

Problems Analysis and Utilization Strategy for Local Potential Empowering the Character of Healthy Living for the Poor in Malang Regency

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Abstract— Empowering the character of healthy living is a vital effort to improve the quality of public health, particularly in developing the quality Indonesian human resources. However, the factual knowledge and awareness about the importance of healthy living among the poor is still very low. The aim of this study is to uncover the problems and find local potential utilization solutions to empower the character of healthy living for the poor. Research using the method and qualitative descriptive analysis. Research results in six sub-districts of Malang Regency (Poncokusumo, Tumpang, Turen, Bantur, Wagir, dan Pujon), found that: 1) there is a problem of empowering the character of healthy living that related to educational background, and knowledge about the use of local potential plant, 2) Solution for empowering healthy life character done through four educational strategies; education strategy IV (verbal alloy + video as well as training, practice and monitoring) was able to increase public knowledge of the most high than compared to strategies III, II, and I.

Keywords— local potential, empowerment, poor people

I. INTRODUCTION

Empowering the character of healthy living is an important effort to improve the quality of public health in developing Indonesian human resources quality. The level of quality health care, become the basic capital of society to contribute all power and its efforts in realizing the nation's development. Quality health is indicated by state of society characterized, be healthy, and live in a healthy environment. Awareness of the importance of healthy life values it manifests in proactive behavior to maintain and improve health in a way exploit local potential plant to prevent the risk of disease, and protect themselves from the threat of disease.

Factually, among the poor knowledge and awareness about the importance of healthy living still very low [1]. Necessary educational effort to increase knowledge in utilizing local potential plant as a vehicle in self-development, as a member of society and the environment. Education for the poor can be done formally and informally. Formal education is done through an intense education in villages/at school through group learning package (Kejar Paket A, B, and C). Informally can be done in various places house/village

hall/RW hall/PKK parlors) and outdoors (in the yard/garden) verbally, training and hands-on practice.

Strategy model of education is done verbally can be equipped with a variety of media or accompanied by training activities and practice. The media included in the model of education, include: videos, smart books, calendars, booklets, leaflets, posters and alloy between verbal with various single media. Training activities and practices conducted continuously and the public expectation was able to use his knowledge, assess and internalize the character values embodied in everyday behavior.

Socrates in Jalaludin argues that since 2500 years ago, The most fundamental purpose of education is make someone become good and smart [2]. Humans are educated should be wise, that is able to use his knowledge to good things in all aspects of life, family, neighbor, community, and state. In connection with the empowerment of character, then education by utilizing local potential plant for the poor in Malang regency meant to embed the pillars of a healthy life character as an inheritance of the ancestors.

The purpose of this study is to uncover problems and utilization of local potential strategy for empowering character of a healthy life for the poor.

II. METHODS

Research methods and qualitative descriptive analysis. The population of research is poor people in Malang regency. Samples were taken proportionally in six sub-districts of Malang Regency (Poncokusumo, Tumpang, Turen, Bantur, Wagir, and Pujon). Each sub-district is taken 25 people. The research instrument for data problems encountered in the empowerment of healthy living character in the form of observation sheet and questionnaire / interview. Instruments for data empowerment strategy healthy life characters such as observation sheets and sheets interview to the implementation of education using the media adapted to the conditions of society. Other instruments, in the form of observation sheet of training and practice performance. Instrument for understanding the knowledge and practice of healthy living character in the form of test. Data dianalisis dengan teknik persentase. Data were analyzed by percentage

technique. The next percentage results are interpreted using criteria according to Arikunto [3].

III. RESULTS AND DISCUSSION

Results of Local Potential Utilization Analysis for Empowering Healthy Living Character For the Poor

The result of the analysis of local potential utilization for the empowerment of healthy life character indicates that the poor in Malang Regency: 1) not yet utilize all the potential of plants available in the environment as medicine, even if using only limited plants commonly used in daily life, Zingiberaceae in fresh condition (wet simplicia); 2) not yet know how to make dry simplicia and how to mix composition; and 3) do not care about the existence of local potency crop of drug efficacious.

