried to make CHLB activities more engaging by modifying the environment.

Saya belikan sabun warna-warni dan wangi, biar dia mau cuci tangan sendiri.

However, she found that without supervision, her child often ignored hygiene routines.

Kalau saya nggak lihat langsung, dia kadang cuma basahin tangan tanpa sabun.

She also used appealing toothbrushes and toothpaste:

Sikat giginya bentuk kartun, pasta giginya rasa stroberi, tapi tetap harus saya

ingatkan tiap malam.

To make bathing fun, she used toys:

Kalau mandi saya kasih spons lucu dan mainan. Tapi dia malah sibuk main air, bukan mandi.

The quotes emphasize that facilitation alone was insufficient without consistent parental involvement.

3. Routine CHLB Routine With Family

Participant Two and Participant Three employed a range of strategies to instill CHLB within the family environment, emphasizing both routine and collaborative efforts. One approach involved the creation of a consistent hygiene schedule. Participant Two established a routine for children to wash their hands before and after meals and after playing. Due to financial constraints, liquid soap was substituted with more affordable bar soap. Despite the change in form, hygiene effectiveness was maintained through proper use. Participant Three emphasized the role of familial support by involving older siblings in guiding and modeling CHLB for their younger brothers or sisters. For example, older children helped remind and demonstrate behaviors such as tooth brushing before bed and handwashing before meals. This peer influence proved effective, as younger children were more motivated to emulate the behavior of their older siblings.

In an effort to promote responsibility and hygiene through active participation, Participant Three also divided household chores among family members. Tasks such as sweeping, mopping, and washing dishes were assigned to ensure that cleanliness became a shared responsibility. However, it was noted that younger children often turned cleaning activities into play. To address this, an educational yet enjoyable approach was adopted to help children understand the purpose and importance of maintaining household cleanliness. Furthermore, Participant Two initiated a family hygiene program conducted on weekends. Activities included cleaning the house and organizing the yard. To enhance motivation and engagement, children were allowed to choose the tasks they preferred and were rewarded with small incentives for their participation. This method not only encouraged a sense of responsibility but also fostered a positive attitude toward household hygiene practices.

Participants Two and Three emphasized family routines to instill CHLB habits. Participant Two shared:

Saya bikin jadwal cuci tangan dan sikat gigi bareng, biar anak tahu waktunya kapan.

Participant Three added the value of sibling modeling:

Kakaknya saya minta bantu ngingetin adiknya. Kalau lihat kakaknya sikat gigi, dia langsung ikut.

Family involvement was also strengthened through shared chores:

Setiap pagi sebelum sekolah, anak saya saya suruh nyapu. Kadang main-main, tapi lama-lama jadi terbiasa.

Such routines built responsibility and reinforced CHLB as a collective habit.

4. Direct Explanation About CHLB

Participants Two and Three utilized educational tools and practical strategies to enhance children's understanding of CHLB. One approach involved the use of health posters obtained from local health centers to visually convey the importance of hygiene and health. These materials served as a foundation for discussions about CHLB, which were further reinforced through direct modeling of clean behaviors in daily routines. By observing these examples, children were better able to grasp the tangible benefits of maintaining personal and environmental cleanliness.

Participant Three also took a proactive role in explaining the relationship between personal hygiene and disease prevention. She emphasized that maintaining body cleanliness could help avoid illness. Despite this, her child frequently played outdoors without regard for hygiene. To address this, she implemented a rule requiring the child to bathe immediately after outdoor activities. This was complemented by light, age-appropriate discussions aimed at fostering a deeper understanding of why such behaviors are important. Through this combination of explanation and routine, the child gradually developed greater awareness and acceptance of healthy hygiene practices.

Both Participant Two and Three used simple explanations to clarify the meaning of hygiene.

Participant Two said:

Saya jelaskan kalau tidak cuci tangan nanti bisa sakit perut. Jadi dia lebih ngerti alasannya.

Participant Three emphasized the link between cleanliness and disease:

Kalau habis main di luar harus mandi, biar kotoran nggak nempel. Saya bilang, nanti gatal kalau nggak mandi.

This approach aligns with age-appropriate reasoning, where children understand behavior through concrete examples.

5. CHLB Habituation through Storytelling

Storytelling emerged as a key strategy employed by Participants Two and Three to instill Clean and Healthy Living Behaviors (CHLB) in children, particularly in the context of hygiene and environmental responsibility. Participant Two used narrative methods to teach children the importance of proper waste disposal. However, the children frequently asked further questions regarding the real-world consequences of improper waste management. To address this, Participant Two supplemented storytelling with more concrete examples by utilizing television news segments and images from newspapers. These real-life visuals helped children better understand the environmental impact of unmanaged waste and made the message more tangible.

To further enhance motivation, both participants utilized storytelling to address other aspects of personal hygiene. Participant Two read stories that highlighted the negative consequences of not brushing one's teeth, aiming to increase the child's awareness and motivation through relatable and engaging content. Meanwhile, Participant Three complemented these efforts by using illustrated children's books. The visual representations of unhealthy behaviors and their effects made abstract concepts easier for children to comprehend. This combination of narrative and visual learning proved effective in strengthening children's understanding of the importance of personal hygiene and environmentally responsible behavior.

