



The Role of PAUD Teachers in Implementing the Holistic Environment Based on Children's Health, Nutrition and Safety

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Abstract

The aim of this study is to describe the role of the teacher in creating an atmosphere that provides a good environment for children's health, nutrition and safety. The teachers must be able to provide a protection during teaching and learning in schools by creating a healthy environment and awareness of the importance of nutrition, health and safety in children development. To complete this task, the teacher must focus on three basic areas: security, health and nutrition for children. The PAUD teachers integrate health, safety, and nutrition into the curriculum. This means that the teacher includes this program every day. This research was conducted in 2017 at Daqu School Semarang. The research methodology used naturalistic qualitative. The result is the role of the teacher in preparing a holistic environment including: (1) minimizing the risk of children's health, nutrition and safety, (2) utilizing education as tool of heath promotion and reducing the risk for children and parents, (3) understanding the importance of guidelines, standards, and laws for children's health, nutrition and safety, (4) practicing the culture competence, (5) developing partnership with family for giving a concern to the society

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INTRODUCTION

The development of good early childhood must involve parents and teachers or educators who constantly interact. This continuous interaction greatly affects the behavior, ways of learning, children's health and nutrition in the future. The earlier of the health and nutrition education program for early childhood is better for the growth and development of early childhood.

Teachers must help parents to fulfill the health, safety and nutritional needs of children in their care. Parents are the primary caregiver for children. The term of "parent" will be used to refer to a primary caregiver who has the responsibility of raising children. The term "teacher" will be used to describe all people working in the field of early childhood education, whether they are teachers in infants, toddlers, preschool, or elementary school level; family child care provider; or caregivers.

The teachers of early childhood are teachers who spend their days working with children to provide intellectual stimulation, social and emotional support, and physical care. The good physical care is important to support the children's health, safety and nutritional. Unhealthy children or those with physical well-being are at the risk of having difficulty in performing cognitive tasks and dealing with others in terms of social and emotional development. Cognitive, social, and emotional and physical difficulties can lead to poor health. Health must be defined in terms of one's physical, mental, social, and emotional. The holistic approach considers the development of all fields needed for health and well-being.

Nasir, Norimah, Hazizi, Loh and Suraya (2012) also explained that the practice of feeding children, diet is an indicator of nutritional status and cognitive development in children in *Semenanjung Malaysia*. This means that cognitive development is influenced by the interaction between the environment and the brain. Nutrition plays an important role in influencing cognitive performance. Malnutrition in children will cause lower the children's cognitive abilities so that it will bother the children's performance in school.

Good health is the result of unnecessary risk reduction, preventing disease, providing care, promoting the health and well-being of children individually. The teacher must create an atmosphere that provides protection for the environment for children. To complete this task, the teacher must focus on three basic areas: security, nutrition and health. Lack of good health practices, an unsafe environment, or providing poor

nutrition can contribute a failure in protecting children. The linkages in the fields of health, safety and nutrition will be easier to understand if a holistic approach used.

It is important to remember that early childhood education programs mirror diversity in society. So, when we look at this ecological link between health, safety and nutrition, we must also consider culture, family and teachers themselves. The reality in the field shows that more health, nutrition and safety programs carried out in kindergarten are only limited to the introduction of health and nutrition included in certain themes. Health and nutrition promotion is still little given in kindergarten; this is due to the lack of teacher knowledge in understanding the children's health, nutrition and safety. Children should start going to the kindergarten and early childhood. Health, nutrition and safety programs have begun to be introduced so that their insights are always concerned about how to maintain health, nutrition and safety for themselves. The collaboration between schools and parents is always intertwined so that schools will have medical records on the children's health, nutrition and safety. This research focus on how teacher's roles in preparing holistic environment based on children's health, nutrition and safety.

REVIEW RELATED LITERATURE

A good environment for early childhood education uses a holistic approach to health problems, provides good health and safety practices, and promotes proper nutrition. The teacher integrates health, safety, and nutrition into the curriculum. This means that the teacher includes it in this program every day. Early childhood teachers must be professional because they have this specific knowledge in health and nutrition and can promote healthy habits. By giving these instructions to children in care, a high-quality early childhood education environment can provide a basis for good health and well-being in adulthood. Early childhood education can offer many children a better chance for an improved physical environment at least part of the day.

