

Factors Related to Behavior Handwashing Habits with Soap (CTPS) in Students of SD Negeri Kec. Alam Barajo Jambi City in 2024

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ARTICLE INFO

Keywords: Students, Washing Hands with Soap (CTPS), Clean, Healthy Living Behavior (PHBS)

Received : 18, March

Revised : 15, April

Accepted: 24, May

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ABSTRACT

Washing your hands with soap is a very simple, easy action, and has great benefits in preventing various potentially fatal diseases. Based on Riskesdas data in 2018, the proportion of the population aged less than 10 years has increased from 47.0% in 2023 to 49.8% in 2018. According to Jambi city PHBS data in 2022, it is stated that the health center whose CTPS is classified as low is the Rawasari Health Center with a total of 42 schools but only 15 schools implementing CTPS, this research aims to analyze factors related to the habit of washing hands with soap (CTPS) among students at SD Negeri Alam Barajo District, Jambi City. This research uses a quantitative approach using a Cross-Sectional design. The number of samples used was 101 students who were selected using the Purposive Sampling technique. The research results showed that 60.4% of students had good CTPS behavior, 74.3% had good knowledge, 60.4% had a positive attitude, 53.5% had a teacher role, and 68.3% had complete facilities. Based on the results of statistical tests, the relationship between knowledge and the role of teachers with CTPS habitual behavior has a p-value of 0.305 and 0.718 ($p > 0.05$), while the relationship between attitudes and handwashing facilities and CTPS habitual behavior has a p-value of 0.000 and 0.035 ($p < 0.05$). Teacher knowledge and role do not have a significant relationship with CTPS habitual behavior, while attitudes and hand washing facilities have a significant relationship with CTPS habitual behavior. It is recommended to improve attitudes and hand washing facilities to improve CTPS behavior among students.

INTRODUCTION

Health is an important thing in human life. Optimal health can be achieved with the implementation of PHBS (Clean and Healthy Living Behavior). The implementation of the PHBS program is grouped into 5 settings, one of which is in educational institutions, namely in schools (Ministry of Health of the Republic of Indonesia, 2011). PHBS in schools needs attention where school-age children, especially at the elementary school level (6-12 years) are vulnerable to various diseases, which generally turn out to be related to clean and healthy behavior. One important indicator of the implementation of PHBS in schools can be started from a simple thing, namely washing hands with soap. Handwashing with soap is the process of removing dirt and dust mechanically from the surface of the skin, nails, fingers on both hands using soap and running water to reduce the number of disease-causing microorganisms.

Regulation of the Indonesian Minister of Health Number 3 of 2014, relating to Community-Based Total Sanitation, can be stated as an act of washing hands using running water and soap is a practice of Handwashing with Soap behavior. The implementation of this behavior involves concrete steps to clean hands with water and soap, as described in Article 3 paragraph (2) letter b, involving minimal activities that include routine handwashing habits with clean running water and soap, as well as the provision and maintenance of handwashing facilities equipped with running water, soap, and wastewater disposal systems.

Handwashing with soap is a very simple, easy, and has great benefits in preventing various potentially fatal diseases, such as diarrhea and ARI, often the leading cause of death in children with a success rate of more than 50%. In addition, the practice of washing hands with soap and running water can also reduce the risk of diseases such as Hepatitis and Thypus, helminthiasis, skin problems, eye disorders, and Bird Flu by about 50%. Despite this, many people underestimate the importance of hand washing so they only do it when their hands feel smelly, greasy, and dirty.

According to the Public-Private Partnership for Handwashing with Soap (PPPHWS) in UNICEF (2008) shows that only 10% of people wash their hands using soap. Based on Riskesdas Data in 2018, the proportion of people aged less than 10 years who wash hands properly in Indonesia has increased from 47.0% in 2013 to 49.8% in 2018. According to Jambi City PHBS data in 2022, it states that the Puskesmas with the lowest CTPS is the Rawasari Health Center with 42 schools but only 15 schools implement the CTPS program.