Storytelling became a powerful medium. Participant Two shared:

Saya sering ceritakan dongeng anak yang malas sikat gigi, akhirnya sakit gigi. Dia jadi takut dan mau sikat gigi.

Participant Three used picture books:

Kalau lihat gambar anak yang buang sampah sembarangan, dia langsung bilang, Aku nggak mau kayak gitu, Bu!

These narratives made abstract hygiene concepts easier to grasp and emotionally engaging for children.

6. Gradual Habituation of CHLB

Participants emphasized the importance of modeling and gradual independence in fostering CHLB in children. One strategy observed was the act of setting an example before encouraging independent practice. Participant One trimmed their child's nails only when time permitted, indicating a more flexible approach. In contrast, Participant Two implemented a consistent weekly nail-trimming schedule, helping to establish routine and predictability. Meanwhile, Participant Three's children learned by observing and imitating their older siblings, highlighting the effectiveness of peer modeling within the family setting.

Another key strategy was the provision of guided assistance, particularly in the development of personal hygiene habits. Participant Two consistently accompanied their child during bath time from an early age and gradually encouraged independence starting at the age of four. When the child showed reluctance to bathe, Participant Two used visual aids such as images depicting the negative effects of poor hygiene as motivational tools. This combination of close guidance, visual education, and gradual autonomy proved effective in instilling responsibility and awareness in the child regarding personal cleanliness.

Parents practiced modeling and step-by-step guidance. Participant Two described:

Awalnya saya bantuin dia potong kuku, lama-lama dia bisa sendiri. Saya cuma awasi.

Participant Three explained how she guided bath time:

Kalau dia lupa gosok leher atau kaki, saya ingatkan dari luar kamar mandi.

Gradual independence was achieved through consistent modeling and gentle correction.

7. Utilization of the Surrounding Environment

In this study, efforts to instill CHLB extended beyond the home environment, emphasizing the importance of consistency across various settings. Participant Three actively utilized public facilities, such as the availability of soap in mosques and other communal spaces, to reinforce handwashing habits. By encouraging children to practice hygiene in public as well as at home, CHLB behaviors became more integrated into the child's daily routine. This strategy helped normalize cleanliness as a consistent practice regardless of location, fostering a broader awareness of hygiene in different environments.

However, challenges also emerged in contexts where cleanliness was primarily maintained by others. One participant employed a domestic worker to clean the home, and lived in a neighborhood where public cleaners regularly maintained the surrounding environment. As a result, Participant One found that their child became reluctant to take

personal responsibility for cleaning, assuming it was unnecessary since others were already doing the work. To counter this mindset, Participant One assigned the child the specific task of tidying their own bedroom each morning. This approach aimed to cultivate a sense of personal responsibility and reinforce the importance of contributing to cleanliness, even in an environment where professional cleaning support was present.

Participant Three used public facilities as part of the learning process:

Kalau di masjid ada sabun, saya ajak dia cuci tangan di sana juga. Biar tahu cuci tangan bukan cuma di rumah.

Meanwhile, Participant One struggled because household cleanliness was maintained by others:

Saya punya ART yang bersihin rumah. Anak saya jadi nggak mau bantu, katanya □kan sudah ada mbak

These contrasting statements reveal that environmental context shapes children's responsibility toward cleanliness.

The detailed descriptions above illustrate how each participant applied different strategies in habituating CHLB to their children. To make the findings easier to follow, the main strategies, participants involved, and the outcomes are summarized in Table 2.

Table 2. Summary of CHLB Strategies by Participants

Strategy	Participant(s)	Outcome
Digital media (games, video)	One	Increased engagement, but risk of gadget dependence
Storytelling	Two, Three	Improved motivation and hygiene awareness
Family routines & chores	Two, Three	Consistent habituation of CHLB practices
Direct supervision & explanation	Two, Three	Better understanding and compliance
Use of public facilities	Three	Handwashing habits strengthened outside home

These summarized findings provide the basis for further discussion on how parental education and environmental background influence the effectiveness of CHLB habituation in early childhood.

DISCUSSION

This study demonstrates that parents adopt different strategies to habituate Clean and Healthy Living Behavior (CHLB) in early childhood, and these strategies are influenced by educational background and living environment. Overall, parents with higher education tend to integrate digital media and modern learning tools, while parents with lower education emphasize direct practice, discipline, and family involvement. Despite these differences, the findings suggest that parental consistency and engagement are more decisive than education level alone. These findings can be understood through Bronfenbrenner's Ecological Systems Theory, where children's CHLB development is influenced by the microsystem (family environment), mesosystem (school collaboration), and exosystem (community and media exposure).

The varying educational backgrounds of parents represent differences in microsystem quality, which significantly shape the consistency of CHLB habituation.