A holistic and integrative approach can basically build cross sector coordination, promote innovative programs, reduce lack of knowledge, resources and services, build more efficient and effective programs that are culturally appropriate. This collaborative planning will build a sense of policy ownership formulated and determined by policy makers, parents and implemented program. Besides, the collaborati-

on among sectors will facilitate the formulation of holistic and integrative programs at the local level. Such an approach can be characterized as follows: first, providing comprehensive services, second, ensuring continuous care, third, and providing education for parents and caregivers as well as community involvement. (*BAPPENAS*, 2006)

The teacher is the most decisive component in the education system as a whole, which must get central, first and foremost attention. This figure will always be a strategic spotlight when talking about education, because the teachers are always related to any component in education system. Teachers hold a major role in building education, especially those held formally at school. The teacher strongly determines the students' success, especially related to the teaching and learning process (Mulyasa, 2011).

According to Danim (2010) teachers are professional educators with the main task of educating, teaching, guiding, directing, training, evaluating and evaluating students of formal education. The main task will be effective if the teacher has a certain degree of professionalism which is reflected in competencies that meet certain quality standards or ethical norms.

Nutrition

Nutrition talks about food related to health and the process by which organisms use food for maintenance of life, growth, work of members and normal body tissues and production of energy. I Nyoman Supriasa also explained about the definition of nutrition is a process of organisms using food that consumed normally through digestion, absorption, transportation, storage, metabolism, and expenditure of substances, which are not used to sustain life, normal growth and function of organs and produce energy. The definition nutrition is different from the previous understanding of nutrition, nutrition is the process of using food that enters the body and then undergoes certain processes starting from digestion to expenditure.

Nutrients are chemical compounds contained in food which in turn are absorbed and needed by the body to perform its functions, namely:

- a. Producing energy.
- b. Building and maintaining networks.
- c. Managing the process of life .

Nutrients are divided into three groups according to their functions in the body, namely: (1) energy substances, in the form of carbohydrates, fat and protein; (2) building materials, in the

form of protein, minerals and water; (3) regulatory substance, in the form of protein, minerals, water and vitamins. So there are nutrients which according to their functions included in more than one class; for example proteins are included in the class of energy substances, building substances and regulatory substances while minerals and water are included in the class of regulatory substances and building agents.

a. Elements of Nutrition

Nutrients can also be divided into macro nutrients, namely carbohydrates, fats, and proteins; micronutrients, namely vitamins, minerals and water. The basic characteristics of these nutrients are as follows:

1. Carbohydrates consist of elements of carbon (C), hydrogen (H), and oxygen (O), which are divided into two groups, namely simple carbohydrates or simple sugars and complex carbohydrates.

2. Lipids (fat or oil) consist of elements of carbon (C), hydrogen (H) and oxygen (O), with oxygen content smaller than those found in carbohydrates. Food fats are mainly in the form of triglycerides.

3. Proteins consists of elements of carbon (C), hydrogen (H), oxygen (O), nitrogen (N) and sometimes sulfur (S) elements, which are arranged in the form of amino acids. Proteins are formed in the form of bound amino acids in the form of peptides.

4. Vitamins are organic bonds that help or catalyze various biochemical reactions in the body.

5. Minerals are elements or inorganic bonds that play an important role in metabolic reactions and as a structural part of body tissues, such as bones.

6. Water acts as a solvent and lubricant in the body, and as a means of transporting nutrients and digestive and metabolic remnants.

The results of research conducted by Hermina, Nurti and Tjetjep (2004) explained the target of children is seen that nutrition education interventions can influence family behavior. In this case, at least, it can show new habits by always asking the mother to prepare breakfast, asking for fish and vegetables for the child's consumption. Another change, children are more easily told to eat and not difficult to eat. The purpose of Nutrition Education in Early Childhood Education is:

a. The child knows the difference in choosing the food to be eaten by paying attention to the health and whether or not the food is

- b. The children can already know the food needs for growth and development
- c. The children can already do good procedures for eating, such as good and right eating stages
- d. The children are able to behave according to their environment or socialize in a joint eating activity
- e. The children can form a good diet

From the study above, it can be concluded that basically the child needs to be given knowledge, practice and fostered his attitude about good food. Supporting research on nutritional knowledge possessed by mothers will have an impact on the child's diet explained by Tarabashkina, Quester and Crouch (2015) that nutritional knowledge possessed by mothers will provide food choices for children to choose healthy or unhealthy foods. Fast food will be a child's choice if parents do not provide an understanding of healthy food.