The impact that can occur due to not washing hands with soap properly is such as diarrhea and ARI (upper respiratory tract infection) which are often the cause of death in children, and also Hepatitis, Thypus and Bird Flu (Ministry of Health RI, 2015). Diarrhea is an endemic disease in Indonesia and is a potential disease of Extraordinary Events (KLB) which is often accompanied by death. According to WHO (2013), every year an average of 100 thousand children die from diarrhea. Data from the Sub-Directorate of Diarrhea of the Ministry of Health also shows that around 300 people among 1000 residents still contract diarrhea throughout the year (Indonesian Health Profile 2013). The cause of all child deaths due to diarrhea, of which 78%, especially in Indonesia,

is due to poor individual hygiene and community sanitation behavior¹. Digestive tract diseases, one of which is diarrhea, is also still quite high found in Jambi Province. The number of case discoveries in 2021 was 3,589,119 people (Health Profile in 2021). Based on data from the Jambi City Office, in 2022.

The number of cases of diarrhea in the age group of 5 years and over consisted of 1107 men and 134 women. (Jambi City Health Office, 2022).⁵ Efforts that have been made by WHO to overcome the problem of lack of awareness for hand washing include commemorating Handwashing with Soap Day (HCTPS) on October 15 which is an effort to improve CTPS culture globally. In school settings, one of the things that can be done to improve children's ability to wash hands with soap is by providing health education. School-age children are also a golden age to instill PHBS values and have the potential to be agents of change to promote PHBS both in the school, family, and community environment because at this level children are very sensitive to stimuli so that they are easily guided, directed and instilled good habits because children are at the level of growth and development.

Looking at the study above, the culture of hand washing has not been fully implemented by the people of Indonesia. It can be seen that the habit of washing hands with soap is more often done after eating than before eating, when this behavior should be done before eating to reduce bacteria on the hands. This is due to the low knowledge of the Indonesian people about how to wash hands, so the actions taken are not fully appropriate. The practice of proper hand washing is still not a common habit or culture carried out by the people of Indonesia. Some people only wash their hands to remove unpleasant odors after eating, feel reluctant or neglectful to use soap, or even neglect washing their hands altogether before eating.

Based on previous research, there has been no research related to factors related to the behavior of handwashing habits with soap in SD N students in Kec. Alam Barajo and no measurements have been made related to knowledge, attitudes, handwashing facilities, and the role of teachers on handwashing habits with soap. Therefore, the author is interested in conducting research related to "factors related to the behavior of Handwashing with Soap (CTPS) habits in students of SD Negeri Kec. Alam Barajo Jambi City".

Based on the background that has been explained, researchers draw conclusions, groups of children of this age can become vulnerable to health problems due to lack of knowledge, attitudes, and behaviors related to clean and healthy living, especially in elementary school (SD) children, because children at that age do not understand or understand the importance of knowledge, attitudes and behaviors in washing hands. Therefore, the author is interested in conducting research related to "factors related to the behavior of Handwashing with Soap (CTPS) habits in students of SD Negeri Kec. Alam Barajo Jambi City?".

The specific objectives of this research conducted by the author are as follows:

a. Describe the frequency distribution of knowledge, attitudes, roles of teachers, and handwashing facilities and handwashing habits with soap (CTPS) in students of SD Negeri Kec. Alam Barajo in Jambi City in 2024.

- b. To analyze the relationship between knowledge and handwashing with soap (CTPS) behavior in students of SD Negeri Kec.Alam Barajo Jambi City in 2024.
- c. To analyze the relationship between attitudes and handwashing with soap (CTPS) behavior in students of SD Negeri Kec.Alam Barajo Jambi City in 2024.
- d. To analyze the relationship between the role of teachers and handwashing with soap (CTPS) behavior in students of SD Negeri Kec.Alam Barajo Jambi City in 2024.
- e. To analyze the relationship between handwashing facilities and handwashing behavior with soap (CTPS) in students of SD Negeri Kec.Alam Barajo Jambi City in 2024.

LITERATURE REVIEW

Handwashing with Soap (CTPS)

Washing Hands with Soap (CTPS) is one of the easy preventive steps to fight disease. This habit, which involves every child using antiseptic soap while washing their hands is expected to help each child guard themselves from various diseases, and can be implemented in their daily activities. The importance of forming the right CTPS habits in every child from an early age is an aspect that needs to be instilled. The confidence formed from the practice of CTPS can become a routine implementation in daily life, helping to protect yourself from various diseases. To achieve maximum results, it is recommended to wash hands using clean running water, antiseptic soap, and dry them with a clean towel or using a tissue (Ministry of Health, 2010).¹⁰ The importance of Handwashing with Soap (CTPS) behavior becomes clearer considering that hands play an important role in various contacts, and are at risk when there is contact with one's own body or others, either directly or through media or indirect contact. This risk increases when contact occurs in conditions of dirty hands, as it can result in the unwitting spread of disease, carrying bacteria, viruses, and parasites from one individual to another.