1. Utilization of Digital Media in the Introduction of CHLB

a. Gadget Giving

The results of the interview are in line with Rohayani's research (2020) found that currently parents have difficulty in building emotional closeness with their children so that they give *gadgets*. The research is in accordance with the case of one participant who gave a *gadget* for his child to stay at home. Participant one had succeeded in making his child to stay at home but it turned out that the child did not want to do physical activity at all even though it was done indoors, he only played *with gadgets*. Research by Purwijayanti & Munir (2021) found that during the pandemic, playing *gadgets* too often can cause a lack of social interaction, physical and motor activity of children, so that participant one tries to limit by reminding. The solution provided by participant one is different from the research of Dewi & Khotimah (2020) which found that parents are not only reminding but also need to provide examples and direct assistance so that habituation is more optimal, so that it is not effective to implement.

b. Animated Video Media

The strategy that one participant has done is in line with the research of Raimukti & Agung (2016) which proves that through 3D animated films that educate about throwing garbage in its place is easier for children to understand than ordinary explanations. In contrast to the study, this study found that participant one could not accompany his child directly while watching a movie so that the child's habit of throwing garbage in its place was not optimal. This is evidenced by the results of an interview with Participant One who stated that Participant One's child still often throws garbage carelessly. Participant child one threw away his food waste where he ate so that he needed special attention from his parents so that he could immediately remind him. If not immediately reminded, Participant one's child will not admit that it is his food waste.

The obstacles experienced by Participant One are in line with the research of Nemser (1998) who found that children are easily bored and bored with monotonous activities, so that the children of Participant One easily get bored if the film given is not interesting or too long. If children watch movies for too long, it can also reduce children's concentration in receiving material. The solution used by Participant One to show another video after the child was bored was not optimal because Participant one received a report from the teacher when at school the child still often threw garbage carelessly. Children will not understand the message from the previous video because they only watch half of it. The desire of Participant one's child to change the video will continue to be carried out because actually Participant One's child does not understand the purpose of the educational video. This is in line with Wardani & Ayriza (2020) stating that parents need to accompany their children when watching a video while explaining so that children understand the meaning of the video they watch.

c. Educational Games

Participant one used *online games* to provide children with an understanding of waste management. Based on research by Shihab et al. (2019) found that *BoMClean online games* are a strategy that is able to increase knowledge of waste classification and

processing. In contrast to the study, this study found that *online games* could not be used as the main strategy, because the child of participant one could not dispose of waste according to its place, namely organic and inorganic. Parents need to provide hands-on practical assistance so that children better understand the material about waste that their children have learned through *online games*.

2. Facilitating CHLB in an Interesting Way

a. Preparation of Colored and Scented Hand Soap

Gabardo et al. (2017) found that children's special hand soap can increase children's interest in washing their hands. In contrast to the study, this study found that even if parents have provided attractive soap for their children without direct guidance, it will not run optimally. This is evidenced by an interview with Participant One who stated that his child did not have the initiative to wash his own hands. He obeyed Participant one's orders when asked, but Participant one did not know whether his child washed his hands or not after being asked, so he was not used to washing his hands.

Participant's solution in showing educational videos in the form of singing according to research by Juliawan et al. (2019) has been proven to be effective in teaching children how to wash their hands. In contrast to the study, this study found that even though parents already have such a strategy, such as teaching through educational videos how to wash their hands correctly from *YouTube*, without direct guidance from parents, children cannot maximize their opportunities. Participant one child uses the opportunity to learn through *gadgets* to watch other videos so that a new problem arises, namely *gadget addiction*.

b. Provision of Toothbrushes and Toothpaste for Children

The results of the interview are in line with the research of Najjah et al. (2020) who found that providing the right brushing equipment that children like is the first thing that parents need to do in getting their children used to brushing their teeth. Participant one has provided the right tooth brushing equipment that the child likes, but the habit of brushing teeth is not optimal because Participant one is busy taking care of her fourth child and accompanying her husband out of town. In contrast to this study, research by Abadi & Suparno (2019) found that the first thing parents need to do is how to get their children used to brushing their teeth regularly and gradually. This study is in accordance with what Participant two has done to teach their children to brush their teeth gradually since they were three years old.

c. Provision of Attractive Toiletries

Participant one provided toys, *sponges* and even *shower puffs* as a child's attention. This is in line with research by Susanto (2018) who found that children will be happy if they take a bath with attractive facilities. The facilities that are preferred make children diligent in bathing. In contrast to the results of the study, this study found that, although parents have provided an attractive environment for children, without supervision it will not provide maximum results for children. The obstacles faced by the participants are in line with the research of Hasanah (2020) which found that there are still many parents who are busy with their own affairs so that they do not have time to take care of their children directly. This makes children undisciplined, including in the habit of bathing. This case is the same as the child of one participant who finds it difficult to bathe even though it has been facilitated with interesting equipment, because children are easily

bored so it is not enough to just facilitate (Rohayani, 2020). Participant one's child gets adequate facilities, but due to the lack of guidance from parents, the habit of bathing becomes less than optimal. If there is a new toy, he just plays and does not take a shower. This is in line with the research of Zulfa et al. (2021) found that children focus more on toys, not on the activities they are doing. This solution is not optimal because based on the results of interviews with Participant One, it is stated that Participant One's child often experiences skin diseases such as itching and red rashes.

d. Provision of Organic and Inorganic Waste Bins

Children need a clean environment that supports change and improvement in a positive direction (Utami, 2018). A clean environment according to Hamsa & Sulaiman (2021) can be achieved by providing garbage cans according to the type of waste. This can help families in determining waste follow-up. But the child of Participant One has not been able to dispose of garbage properly even though a garbage can has been provided and given an understanding through *online games*. The garbage bin provided needs to have a differentiator between organic and inorganic waste. With this differentiator, it can make it easier for children to dispose of garbage according to their type. Qurrotaini et al. (2021) found that the distinction between organic and inorganic waste bins is important to do because it can make it easier for children. The naming of the garbage can carried out by Participant One is less effective, because Participant one's child is not fluent in reading. The naming is also less interesting because it only uses paper, black markers and solitary. Suhada & Purba (2020) found that garbage cans with animal character shapes that make children's desires increase in terms of disposing of garbage in the creative garbage can.