Health

Healthy children will experience normal and reasonable growth and development, namely the standard of physical growth of children in general and have the ability to meet the standards of the ability of their age. Besides that a healthy child seems to enjoy playing, running, shouting, jumping, climbing, and not being silent. Healthy children look radiant, creative and always try to try something around them. Healthy children will usually be able to learn well and be able to communicate with friends, teachers and their environment. (Santoso, 2013)

Understanding health according to Law No. 9 in 1980 concerning health issues included physical, spiritual, and social health, not only free from diseases, disabilities and weaknesses. Mental health is a condition that allows optimal physical, intellectual and emotional development of a person whereas what is called social health is life in society. Life is required that every citizen has the ability to maintain and advance his own life and family life in a society allowed working, resting, and enjoying entertainment in right time (Indan Encang, 1991)

Child Safety

Increasingly the age of the child, usually will reduce child care by their parents. More children experience direct contact with various objects in their daily environment, both at home and at school. The possibility of a child facing an accident while playing will be great. Through health education, children are given knowledge

about maintaining healths as well as children need to be given knowledge to maintain safety from the dangers around them including their safety against strangers. Child safety safeguards are included in child welfare safeguards which are discussed in the Law of the Republic of Indonesia Number 4 in 1979 concerning Child Welfare.

METHOD

The method used in this research is "qualitative typed naturalistic". Qualitative research methods are based on the philosophy of post positivism, used to examine the condition of natural objects (Sugiyono, 2016: 15). Qualitative research is a research that intends to understand the phenomenon of what is experienced by research subjects, such as behavior, perception, motivation, actions, etc. holistically and by the way of description in the form of words and language, in a special natural context and by utilizing various scientific methods (Moleong, 2012: 6).

The type of research used a naturalistic qualitative research, which describes naturally the holistic environment for children's health, nutrition and safety in Daqu School. This research is intended to provide a narrative or in the form of words, and use judgment want explore on a whole relationship that exist in social situation could find new thing in the next projects. Qualitative research points to definitions, depth concepts, characteristics, metaphors, symbols and descriptions.

Research Settings

The location of this research was conducted at Daqu Schol in 2017. In addition, the research was carried out by collecting data sources, reviewing and collecting reacted literature. The informants who could be used as respondents in the study were: (1) the Principals of Daqu School Semarang, (2) Class teachers, (3) Teachers, (4) Parents, (5) Children.

RESULTS AND DISCUSSION

This research was carried out by analyzing in depth the role of PAUD teachers on health, nutrition and safety-based environmental approaches for children at Daqu School Semarang. The analysis of this study was carried out with repeated observations to find the results of research in the form of actions, conversations and evidence that shows a holistic environment for health, nutrition and child safety at Daqu School Semarang.

The data collection in this study used interviews, observation and documentation. The data

were analyzed and described according to a holistic approach to health, nutrition and safety analysis found. The data description is carried out by providing evidence of the results of the analysis on a holistic approach to health, nutrition and safety in the form of picture evidence and statement sentences from the research subject.

Interviews, observations and documentation of researchers do to strengthen the results of an analysis of a holistic approach to health, nutrition and safety. Interviews and observations of researchers did at Daqu School Semarang with Principal and teacher as respondents. Interviews were conducted to find out the opinions of respondents regarding a holistic approach to health, nutrition and safety. The observation did to find out the holistic actions or protective actions taken.

Research Findings

Researchers began conducting research to find results in the form of a holistic approach to health, nutrition and safety for children at Daqu School Semarang. The analysis includes evidence of conversation that shows the holistic activities of children's health, nutrition and safety at Daqu School Semarang.

The research findings as follow:

1. Approach to Health conducted at Daqu School Semarang

Based on the results of interviews regarding the health approach taken at Daqu School, The results showed that the Daqu School did anthropometric examinations at least once in three months including: weight gain, height, head, arm and chest circumference. Anthropometric examination is nutritional anthropometry related to various kinds of measurements of body dimensions and body composition from various ages and levels of nutrition. The use of anthropometry is to see an imbalance of protein and energy intake. This imbalance is seen in physical growth patterns and proportions of body tissues such as: fat, muscle and the amount of water in the body.

The results of anthropometric examinations that are carried out will usually be reported immediately to the parents to follow up if there is a problem in the child's growth and development.