This situation is not in line with the abundant crop potential condition observed by Indriwati et al. during 2015 and 2016 [1][4]. The richest diversity of medicinal plants is Turen area of 116 species in 67 tribes. Areas that have a wealth of medicinal plants are low ie Wagir region as many as 29 species in 22 tribes. For the other four areas Bantur (97 species in 57 tribes), Argosuko (93 species in 61 tribes), Tumpang (81 species in 46 tribes), and Ngadas (34 species in 24 tribes). Among the medicinal plants found from 6 regions, the Zingiberaceae tribe plants dominate the plants originating from the Wagir, Tumpang, Turen and Bantur regions. While in two other areas namely Ngadas and Argosuko successively dominated by the tribal group Solanaceae and Euphorbiaceae. Local potential that can be utilized in addition to the abundance of plant species, can also be seen from plant parts such as roots, tubers, rhizomes, stems, leaves, flowers, fruits, seeds, and bark. Parts of plants that can be utilized, different on each type of plant. There are plants that can be utilized all parts of the body (starting from the roots, stems, leaves, flowers, fruits, seeds), some (roots, stems, leaves) or certain parts only (tubers/rhizomes/leaves).

In order to overcome the problems as described above, and to help facilitate the understanding of the community, the efforts to introduce local potency crops with medicinal efficacy done verbally need to be equipped with various media containing characters in the form of Video, Smart Book, Calendar, Booklet, Leaflet and Poster. The video media becomes a means to introduce the potential of Salam plants (*Syzigium polyanthum* (Wight) Walpers) and Onion Prei (*Allium fistulosum* L). Smart books include (images, ways of utilization, prescriptions of simplicia to the form of herbs, and the way of narrow farming using household waste) from various types of medicinal plants from various tribes. The calendar contains the potential of the Andong plant (*Cordilyne fructicosa* L.) as a medicine and preparation method for packing simplicia. The booklets contain the potential of Puring crops (*Codiaeum variegatum* (L.) Blume, Salam ((*Syzigium polyanthum* Wight) Walpers), Bakung (*Hymenocallis littoralis* (Jacq) Salisb.), and preparation methods for packing simplicia Leaflett describes the potency of various nutritious crops The poster presents the potential of the Soka plant (*Ixora paludosa* Kurz.) as a medicine and preparation method for packing simplicia.

In addition to the use of various character-laden media as outlined above, the training activities and practice of preparing - packing of dry simplicia (powders, pieces, gebing, whole/flake forms), and herb composition are conducted in an attempt to provide a direct experience of the application of the living character healthy. Character of healthy living that can be learned from training and practice activities, among others: cooperation in the preparation - processing - packing simplicia, planting - taking care of - part of the plants needed sufficiently (environmental care), gratitude to the greatness of the creator of the drug content contained in crops around, direct involvement from practice to completion (responsibility), discipline (accuracy in the selection of simplicia materials, precision in determining the composition of drugs, following the procedure of processing and packing simplicia in accordance with the rules.

Curiosity is an attitude and action that always strives to know more deeply and extensively from something he learns, sees, and hears. This character is expressed through his willingness to always take part in activities performed by traditional medicine experts. Creative is an effort to think and do something to produce new ways or results from something that has been owned. In relation to the utilization of local potential crops as ingredients of traditional medicine, for example processing and packing of simplicia.

Problem Analysis Results Faced In Empowering Healthy Living Character.

The results of the problem analysis faced in the empowerment of healthy life character mainly derived from the knowledge and the low work ethic of society. Background education of the poor in Malang regency is categorized into 3 groups (Illiteracy/BA, Drop out/PS, and Graduate School/LS). The highest percentage of the three categories of categories in all sub-districts was Illiteracy (53.17%), followed by Dropouts (26.83%), and Graduate School (20%). Educational backgrounds such as this, have an impact on the low level of community knowledge, awareness, and its application in utilizing local potential crops as a source of economy and health. Among the six sub-districts in Malang district, the poor in Poncokusumo had the highest Illiteracy category (78%) and Turen lowest (34%). This situation, requires education to build a healthy life character for the community to increase knowledge in utilizing local potential crops.