e. Preparation of Vegetables and Fruits that Children Like

Nazaruddin et al. (2021) who found that vegetables and fruits are very important, but children find it difficult to like them, especially vegetables. Different from the study, this study found that there were children who liked all types of vegetables and fruits, namely the children of Participant three. Whatever Participant three cooks will be eaten by his child so that Participant three does not have difficulty meeting his nutritional needs. Participant one only provides without cooking or serving to his child, so his child rarely consumes fruits and vegetables. This statement is different from the research of Usman et al. (2021) which found that getting children used to consuming fruits and vegetables depends on how much of a parent's strategy is to support and motivate children. So that the strategy carried out by Participant One was not optimal supported by the results of the interview with Participant one who stated that his child liked to eat noodles, *nuggets* and sausages, while Participant two used the child to eat half a plate filled with rice, a quarter of a side dish and a quarter of vegetables equipped with fruit. The strategy is similar but different from the Ministry of Health's program (in Anjariansyah & Triayudi, 2022), where half of the dinner plate consists of vegetables and fruits, half is filled with protein and carbohydrates. The composition given by Participant two prioritized carbohydrate more than other types.

3. Routine CHLB Routine With Family

a. Routine Schedule Making

Participant two made a routine schedule for their children in the habit of washing their hands. Based on research by Wilson & Coates (2019), it was found that children do not

like anything monotonous, including a routine schedule. In contrast to the study, this study found that with a regular schedule, children are consistent in washing their hands. Strengthened by the results of interviews with Participant two and Participant three, it was stated that Participant two's children were used to washing their hands before and after eating. The choice of soap that Participant two uses only bar soap or liquid soap for washing dishes and is not attractive to children. Although according to Andayani et al.'s (2021) research, soap bars that are submerged in water can be contaminated with bacteria, the bar soap that Participant two used is a bar soap that has holes in place and is kept open so that it is dry and can be used. Habituation becomes optimal because of direct assistance from parents.

b. Cooperation with Family Members

The habit of brushing teeth together has been ingrained in the family of three participants. Participant three always accompanied their children to brush their teeth before going to bed and before leaving for school. The habits of the three participants are in line with the research of Putri (2012) who found that parents have an important role in getting children used to brushing their teeth. If the child already knows that his parents are diligent in brushing his teeth, he will also follow the good habits of his parents. However, Participant two and Participant three are constrained by economic problems to meet the health needs of their children. Therefore, they try their best to take care of their children's teeth to minimize health costs that will be incurred if there are dental health problems. Morgan et al. (2021) found that children from low economic groups consume more harmful sweets so they have many dental health problems. In contrast to the study, this study found that children from low economic groups had better dental health than children from high economic groups. Therefore, economic level cannot be used as a benchmark for children's health levels.

c. Distribution of Family Duties

If Participant two implements a joint cleaning activity on a holiday, Participant three has applied it every day before the child leaves for school. Participant three focused on getting used to children sweeping the floor only. Sahar et al. (2021) found that sweeping the floor is a simple household chore that can shape a child's character. Strengthened by the results of interviews with Participant three, stating that his son already has the awareness to clean the house in accordance with his duties. The third participant's child was also quite clean in the work of sweeping the floor. Parents need to understand their children when they play with toiletries and choose household chores that they like. In line with the research of Maulana & Mayar (2019) found that children are not judged based on results, but how they process so that character will be formed. Likewise, the case that occurred to the child of Participant three because it is a form of expression of the child in the process. That way parents don't need to worry if their children are not optimal in helping to clean the environment.

d. Implementation of Family Hygiene Program

Participant two implemented the K3 strategy which was carried out every Saturday and Sunday. Ismail 's research (2021) found that the K3 program can strengthen and increase students' awareness at school to maintain the cleanliness of the environment and take care of the surrounding plants. This study found that it is not only in school, but also needs to be done at home such as Participant two. Participant two offered

children a variety of cleaning activities to make children happy to do. In line with the research of Marwiyati & Hidayatulloh (2018) found that variation in activities can increase enthusiasm and reduce children's boredom. The solution provided by Participant Three is optimal because based on the results of the interview, if the child does not want to do an activity, he can choose other activities such as watering plants, mopping and watering the road.

