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Teacher Assistance in Developing Health Literacy Education for Elementary Schools in DKI Jakarta

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Articles Information	Abstract
Received : 12-06-2026 Revised : 26-06-2026 Accepted : 03-07-2026 Published : 10-07-2026	The low level of health literacy and environmental awareness among elementary school students poses a challenge in realizing a healthy lifestyle and strengthening the dimensions of students' graduation profiles. On the other hand, teachers still experience limitations in systematically integrating health literacy into the learning process. This community service activity aims to improve teacher competency in developing a health literacy education model based on Educational Sustainable Development (ESD) to strengthen the dimensions of elementary school students' graduation profiles. The activity was carried out at SDN Tanah Tinggi 01, SDN Tanah Tinggi 05, and SDN Tanah Tinggi 11 in Johar Baru District, DKI Jakarta, targeting teachers and principals. The methods used included counseling and training. Counseling was carried out through material presentation, discussion, and reflection related to the importance of health literacy and a healthy lifestyle. The training focused on developing an ESD-based health literacy education model, preparing lesson plans, and developing health literacy media relevant to the characteristics of elementary school students. The results of the activity showed an increase in teachers' understanding of health literacy, their ability to integrate a healthy lifestyle into learning, and their skills in developing an ESD-based learning model. Therefore, this mentoring activity is effective in increasing teacher capacity to develop learning oriented towards health, sustainability, and strengthening student character. Keywords: Health Literacy; Educational Sustainable Development; Elementary School
	Abstrak Rendahnya literasi kesehatan dan kepedulian lingkungan siswa sekolah dasar menjadi tantangan dalam mewujudkan budaya hidup sehat dan penguatan dimensi profil kelulusan siswa. Kegiatan pengabdian kepada masyarakat ini bertujuan meningkatkan kompetensi guru dalam mengembangkan model edukasi literasi kesehatan berbasis Educational Sustainable Development (ESD) untuk memperkuat dimensi profil kelulusan siswa sekolah dasar. Kegiatan dilaksanakan di SDN Tanah Tinggi 01, SDN Tanah Tinggi 05, dan SDN Tanah Tinggi 11 Kecamatan Johar Baru, DKI Jakarta dengan sasaran guru dan kepala sekolah. Metode yang digunakan meliputi penyuluhan dan pelatihan. Penyuluhan dilakukan melalui pemaparan materi, diskusi, dan refleksi terkait pentingnya literasi kesehatan dan budaya hidup sehat. Pelatihan difokuskan pada pengembangan model edukasi literasi kesehatan berbasis ESD, penyusunan rancangan pembelajaran, serta pengembangan media literasi kesehatan yang relevan dengan karakteristik siswa sekolah dasar. Hasil kegiatan menunjukkan adanya peningkatan pemahaman guru mengenai literasi kesehatan, kemampuan mengintegrasikan budaya hidup sehat ke dalam pembelajaran, serta keterampilan menyusun model pembelajaran berbasis ESD. Dengan demikian, kegiatan pendampingan ini efektif dalam meningkatkan kapasitas guru untuk mengembangkan pembelajaran yang berorientasi pada kesehatan, keberlanjutan, dan penguatan karakter peserta didik. Keywords: Literasi Kesehatan; Educational Sustainable Development; Sekolah Dasar

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1. INTRODUCTION

Healthy living is a concept that prioritizes various life activities based on healthy steps. A healthy lifestyle is a concept that prioritizes healthy lifestyle efforts and activities. By implementing this healthy lifestyle concept, we can avoid various diseases that might attack our bodies (Edwita, Hasanah, 2020). A good lifestyle will keep the body healthy and strong, allowing it to be active in various activities, whether those requiring strength and endurance, such as sports, or those requiring thinking processes (Hansen et al., 2022; Yusida et al., n.d.). Conversely, a poor lifestyle will negatively impact your health and can lead to abnormalities, including increased susceptibility to various diseases. A positive thinking process can help students engage in the learning process, thus impacting their academic performance (Bourke-Taylor et al., 2019; Origenes & Alejandro, 2023; Riyanto et al., 2022).