2. Holistic Approach to Child Nutrition conducted in kindergarten of Daqu School Semarang

From the results of observations made by researchers, the nutritional approach carried

out at the Daqu School is a daily health food for lunch. Daqu School plans a month-long menu. This shows that the provision of nutritious food at the Daqu School is held every day for a week in the form of lunch together. Food is made based on menu planning during the week with regard to balanced nutrition. To support the children' nutrition of Daqu School Semarang, the teachers provide snack time regulations by prohibiting carrying food containing MSG (Monosodium Glutamate), synthetic dyes, and instant noodles. Snack brought is recommended as *halal* label. For lunch, children at Daqu School Semarang held an MOU with food catering where the menu was determined by the school by not containing MSG and instant food.

3. Holistic Approach to Child Safety conducted at Daqu School Semarang

Daqu School apply CCTV installed in each particular room to monitor learning activities in the classroom, the CCTV results can be seen in the principal's office. The use of CCTV is to ensure children are in good condition and free from violence and unwanted things. From observations conducted by researchers, a holistic approach based on health, nutrition and child safety already exists that works well, but there are some things that cannot be implemented such as:

a. There are still games in the outside classroom not safe, because the environment is less supportive, such as the uneven floor so that children often fall.

b. School is on the main road so that if the school dispersal, children must be considered properly when leaving school, because it is dangerous for child safety

c. Child health records, especially diseases that have suffered by children do not yet exist, even though it is very important to prevent the occurrence of health problems while in school, for example children who frequent nosebleeds, fainting, and other diseases.

Discussion

a. Nutrition Approach at Daqu School Kindergarten

Based on the results of interviews that researchers have conducted regarding health approaches to children's health, nutrition and safety in Daqu School namely the existence of planning, implementing health, nutrition and child safety. Daqu School plans the menu every month, then the menu design is given to parents. The menu design was prepared by Daqu, while the implementation was carried out by

the catering appointed by Daqu. Catering parties appointed by Daqu have made an MOU with Daqu. Children get a lunch every day from Monday to Friday. Lunch is at 12.15-12.45. Organizing meals at school has the function to: (1) increase consumption of nutrients in daily meals, (2) educate manners in joint meals, (3) foster life together, (4) train children to eat various types of food and nutritious dishes, (5) train independent children in terms of eating, (6) train children to use eating tools properly. At Daqu School, there are children who are very antigens at a meal together because they can feel various types of food never eaten before. Every day, the menu served is not always same. The menu design was submitted by the catering and selected by Daqu School to be set for a month. The food menu provided includes food with balanced nutrition starting from containing carbohydrates, proteins, fats, minerals and vitamins. This includes the presence of main foods such as rice, fruit and vegetables.

b. Health Approach at Daqu School

Good health is the result of reducing unnecessary risks, preventing disease, providing sensitive and stimulating care, and promoting the well-being of individual children. The teacher must provide a good health environment for the child's growth and development in the school, where the environment is made to maintain and care for children's health. Daqu School strives to provide a good health environment as long as children are in school, this can be seen from a clean school environment, trash bins available around the school environment, health checks conducted by health workers regularly. Growth and development monitoring are carried out by conducting periodic checks by conducting antropometrical and physical examination.

The health check-up at Daqu School can be seen from visits by health workers in giving measles and rubella immunization to children in the family planning center of Daqu School. Before giving immunization, parents are asked to fill out the availability form to allow their children to be immunized against measles and rubella. After parents fill out the form, they will proceed to immunization by health workers from the health center.

Rubella is caused by a class of toga viruses, where the measles and Rubella viruses will cause infectious diseases transmitted through the respiratory tract. Children and adults who have never been immunized against measles and rubella or have never had measles and Rubella; they have a high risk of contracting this disease. Measles can cause serious complications, such as pneumonia,

brain inflammation, blindness, malnutrition and even death. While Rubella is usually a mild disease in children, but if infecting pregnant women in the early trimester of pregnancy, adapt causes miscarriage or disability of the baby born. The disability is known as Rubella syndrome, such as heart and eyes, deafness and developmental delays. The immunization program of Measles and Rubella in 2017 is for children aged 9 months to 15 years free of charge for students in early childhood, elementary, junior high school and the equivalent.

a. Child Safety Approach at Daqu School

The safety approach taken at Daqu School is the installation of CCTV in a number of schools or classes, the aim is to monitor the overall learning activities every day so as to optimize learning activities, besides recording from CCTV cameras can be useful as an appropriate evaluation media to maximize how to best deliver information to students in the classroom, and be able to know the activities of students including if there are certain things that cause discomfort. By using CCTV, it will be seen by who and what is done by the child.