Hand washing according to Tietjen, et al 2005 is a process in which dirt and dust are mechanically removed from both hands using soap and water. Hands are considered the main medium of transmission of disease-causing germs. The process of hand washing involves vigorously rubbing both surfaces of the hand using an appropriate cleaning agent, followed by rinsing it using running water, with the aim of removing microorganisms. However, in Indonesia, the habit of washing hands has not really become a common practice among everyday people. Most people only wash their hands with water before eating, while washing their hands with soap is often done after eating.

Educational Institutions

Educational institutions are one of the socialization agents that have a considerable impact in shaping individual behavior, so that they can integrate with their living environment in accordance with applicable norms and regulations. Socialization is a process in which habits, values, and rules are transmitted from one generation to the next within a group or society. An individual's ability to socialize is expected to make a positive contribution in everyday life. Educational institutions, as one of the main socialization tools for humans, have an important role in this process.

School is one form of educational institution located in the community, with the main purpose of providing teaching and educating children. This process involves instilling values and learning into children, which are then applied in their daily lives. Socialization occurs within the school environment through interaction between individuals, where knowledge and information are exchanged on an ongoing basis. This factor suggests that the educational institution serves as a socializing agent, not only providing learning to children, but also creating continuous interaction between habit-forming individuals.

Behaviour

Behavior refers to actions or activities carried out by humans, involving various aspects such as walking, talking, crying, laughing, working, lecturing, writing, reading, and so on, it can be concluded that human behavior includes all activities or activities, including those that can be observed directly or cannot be observed by outsiders (Notoatmodjo, 2014). Overall, behavior can be explained as any action or actions performed by living beings.

Behavior is an action or activity performed by a related organism (living thing). With a biological perspective, all living things, including plants, animals, and humans, have behavior because they involve themselves in their own activities. Skinner, a psychologist cited by Notoatmodjo (2014), interprets behavior as a response or reaction to an external stimulus. According to Lawrence Green's theory (1980) states that Human Behavior is influenced by two main factors, namely behavioral factors (behavior causes) and factors outside behavior (non-behavior causes).

Predisposing Factors

Knowledge is the product of the process of "knowing," which arises after a person observes a particular object. Observation of this object is carried out through the five human senses, including sight, hearing, smell, taste, and touch. Most human knowledge is acquired through observation by eye and hearing. According to the theory of the World Health Organization (WHO), one of the components of health can be deciphered through knowledge gained from personal experience.

Knowledge plays a crucial role in shaping a person's behavior. As the main capital, knowledge has the ability to encourage individuals to take action based on experiences gained through sight and hearing. Therefore, knowledge becomes an important foundation for forming the habit of washing hands using soap.

Attitude is the motivation to perform actions or respond to the positive attitude of the individual ascribed to a stimulus or object influenced by personal experience and development when there is a tendency to like a psychological object, while it is categorized as a negative attitude if the individual does not like said psychological object. Furthermore, attitudes can be interpreted as responses to objects in a particular environment, reflecting an individual's experience and appreciation of those objects.

Enabling Factors

Based on the Regulation of the Minister of Health of the Republic of Indonesia Number 3 of 2014, there are basic requirements for Handwashing with Soap (CTPS) facilities. The main criteria include: Clean water can be obtained from various sources, such as pipelines/plumbing, wells, rainwater reservoirs, or other sources. Research findings show that using soap while washing hands is more effective in killing bacteria and damaging viruses on hands than washing hands without soap. The types of soaps that can be used involve a variety of options, products such as solid hand soap, hand soap in liquid form, dish soap, laundry soap, local soap, or cleaning shampoo. As an alternative, waste used for washing hands can be disposed of in several ways, such as draining it into dirty water channels (sewage), seeping into the ground, pouring into water in ponds for watering plants, absorbed directly into the soil, or using drainage channels (sewers) that have been available in the school environment.

Reinforcing Factors

According to the Health Guidelines of the Ministry of Health of the Republic of Indonesia in 2007, explained that Clean and Healthy Living Behavior (PHBS) in the school environment aims to empower students, teachers, and school children to have knowledge, willingness, and skills in implementing PHBS and play an active role in promoting healthy living behavior. The practice of washing hands with the use of soap is also considered a set of behaviors that are applied as a result of learning, allowing individuals to independently prevent diseases and improve health conditions. The role of the teacher in this context is to be an example for students in familiarizing the behavior of washing hands with soap. With teachers demonstrating the habit of washing hands with soap in the school environment, students will unconsciously imitate the teacher's behavior. Not only that, teachers can also highlight the practical application of hand washing using soap when teaching school materials.