A healthy lifestyle significantly impacts a child's growth and development. For children to develop intellectually, it must be supported by good nutrition, which is achieved through a healthy lifestyle. Population and Environmental Education is implemented at all levels/schools to foster a sense of responsibility for environmental conditions, as well as how to monitor, maintain, and improve the environment. A healthy, regular lifestyle, and a focus on nutritional intake in every meal, can help children grow and develop both physically and mentally. Therefore, regular eating habits must be cultivated to maintain good health and enable full concentration in learning, both at school and at home (Pitorini et al., 2024).

Healthy and clean lifestyle programs have long been promoted in schools, most recently the Healthy Schools and Child-Friendly Schools programs. However, based on observations in elementary schools, these programs are merely written and have not yet inspired students. Children still buy snacks without choosing healthy and clean options. They are not yet accustomed to washing their hands, and handwashing facilities are also not functioning properly. Food waste is often disposed of inappropriately, and bathrooms are not clean. Children often do not clean up after using the toilet. In addition, the research results (Hurha, 2017) shows that inhibiting factors in implementing the healthy school program include the awareness of school residents and the community regarding Healthy School awareness is still lacking (Boss & Krauss, 2022; Pitorini et al., 2024; Prihantoro, 2014). One of them is at a school located in Johar Baru District, DKI Jakarta, namely SDN Tanah Tinggi 05.

This school has been implementing the 2013 curriculum since 2016. It has not yet optimally implemented a healthy lifestyle. The school has programs that promote student health, such as dokcil (small school health checkup), UKS (health school health checkup), Clean Fridays, and so on. However, these programs have not yet raised student awareness of consistently practicing healthy lifestyles. Therefore, there is a need for a literacy education model. health and healthy can increase students' awareness in implementing a clean environment so that it can support the implementation of healthy schools.

Literacy health has a close relationship with these dimensions, especially in the aspects of independence, critical reasoning, and concern Health. However, until now there is no literacy education

model available. Health which is explicitly designed to support the continuous strengthening of the graduation profile dimensions of elementary school students (Chalhoub, 2024). The Educational Sustainable Development (ESD) approach offers a paradigmhealthwhich emphasizes the principle of sustainability, the relationship between aspectshealth, environment, health, and economics, as well as real-life-based contextual learning(Kefalaki, 2023; Lestari et al., 2021; Warlenius, 2022). Integration of ESD in literacyhealthIt is believed to bridge the gap between knowledge and practice, while strengthening students' character as agents of change from elementary school age. Therefore, developing an ESD-based health literacy education model is an urgent and relevant need to strengthen the graduation profile dimensions of elementary school students in a sustainable manner.

2. PROBLEMS AND TARGETS

The targets of this activity are SDN Tanah Tinggi 01, SDN Tanah Tinggi 05, and SDN Tanah Tinggi 11. The partner issues are :

Table 1. Partner Issues

No	Aspect	Main Problems	Sub-problems
1	Health literacy	Environmental and health concerns are still low	Low health literacy among elementary school students
2	Learning model	There is no learning model that is integrated into health literacy and environmental awareness.	Teachers' limitations in integrating students' healthy lifestyle culture into learning

Based on the results of the needs analysis and identification of partner conditions, two main issues were identified that formed the basis for implementing community service activities. First, regarding health literacy, elementary school students' awareness of health and the environment remains relatively low. This is reflected in students' limited understanding and skills in implementing healthy lifestyles, maintaining personal hygiene, and participating in school environmental conservation efforts. This low level of health literacy has the potential to impact character development and healthy living habits from an early age.

Second, regarding learning models, there is a lack of learning models that systematically integrate health literacy and environmental awareness into the learning process in elementary schools. Furthermore, teachers still face limitations in designing and implementing learning that connects subject matter with a healthy lifestyle and environmentally conscious behavior. This situation results in the reinforcement of health and environmental values not being optimally implemented in daily learning activities.

Based on these issues, the target of this community service activity is elementary school teachers in DKI Jakarta, as the primary agents in the development and implementation of learning. Through mentoring, training, and the development of learning models, teachers are expected to improve their competency in integrating health literacy and environmental awareness into their learning. The expected long-term impact is an increase in students' health literacy, the formation of healthy and environmentally conscious living behaviors, and the strengthening of the Elementary School Graduate Profile dimension which is characterful, healthy, and environmentally responsible.