4. Direct Explanation About CHLB

a. Explanation of the Benefits of Hygiene and Health

Participants two and Participant three explained the benefits and dangers of not wearing masks so that children know the reasons and have awareness to wear masks. Ekawati (2021) & Juniawan et al. (2021) found that habituation is not done through the medium of pictures alone, but rather telling stories so that children understand it better. The obstacles experienced by Participant three were also faced by other parents. Based on research, Nurita & Maulida (2021) found that children often take off their masks or wear masks only to cover the chin and neck. This is because children feel uncomfortable and have difficulty breathing when using masks. Communication is also hampered because it is covered by masks. Participant two had other needs that he thought were more important than masks. Different from the research of Novianus et al. (2021) found that parents need to support their children to comply with health protocols, one of which is to provide masks for all family members.

b. Explanation of Healthy Behavior

The results of the interview are in line with the research of Riazi et al. (2021) found that children aged five to eleven years are in the active playing period so maintaining distance, staying away from crowds and reducing mobility are difficult for children to do. Just like what happened to Participant three, it was difficult to get used to children to keep their distance, avoid crowds and reduce mobility, especially when children are outside the house. Participant three already found it difficult to change the habits of children who usually play freely, now they have to be restricted. So Participant Three did not try to change their child but added a habit to take a bath after playing.

5. CHLB Habituation through Storytelling

a. Removing Garbage through Stories

Participant two got used to their children throwing garbage in its place through stories. This is in line with Garnika (2020) who states that in getting used to something in children, a CCBA strategy (Story, Example, Habituation and Appreciation) is needed, so that good habits can be embedded in children. In addition to Participant two, Participant three also does the same thing, namely exemplifying and habituating. If the two strategies are combined, it will be an effective strategy in getting children into the habit of throwing garbage in its place. This statement was strengthened by the results of interviews with Participant two and Participant three who stated that the children of the second participant did not leave any garbage after eating packaged food. Occasionally Participant two and Participant three still remind if their child forgets to immediately throw the waste food in the trash.

b. Increase Children's Motivation by Storytelling

When her child was lazy to brush her teeth, Participant two told the negative impact

through the story of a child who was lazy to brush her teeth. This is in line with Ndoen's (2021) research which found that children better understand the messages conveyed through stories. It is different if parents explain directly, children will find it difficult to understand. As a result, the child of Participant two became a child who regularly brushed his teeth and had healthy teeth. This statement is evidenced by an interview with Participant Two who stated that during a dental examination carried out once a month by the school to fill out the master book, Participant Two's children's teeth looked healthy and clean.

6. Gradual Habituation of CHLB

a. Setting an Example Before Practice

The results of this interview are in line with Hamzah's (2020) research, that the lack of parental involvement in the habit of cutting nails in children can cause various diseases, one of which is diarrhea which is the largest cause of death in the world. In line with the study, this study found that children cannot cut their nails on their own, so parental involvement is needed in their habits. The teaching pattern is carried out gradually, as has been done by Participant two to reduce the risk of injury to children (Abadi & Suparno, 2019). Participants two and Participant three have made it a habit for their children to cut their fingernails once a week. This is in line with research by Paneo et al. (2022) who found that cutting nails regularly is a way to maintain nail hygiene, because long and unhealthy nails can result in diseases caused by germs and dirt so that they accumulate on the nails.

b. Child Assistance

When the children of Participant Two and Participant Three are four years old, they only accompany the child to take a bath outside the bathroom and help him when needed. In addition to helping their children, Participant Three also gave instructions from the outside if their children forgot to rub certain parts of the body. Research by Sari et al. (2010) found that if children can bathe themselves, parents can accompany children around the bathroom and help children if necessary. Parents can give instructions before directly helping the child such as reminding him to rub the legs, nape of the neck or skin folds on the elbow.

7. Utilization of the Surrounding Environment

a. Utilization of Public Facilities

Participant two made a routine schedule for their children in the habit of washing their hands. Based on research by Wilson & Coates (2019), it was found that children do not like anything monotonous, including a routine schedule. In contrast to the study, this study found that with a regular schedule, children are consistent in washing their hands. Strengthened by the results of interviews with Participant two and Participant three, it was stated that Participant two's children were used to washing their hands before and after eating. Likewise, the children of Participant three still need to be reminded but already have the initiative to wash their hands using soap from running tap water like in a mosque.

b. Existence of Housekeepers and Cleaners

The strategy that one participant does in cleaning his environment is to pay domestic workers. In line with research by Sinaga et al. (2021) which found that currently parents

do not involve children in household chores because they focus on general education but forget about character education and more important responsibilities. In accordance with the study, this study found that environmental cleanliness has indeed been maintained but children are not used to cleaning the environment. That way, the strategy used by Participant One is less effective in getting children used to maintaining environmental cleanliness, as evidenced by the results of interviews with Participant One which stated that Participant one's child still lacked initiative in cleaning the house. When asked, he focused on playing *gadgets* and pretended not to hear.

CONCLUSION

This study found that parents' strategies in getting used to CHLB in children vary based on their educational background and environment. Parents with a high educational background make more use of digital media such as *gadgets* and online games, while parents with a low education background use conventional approaches such as telling stories, cooking vegetables that children like, and dividing cleaning tasks. The main obstacles in the implementation of CHLB include time constraints, economic problems, environmental conditions, and children's behavior. Parents with higher education tend to face time constraints, while parents with low education experience more financial and environmental constraints. Various solutions are implemented, such as the use of public facilities for clean water, the replacement of expensive fruits with more economical alternatives, and a direct approach in introducing dirty environmental impacts to children. The findings imply the need for early childhood education centers to develop parenting programs that integrate CHLB practices, provide digital literacy guidance, and encourage collaboration between teachers and parents. Future research is suggested to involve a larger number of participants across diverse regions to explore the influence of cultural and socioeconomic factors on CHLB implementation.