METHODOLOGY

This type of research is quantitative research using a cross-sectional research design. Cross sectional design is a research design that is carried out or collected simultan (at the same time) (Notoatmodjo, 2012). So this study uses cross sectional to determine the relationship between the independent variable (Knowledge, Attitude, Role of Teachers, and Handwashing Place Facilities) with the dependent variable (Behavior of handwashing habits with soap) carried out. The sampling technique in this study uses purposive sampling techniques, where data collection techniques are carried out with certain considerations. The criteria used in this study are students in grades IV and V who are selected by the homeroom teacher according to the number of samples that have been determined. As for the reason why researchers only take classes IV and V, because students in classes IV and V are considered to have enough knowledge in Handwashing with Soap and it is also easier to obtain data because it is considered that they can be communicated, for class VI it cannot be used as a sample because class VI has prepared for the Final School Exam, So it cannot follow the research conducted by researchers. The research instrument

used in this study is a questionnaire. The questionnaire includes five components, namely behavior, knowledge, attitudes, the role of teachers, and handwashing facilities. Furthermore, for behavioral variables consisting of 10 statements, knowledge consists of 10 statements, attitude consists of 10 statements, the role of the teacher consists of 10 statements, and handwashing facilities consists of 3 statements. Before collecting stationary data, validity and reliability tests are first carried out.

RESEARCH RESULT

Table 1. Total of 101 elementary school students in Alam Barajo subdistrict, Jambi City

Variabel		Frekuensi (n)	Persentase (%)
Jenis Kelamin	Laki-laki	56	55,4
	Perempuan	45	44,6
Usia	9-10 Tahun	61	60,4
	11-12 Tahun	40	39,6
Kelas	4	47	46,5
	5	54	53,5
Nama Sekolah	SDN 130/IV	12	11,9
	SDN 145/IV	11	10,9
	SDN 147/IV	10	9,9
	SDN 149/IV	5	5,0
	SDN 150/IV	20	Variable
	Percentage (%)	Gender	Man
	55,4	21	Woman
	44,6	Age	9-10 Years
	60,4	5	11-12 Years
	39,6	Class	4

Source: processed primary data (2024)

Table 1 above shows that out of a total of 101 elementary school students in Alam Barajo subdistrict, Jambi City, 56 students (55.4%) are male and as many as 45 students (44.6%) are female. A total of 61 students (60.4%) aged 9-10 years and 40 students (39.6%) aged 11-12 years. There are 47 students (46.5%) who are grade 4 elementary school students and 54 students (53.5%) are grade 5 elementary school students. A total of 12 students (11.9%) came from SDN 130/IV, 11 students (10.9%) came from SDN 145/IV, 10 students (9.9%) came from SDN 147/IV, 5 students (5%) came from SDN 149/IV, 20 students (19.8%) came from SDN 150/IV, 3 students (3%) came from SDN 196/IV, 21 students (20.8%) came from SDN 42/IV, 13 students (12.9%) came from SDN 93/IV, 5 students (5%) came from SDN 94/IV, and 1 student (1%) came from SDN 130/IV.

Table 2. The distribution of handwashing behavior with soap

47	46,5	Frekuensi (n)	5
54	53,5	School Name	SDN 130/IV
12	11,9	61	SDN 145/IV
11		10,9	100,0

Source: processed primary data (2024)

Based on table 2 of the distribution of handwashing behavior with soap above, it shows that as many as 40 students (39.6%) have less behavior, while 61 students (60.4%) have good behavior.

Table 3. The distribution of knowledge levels

SDN 147/IV	10	9,9	Persentase (%)
SDN 149/IV	5	5,0	25,7
SDN 150/IV	20	19,8	74,3
SDN 196/IV		3	3,0

Source: processed primary data (2024)

Based on table 3 of the distribution of knowledge levels above, it shows that as many as 26 students (25.7%) have less knowledge, while 75 students (74.3%) have good knowledge.

Table 4. The attitude distribution

No.	SDN 42/IV	21	20,8
1	SDN 93/IV	13	12,9
2	SDN 94/IV	5	5,0
Total		SDN130/IV	1

Source: processed primary data (2024)

Based on table 4 of the attitude distribution above shows that as many as 40 students (39.6%) have a negative attitude, while 61 students (60.4%) have a positive attitude.