3. METHOD

This community service activity was held at SDN Tanah Tinggi 01 in Johar Baru District, Jakarta. The target group was elementary school teachers who play a strategic role in integrating health literacy into the learning process and school culture. Participants included teachers and principals from SDN Tanah Tinggi 01, SDN Tanah Tinggi 05, and SDN Tanah Tinggi 11. The methods used included outreach and training. The first stage is outreach on the importance of health literacy, a healthy lifestyle, and its relationship to strengthening the graduation profile dimensions of elementary school students. Outreach activities include presentations, interactive discussions, and reflections on healthy living practices implemented in the school environment. The second stage is training on developing a health literacy education model based on Educational Sustainable Development (ESD). In this stage, participants are provided with an understanding of the ESD concept, the principles of sustainable learning, and strategies for integrating health literacy into learning activities. Participants are then guided in designing learning activities and school programs that integrate aspects of health, the environment, and clean and healthy living behaviors. Evaluation of the activity was carried out through observation of participant participation during the activity, assessment of the resulting educational model design product, and collection of participant feedback regarding the benefits and sustainability of the program.

4. FINDING AND DISCUSSION

The outreach and training activities received a positive response from teachers. During the outreach phase, participants demonstrated an increased understanding of the importance of health literacy as part of character building and strengthening the dimensions of students' graduation profiles. The discussions revealed that most teachers understood the importance of healthy lifestyles but still faced challenges in systematically integrating them into their teaching. This community service activity was led by Lecture team with the involvement of Elementary School Teacher Education students as the accompanying team. This activity aims to improve teachers' understanding and ability to integrate health literacy into the learning process in elementary schools.



Figure 1. The community service team explains the material

In their presentation, the community service team explained the importance of health literacy from an early age as part of character development and a healthy lifestyle in students. Health literacy is considered to play a strategic role in supporting learning outcomes, increasing awareness of healthy living, and strengthening the profile of elementary school graduates.



Figure 2. One of the community service materials

The material covered the implementation of health literacy models in elementary schools through various subjects and school culture. Teachers were given examples of integrating health literacy into mathematics, Indonesian, and science lessons, as well as self-development activities and the Healthy School Project. Participants were also introduced to the concept of "Seven Habits of Great Indonesian Children" as an effort to build positive habits and healthy character in students.

This activity not only presented material but also included practical exercises in developing health literacy media, such as poems, rhymes, posters, and flashcards on the theme of healthy living. Participants enthusiastically participated in the discussion and practical sessions on developing integrated health literacy learning scenarios tailored to the characteristics of elementary school students.



Figure 3. Group photo of the implementation team and the principal

As a follow-up, teachers were asked to develop a health literacy-based learning model for students. The mentoring focused on refining the lesson design and implementing health literacy media that could be directly applied in school teaching and learning activities. Through this activity, Universitas Negeri Jakarta hopes that elementary school teachers will be increasingly able to present learning that is not only oriented towards academic aspects, but also builds a healthy lifestyle, positive character, and environmental awareness

for students from an early age. During the training phase, participants gained practical experience in developing an ESD-based health literacy education model. Teachers were able to identify health issues relevant to students' daily lives, such as handwashing habits, healthy food choices, waste management, and school cleanliness. Furthermore, teachers successfully developed lesson plans that connected health aspects with environmental awareness and student character building. The results of this activity indicate an increase in teachers' capacity in designing lessons that support a healthy lifestyle in schools. Furthermore, this activity produced a draft model for ESD-based health literacy education that can be used as a guide for implementing learning and healthy school programs on an ongoing basis. The developed model is expected to raise students' awareness of the importance of personal and environmental health and support the achievement of the primary school student graduation profile dimensions.

5. CONCLUSION

Community service activities through outreach and training have successfully improved teachers' understanding and competence in developing a health literacy education model based on Educational Sustainable Development (ESD). Teachers gained the knowledge and skills to integrate health literacy into learning and school culture in a more structured manner. The results of the activities indicate that the developed educational model has the potential to be an alternative solution for increasing awareness of healthy living, environmental awareness, and strengthening the graduation profile dimensions of elementary school students. To ensure the sustainability of the program, consistent implementation and support from all school members are required in building a sustainable healthy lifestyle culture.

6. ACKNOWLEDGEMENT

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