In school children will have a lot of contact with many people, also children experience direct contact with various objects in their daily environment, both at home and at school. The possibility of a child facing an accident while playing will be a big child in learning activities. Accidents that often occur in schools are when playing both in the classroom and outside the classroom, because children cannot estimate or distinguish the level of height and humility properly so that children often fall while playing outside the classroom. In addition, children also cannot distinguish objects or materials that are dangerous and harmless. The finding of the safety problem occurred at Daqu School, there were no warning signs posted at certain places about the danger of playing certain playgrounds, for example, also the lack of skills of teachers in dealing with children who have a particular accident, for example first aid in dealing with child accidents at school.

Daqu School is on the main road so that the use of high fence has been carried out accompanied by the school security to make safe for children. Every child coming home from school is always accompanied by their class teacher and security.

a. The role of the Teacher in preparing a holistic environment

Another way, it can be done by the teacher

in preparing a holistic environment by involving the family' notes, it tells about a habit in the family. Teachers may also be able to engage in discussions about their child's favorite foods as information gathering techniques involving families.

Asking children to add a list of foods that their families will buy, this can create good discussion about family eating habits, so children can talk about their favorite food, but they cannot eat because they are not fulfilled by their families. The teacher can understand different eating habits in each family by using the information.

The children learn to see food labels in supermarkets. The message brought in this food makes children understand that good or bad nutrition is in the food. Children may see poor food choices at home or in school, so during meals it is important to talk about the healthy and nutritious foods. With children often discussing the food they see and consume and including health programs and nutritious food in the school curriculum can help them easily understand how to live a healthy life. Early childhood education has an impact on developing children's food habits.

Children can learn about basic nutrition and early food selection, but nutrition education activities must be prepared according to the level of child development. In addition, children learn how they play a role in their nutritional health.

The teachers must build and maintain a healthy environment with good habits by promoting health and nutrition management for children. Teachers can encourage parents to immunize children and encourage the use of proper hand washing techniques at school.

The health promotion includes immunization, and monitoring for child development and nutrition education. An integrative holistic approach includes other actions to improve the health, nutrition, care, protection and welfare in the early childhood education environment.

CONCLUSION

More children rely on Early Childhood Education programs to provide most of their nutritional needs. Teachers must have knowledge of nutrition guidelines as they plan menus and provide food to children who are in their care. Teachers can provide input to parents about the importance of nutrition for child development.

The things that the teacher can do to manage nutritious food for children are:

1. The teacher can help the family by posting food menus which will be planned by the school in the form of handouts or notification

letters for parents,

2. Families who are aware of nutrition can work together to supplement their lovely foods in the early childhood education environment on the day when children are in it, for example when having lunch together.

3. The teacher can even provide simple recipes, where parents are involved,

4. Teachers can also observe what children eat at lunch and inform parents about foods are often eaten and avoided by children,

5. Teachers can use other ways to involve families in building connections such as creating families who love nutritious food,

6. Teachers can enter food messages through school curriculum in the form of visits to fast food restaurants, watching food advertisements on television, visiting food factories,

7. The teacher can discuss food advertisements which children often see in electronic media such as television, by giving input to children about the goodness and weaknesses of the food they see in television advertisements.

In health and nutrition, the teachers need to consider the six basis to ensure the highly program of early childhood education, namely:

1. Maximizing child' health status
2. Minimizing the risk of health, nutrition, safety and welfare

3. Utilizing the education as promotion tools in health and reduce the risk for children and reduce children and adults

4. Understanding the importance of the guidelines, standards, laws for health, safety and welfare of children

5. Practicing the cultural competence
6. Developing partnerships with family for give a concern to society

The tasks of the teacher in protecting the physical health of children are:

- a. Children are invited to play freely, where free to play helps children to move more actively.

- b. Children are motivated to move by providing interesting activities.

- c. Designing indoor and outdoor activities every week which can make children able to control the body coordinate motion and make creative movements, such as dancing and gymnastics.

The outdoor activities can be done by the teacher by observing several things such as:

- a. Design physical processing activities by using various ways such as playing in outside, grassy areas, roads with lots of rocks, because children will feel different sensory playing.

- b. Make a schedule of physical activities at least twice a week.

c. Design activities by using a variety of different game tools, such as obstacles, walkers, balls and so on.

d. Doing ball-catching activities to train motor physical, concentration and child cooperation.

The teacher's jobs in maintaining child safety are:

a. Ensure children are in a safe environment at school by paying attention to school security such as: fencing, playgrounds and play toys

b. Teach children, do not easily trust strangers

c. Teachers have the knowledge of first aid in accidents, especially children who have an accident, such as falling, fainting or other diseases.

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