BIBLIOGRAPHY

- Ahmad Susanto. (2018). *Pendidikan Anak Usia Dini : Konsep dan Teori / Ahmad Susanto*. Bumi Aksara.
https://books.google.co.id/books/about/Pendidikan_Anak_Usia_Dini.html?hl=id&id=00xWEAAQBAJ&redir_esc=y
- Andayani, L. H., Sandra, F., Souliisa, A. G., & Handojo, J. (2021). Edukasi Mengenai Pencegahan Penularan Covid-19 pada Komunitas Musik di Jabodetabek Secara Daring. *ABDI MOESTOPO: Jurnal Pengabdian Pada Masyarakat*, 4(01), 17– 24.
<https://doi.org/10.32509/am.v4i1.1324>
- Anjariansyah, R., & Triayudi, A. (2022). Clustering Kebutuhan Makanan untuk Meminimasi Standar Deviasi Angka Kebutuhan Gizi Menggunakan Algoritma K-Means dan K-Medoids. *Jurnal Media Informatika Budidarma*, 6(1), 597– 607.
- Cortés, D. E., Réategui-Sharpe, L., Spiro, A., & García, R. I. (2012). Factors affecting children' s oral health: Perceptions among Latino parents. *Journal of Public Health Dentistry*, 72(1). <https://doi.org/10.1111/j.1752-7325.2011.00287.x>
- Dewi, P. A. S. C., & Khotimah, H. (2020). Pola Asuh Orang Tua Pada Anak Di Masa Pandemi Covid-19. *Seminar Nasional Sistem Informasi*, 4(1), 2433– 2441.
<https://jurnalfti.unmer.ac.id/index.php/senasif/article/view/324>
- Ekawati, R. (2021). Penerimaan Cergam Pakai Masker Yuk pada Guru Taman Kanak-Kanak di Kecamatan Blimbing Kota Malang. *Preventia : The Indonesian Journal of Public Health*, 6(1), 1. <https://doi.org/10.17977/um044v6i1p1-6>

- Feiman-Nemser, S. (1998). Teachers as Teacher Educators. *European Journal of Teacher Education*, 21(1), 63– 74. <https://doi.org/10.1080/0261976980210107>
- Fitri, M., Hendriawan, D., & Arzaqi, R. N. (2025). Pengembangan Game “Pilas” (Pilah Sampah) untuk Pengenalan Jenis Sampah pada Anak Usia 5-6 Tahun. *Jurnal CARE (Children Advisory Research and Education)*, 12(2), 211– 219.
- Gabardo, G. C., Petri, J. L., Hawerth, F. J., Couto, M., Argenta, L. C., & Kretzschmar, A. A. (2017). 300ml Flower Foaming Hand Soap for Kids. *Revista Brasileira de Fruticultura*, 39(3).
- Garnika. (2020). Membangun Karakter Anak Usia Dini Menggunakan Metode Cerita, Contoh, Biasakan Dan Apresiasi (CCBA). In *Edu Publisher*. Edu Publisher.
- Hamsa, A., & Sulaiman, R. (2021). Penyuluhan Pengolahan Sampah Pada Anak di Komunitas Youth Sikolata. *Madaniya*, 2(3), 313– 322. <https://doi.org/10.53696/27214834.96>
- Hamzah, B. (2020). Analisis Hubungan Personal Hygiene Dengan Kejadian Diare Pada Anak Usia 4-5 Tahun Di Desa Muntoi Timur Kabupaten Bolaang Mongondow. *Infokes*, 10(1), 219– 224.
- Hasanah, N. (2020). Kerjasama Guru dan Orang Tua dalam Menghadapi Dinamika Pembelajaran selama Covid-19. *Skripsi*, 3(5), 2319– 2335.
- Imelda Usman, C., Tri Wulandari, R., Nofelita, R., & PGRI Sumatera Barat, S. (2021). Pengaruh Dukungan Sosial Orang Tua dan Kepercayaan Diri terhadap Motivasi Belajar Peserta Didik. *Educational Guidance and Counseling Development Journal*, 4(1), 10– 16. <http://ejournal.uin-suska.ac.id/index.php/EGCDJ/article/view/12605>
- Ismail, M. J. (2021). Pendidikan Karakter Peduli Lingkungan Dan Menjaga Kebersihan Di Sekolah. *Guru Tua : Jurnal Pendidikan Dan Pembelajaran*, 4(1), 59–68. <https://doi.org/10.31970/gurutua.v4i1.67>
- Juliawan, D. G., Mirayanti, N. K. A., & Parwati, N. A. (2019). Pengaruh Pendidikan Kesehatan Dengan Bernyanyi Lagu Cuci Tangan Terhadap Tindakan Mencuci Tangan Anak Prasekolah. *Journal Center of Research Publication in Midwifery and Nursing*, 3(1), 11– 20. <https://doi.org/10.36474/caring.v3i1.124>
- Juniawan, H., Susanti, N., & Kristiawati, E. (2021). Pengaruh Pendidikan Kesehatan Dengan Metode Storytelling Terhadap Pengetahuan Dan Perilaku Penggunaan Masker Pada Anak Usia 10-12 Tahun. *Nuevos Sistemas de Comunicación e Información*, 5(2), 103– 110.
- Marsh, A. D., Muzigaba, M., Diaz, T., Requejo, J., Jackson, D., Chou, D., Cresswell, J. A., Guthold, R., Moran, A. C., & Strong, K. L. (2020). Effective coverage measurement in maternal, newborn, child, and adolescent health and nutrition: progress, future prospects, and implications for quality health systems. *The Lancet Global Health*, 8(5), e730– e736.
- Marwiyati, S., & Hidayatulloh, M. A. (2018). Peran "Cakruk Baca Bergerak" Dalam Pengembangan Literasi Anak Usia Dini. *AWLADY: Jurnal Pendidikan Anak*, 4(2), 61. <https://doi.org/10.24235/awlady.v4i2.3236>
- Maulana, I., & Mayar, F. (2019). Pengembangan Kreativitas Anak Usia Dini Di Era Revolusi 4.0. *Jurnal Pendidikan Tambusai*, 3(5), 1141–1149.
- Morgan, K., Lowthian, E., Hawkins, J., Hallingberg, B., Alhumud, M., Roberts, C., Murphy, S., & Moore, G. (2021). Sugar-Sweetened Beverage Consumption From 1998-2017: Findings From The Health Behaviour In School-Aged Children/School Health Research Network In Wales. *PLoS ONE*, 16(4 April), 248847. <https://doi.org/10.1371/journal.pone.0248847>
- Najiah, I., Nur, L., & Rahman, T. (2020). Pengembangan Media Healthy Dental Box (Hdb) Untuk Memfasilitasi Keterampilan Menggosok Gigi Anak Usia 4-5 Tahun.