Education strategy that is done adjusted to educational background of poor people in Malang regency. There are four strategies: 1). Verbal combined with Single Media, without training and practice (Strategy I), 2). Verbal combined Video and Single Media with training without practice (Strategy II), 3). Verbal combined Video and various Single Media with practice without training (Strategy III), 4). Verbal combined Video and Single Media with training and practice (Strategy IV). All strategies are accompanied by Monitoring and Evaluation. The results of education through various ways are put forward as follows.

- a. Verbal education strategies are combined with Single Media without Training and Practice (Strategy I), contributing to the empowerment of the poor. The single media in the form of Videos included in strategy I education contributes the most to the knowledge about the

use of local potential crops as a cure for the community in various education categories (BA, PS, LS). People in the PS category after getting education showed higher results than BA. People in the LS category after obtaining education showed higher results than PS and BA (Fig. 1).

- b. Verbal education strategy combined with Video and Single Media with Training without Practice (Strategy II) contributes knowledge about the use of local potential crops as medicine for people in various education categories (BA, PS, LS). Education with Verbal + Video alloys, along with a variety of Sole Media and Training without Practice show different outcomes for people with different educational categories. Nevertheless, based on data finding, BA has the lowest knowledge achievement compared to PS and LS. Training and other single media are included in strategy II, improving community knowledge in various categories (BA, PS, LS). However, community knowledge through training in different educational categories is higher than that obtained through a variety of single media (Fig. 2).

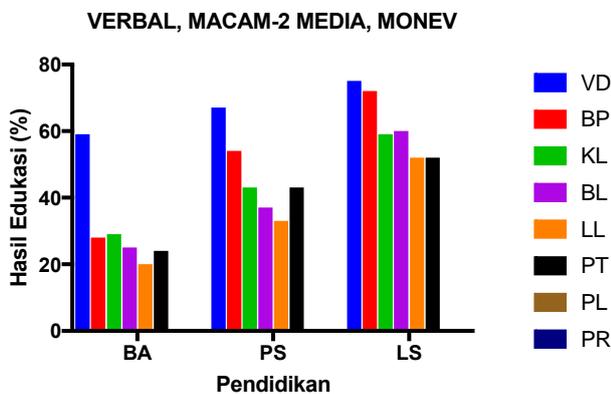


Fig. 1. Comparison of community knowledge (BA, PS, LS) after obtaining education with strategy I.

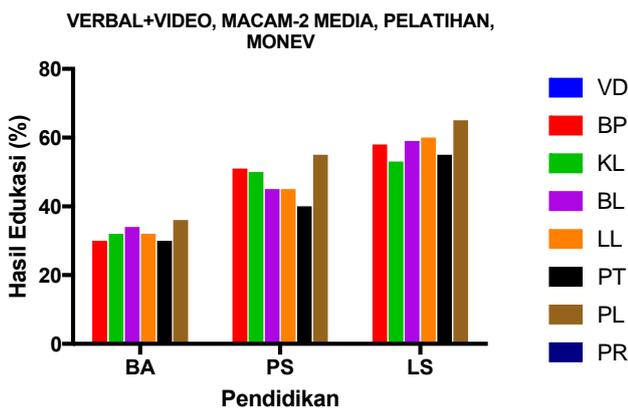


Fig. 2. Comparison of community knowledge (BA, PS, LS) after acquiring education with strategy II.

- c. The Verbal Education Strategy combined with Video and Multiple Media with Practice without Training (Strategy III) contributes knowledge about the utilization of local potential crops as a remedy for people in various education categories (BA, PS, LS). Education with Verbal + Video alloys, along with a variety of Sole Media and Non-

Training Practices, show different results for people with different educational categories. Achievement of knowledge of BA is lower than PS and LS. Knowledge gained by society through Practice on strategy III is higher than that obtained through other single media (Fig. 3). Overall Strategy III provides knowledge about the use of medicinal plants is higher than strategy II and I.