- Jurnal Paud Agapedia*, 4(1), 131– 144. <https://doi.org/10.17509/jpa.v4i1.27204>
- Nazaruddin, I., Mahmud, R., Umara, Y., Heni, N. I., & Dewani, D. W. (2021). Pelatihan Pembuatan Salad Buah Keju Sebagai Program Usaha Ekonomi Masyarakat Menengah ke Bawah. *Jurnal Pengabdian Masyarakat Indonesia*, 1(6), 329– 333. <https://doi.org/10.52436/1.jpmi.64>
- Ndoen, E. (2021). Perbaikan Kesehatan Gigi dan Mulut melalui Pemberian Cerita Audiovisual dan Simulasi pada Anak. *Universitas Nusa Cendana*, 15(1), 1– 7. <http://ejurnal.undana.ac.id/index.php/jlppm/article/view/4876>
- Novianus, C., Wilti, I. R., Muhammadiyah, U., & Hamka, P. (2021). Analisis Kepatuhan Penggunaan APD Masker Dalam Upaya Pencegahan Penyakit Covid-19 Pada Mahasiswa Jurnal Fisioterapi Dan Kesehatan Indonesia. *Jurnal Fisioterapi Dan Kesehatan Indonesia*, 1(2), 26– 39.
- Nurita, T., & Maulida, A. N. (2021). Edukasi Manfaat Penggunaan Masker Bagi Anak-Anak Sekolah Dasar Untuk Pencegahan Covid 19. *Dedikasi Nusantara: Jurnal Pengabdian Masyarakat Pendidikan Dasar*, 1(02), 99– 104.
- Paneo, I., Ilham, R., & Bilale, N. (2022). Literature Study: The Relationship between CHLB and Diarrhea in School-Age Children. *Journal of Community Health Provision*, 2(1), 63– 68.
- Patmawati, P., & Rahmayani, R. (2021). Penerapan Perilaku Hidup Bersih Dan Sehat Rumah Tangga Dipatanpanua Di Masa Pandemi Covid-19. *Bina Generasi : Jurnal Kesehatan*, 13(1), 87–99. <https://doi.org/10.35907/bgjk.v13i1.200>
- Pimlott-Wilson, H., & Coates, J. (2019). Rethinking learning? Challenging and accommodating neoliberal educational agenda in the integration of Forest School into mainstream educational settings. *Geographical Journal*, 185(3), 268– 278. <https://doi.org/10.1111/geoj.12302>
- Purwijayanti, I., & Munir, A. (2021). Implikasi Gadget Terhadap Anak Usia Dini Di Taman Kanak-Kanak Tunas Mekar Kota Palu. *ECEIJ (Early Childhood ...)*, 4(2), 40– 45. <https://www.jurnal.unismuhpalu.ac.id/index.php/ECEIJ/article/view/2094>
- Putri Abadi, N. Y. W., & Suparno, S. (2019). Perspektif Orang Tua pada Kesehatan Gigi Anak Usia Dini. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 3(1), 161. <https://doi.org/10.31004/obsesi.v3i1.161>
- Putri IN, I. M. (2012). Efek Penyuluhan Metode Demonstrasi Menyikat Gigi Terhadap Penurunan Indeks Plak Gigi Pada Murid Sekolah Dasar. *Dentofasial*, 11(2), 91– 92. <http://www.jdmfs.org/index.php/jdmfs/article/view/110/109>
- Qurrotaini, L., Roshonah, A. F., & Izzah, L. (2021). Aksi Sosial Pembersihan Lingkungan Di Kelurahan Lebak Bulus Kecamatan Cilandak Jakarta Selatan. *Jurnal Abdi Masyarakat Indonesia*, 1(1), 13– 18. <https://doi.org/10.54082/jamsi.2>
- Rahayu, A. K., & Setiasih, O. (2022a). Clean and Healthy Behavior in Early Childhood During Covid-19 Pandemic. *6th International Conference of Early Childhood Education (ICECE-6 2021)*, 141– 146.
- Rahayu, A. K., & Setiasih, O. (2022b). Parents’ Role in Familiarizing themselves with Clean and Healthy Living Behavior in Early Childhood during the COVID-19. *Indonesian Journal of Early Childhood Education Studies*, 11(2), 83– 90.
- Rahayu, A. K., & Setiasih, O. (2022c). Strategi Orang Tua dalam Membiasakan CHLB Anak Usia Dini saat Pandemi COVID-19. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 6(5), 4118–4127. <https://doi.org/10.31004/obsesi.v6i5.2115>
- Raimukti, S., & Agung, L. (2016). Character Modeling Film Animasi 3D Edukasi Pada Anak-Anak Agar Membuang Sampah Pada Tempatnya”. *EProceedings of Art & Design*, 3(3).
- Riazi, N. A., Wunderlich, K., Gierc, M., Brussoni, M., Moore, S. A., Tremblay, M. S., &

- Faulkner, G. (2021). "You Can't Go to the Park, You Can't Go Here, You Can't Go There": Exploring Parental Experiences of COVID-19 and Its Impact on Their Children's Movement Behaviours. *Children*, 8(3), 219. <https://doi.org/10.3390/children8030219>
- Rohayani, F. (2020). Menjawab Problematika Yang Dihadapi Anak Usia Dini Di Masa Pandemi Covid-19: Problematika Dan Solusi. *Qawwam*, 14(1), 29–50. <https://journal.uinmataram.ac.id/index.php/qawwam/article/view/2310>
- Sahar, S., Setiawan, D., & Oktavianti, I. (2021). Penanaman Nilai-Nilai Pancasila Dalam Kehidupan Sehari-hari Anak Sekolah Dasar. *Jurnal Inovasi Penelitian*, 2(5), 1507–1512.
- Sari, A., Hubeis, A. V. S., Mangkuprawira, S., & Saleh, D. A. (2010). Pengaruh Pola Komunikasi Keluarga dalam Fungsi Sosialisasi Keluarga terhadap Perkembangan Anak. *Jurnal Komunikasi Pembangunan*, 08(2).
- Setiasih, O., Rahayu, A. K., & Arzaqi, R. N. (2023). Effective Leadership of Kindergarten Principals in Facing the Impact of Learning Loss in Kindergarten During the Covid-19 Pandemic. *SEA-CECCEP*, 4(01), 34–42.
- Shihab, K. M., Sussi, S., Munadi, R., Prasojoe, R. R., & Fitriyanti, N. (2019). Pembuatan Game Online BoMClean sebagai Media Pembelajaran Kebersihan Lingkungan. *Jurnal Edukasi Dan Penelitian Informatika (JEPIN)*, 5(1), 113. <https://doi.org/10.26418/jp.v5i1.29874>
- Sinaga, J., Sinambela, J. L., Hutagalung, S., & Ferinia, R. (2021). Peran Orang Tua Dalam Mendidik Anak-Anak Melalui Pekerjaan Rumah Tangga. *Jurnal Kadesi*, 4(1), 139–159. <https://doi.org/10.54765/ejurnalkadesi.v4i1.24>
- Sintiah Putri, R. (2021). Partisipasi Masyarakat Dalam Program Kampung KB Di Masa Pandemi (Studi Kasus Desa Sumberkarang Kecamatan Dlanggu Kabupaten Mojokerto). *Hasanuddin Journal of Sociology*, 59–75. <https://doi.org/10.31947/hjs.vi.12328>
- Suhada, C. R., & Purba, R. (2020). Desain Tempat Sampah Kreatif Untuk Anak TK Dalam Upaya Menimbulkan Budaya Membuang Sampah Pada Tempatnya Sejak Dini. ... *Fakultas Seni Dan Desain*, 1(1), 79–90. <https://e-journal.potensi-utama.ac.id/ojs/index.php/FSD/article/view/707>
- Syaodih, N. (2012). Metode Penelitian Pendidikan. In *Bandung: Pustaka Setia*. PT Remaja Rosdakarya.
- Utami, D. T. (2018). Pengaruh Lingkungan Teman Sebaya Terhadap Perilaku Sosial Anak Usia 5-6 Tahun. *Generasi Emas*, 1(1), 39. [https://doi.org/10.25299/ge.2018.vol1\(1\).2258](https://doi.org/10.25299/ge.2018.vol1(1).2258)
- Wardani, A., & Ayriza, Y. (2020). Analisis Kendala Orang Tua dalam Mendampingi Anak Belajar di Rumah Pada Masa Pandemi Covid-19. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 5(1). <https://doi.org/10.31004/obsesi.v5i1.705>
- Zulfa, L. U., Hibana, H., & Surahman, S. (2021). Peran Guru Meningkatkan Minat Belajar Anak Melalui Pembelajaran Klasikal Pada Masa Pandemi Di Ra Al Anwar Kediri. *Tumbuh Kembang: Kajian ...*, 8(2), 123–137. <https://ejournal.unsri.ac.id/index.php/tumbuhkembang/article/view/14412>