- d. The Verbal Education Strategy combined with Video and Single Media along with Training and Practice (Strategy IV) contributes knowledge about the use of local potential crops as a remedy for people in various education categories (BA, PS, LS). Education with a combination of Verbal + Video, along with a variety of Sole Media, Training, and Practice shows the highest achievement of knowledge compared to strategies III, II, and I. Training and Practice given simultaneously on strategy IV increase the knowledge achievement is almost the same for the community at various education categories (Fig. 4).

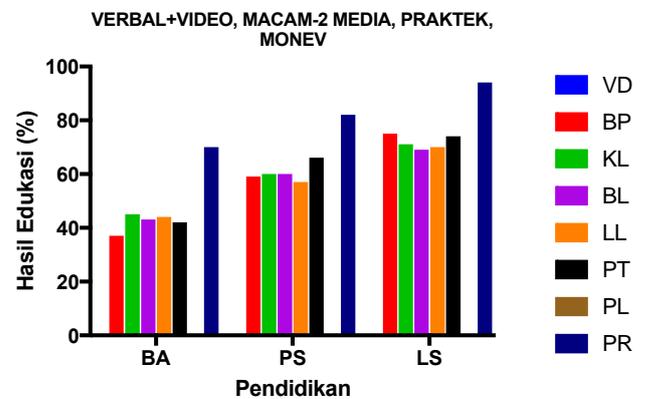


Fig. 3. Comparison of community knowledge (BA, PS, LS) after obtaining education with strategy III

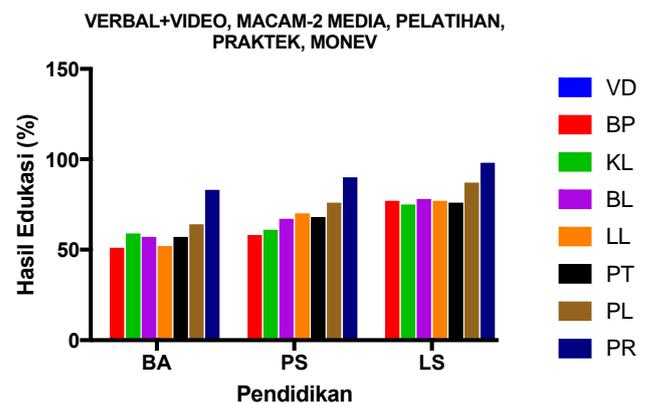


Fig. 4. Comparison of community knowledge (BA, PS, LS) after obtaining education with strategy IV.

Character development can be built through habituation, daily behavior through family, environment and community education, no exception characters healthy living [5][6]. Family education can be exemplified through action making herbal medicinal herbs from plants around, preparing dry simplicia that can be used at any time. Environmental education is exemplified by utilizing the surrounding plants to overcome illness, awareness and awareness to maintain and care for medicinal plants. Community education is

exemplified through the cultivation of medicinal plants on a small and large scale.

In this study, the selected educational strategy is adapted to the conditions of the poor in Malang district that have activities, educational background and limited knowledge of the potential of local crops. The right strategy is a planned step to form the personal to have the expected character. If healthy living behaviors are carried out regularly and meet the correct requirements, in addition to affecting the improvement of health status will also have a positive impact on the increase in the value of characters inherited by the ancestors

Character is not limited to knowledge alone. A person who has knowledge of goodness may not be able to act in accordance with his knowledge, if not trained (become a habit) to do good. Characters also extend to areas of emotion and habit. Thus required three components of good character (components of good character), namely: knowing the good, loving the good, and acting the good.

IV. CONCLUSION

Empowering the character of healthy living for the poor in Malang district can be done through programmed and planned education appropriately. Education strategy applied in this research is divided into 4 kinds, namely: Education Strategy I, II, III, and IV. Each strategy is applied to community groups with limited educational background and limited knowledge of potential local crops. The results of the application of Education Strategy IV with Training and Practice show better results in empowering the character of healthy life than Education Strategy III, II, and I.

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