Table 5. The distribution of teacher roles

1,0	Peran Guru	Frekuensi (n)	Persentase (%)
1	Tidak Ada	No.	Handwashing Behavior with Soap
Frequency (n)	Percentage (%)	1	Less behavior
40		39,6	2

Source: processed primary data (2024)

Based on table 5 of the distribution of teacher roles above, it shows that as many as 47 students (46.5%) did not get the role of teacher, while 54 students (53.5%) got the role of teacher.

Table 6. The distribution of handwashing facilities

Good Manners	61	60,4	Total
101	100,0	32	31,7
2	No.	Knowledge Level	Frequency (n)
Percentage (%)		1	Knowledge is lacking

Source: processed primary data (2024)

Based on table 6 of the distribution of handwashing facilities above, it shows that as many as 32 students (31.7%) have incomplete facilities, while 69 students (68.3%) have complete facilities.

Table 7. The proportion of students with habitual behavior

26	25,7				2	Good knowledge
	74,3	Total	101	100,0		
Pengetahuan kurang	No.	Attitude	Frequency (n)	Percentage (%)	1	Negative attitude
40	39,6	2	Positive attitude	61		

Source: processed primary data (2024)

Based on table 7 above, the proportion of students with habitual behavior of CTPS is more or less found in students with less knowledge, which is 50% (13 students) than in students with good knowledge of 36% (27 students). The *Prevalence Ratio* is 1.389, meaning that students with less knowledge are 1.389 times more likely to perform less CTPS habitual behaviors than students with good knowledge. The results of the *chi-square* analysis obtained *P-Value*: $0.305 > 0.05$, meaning that there was no significant relationship between student knowledge and CTPS habitual behavior at SDN Kec. Alam Barajo.

Table 8. The proportion of students with less CTPS habitual behavior

101	100,0				PR (95%CI)	P-Value
No.	The Role of the Teacher	Frequency (n)	Percentage (%)			
47	46,5	2	Exist	54	53,5	Total
101	100,0	18,0%	50	82,0%		

Source: processed primary data (2024)

Based on table 8 above, the proportion of students with less CTPS habitual behavior was found in the group of students with negative attitudes, which was 72.5% (29 students) compared to the group of students with positive attitudes of 18% (11 students). The *Prevalence Ratio* value is 4,020, meaning that students

with negative attitudes are at greater risk of CTPS behavior than students with positive attitudes. The results of the *chi-square* analysis obtained *P-Value: 0.000 < 0.05*, meaning that there is a significant relationship between student attitudes and CTPS habitual behavior at SDN Kec. Alam Barajo.

Table 9. The proportion of students with less CTPS habitual behavior

Frequency (n)	Percentage (%)				1	Incomplete
	31,7	2	Complete	69		
101	100,0	42,6%	27	57,4%		Habitual Behavior of Washing Hands with Soap
PR (95%CI)	P-Value	37,0%	Less behavior	%	Knowledge Level	

Source: processed primary data (2024)

Based on table 9 above, the proportion of students with less CTPS habitual behavior was found in the group of students with no teacher role, which was 42.6% (20 students), while the proportion in the student group with a teacher role was 37% (20 students). A *Prevalence Ratio* value of 1.149 was obtained, meaning that the group of students with no teacher role was 1,149 times more likely to perform CTPS habitual behavior less than in the group of students with no teacher role. The results of the *chi-square* analysis obtained *P-Value values: 0.718 > 0.05*, meaning that there was no significant relationship between the role of teachers and the habitual behavior of CTPS at SDN Kec. Alam Barajo.

Table 10. The proportion of students with less CTPS habitual behavior

Handwashing Facilities	Habitual Behavior of Washing Hands with Soap				Knowledge is lacking	13
	13	50,0%	1,389 (0,852-2,264)	0,305		
36,0%	48	64,0%	14	43,8%		
Complete	Attitude	Habitual Behavior of Washing Hands with Soap	PR (95%CI)	P-Value	1,764 (1,113-2,797)	0,035

Source: processed primary data (2024)

Based on table 10 above, the proportion of students with less CTPS habitual behavior was found in the group of students with incomplete

handwashing facilities, which was 56.3% (18 students) compared to the group of students with complete handwashing facilities of 31.9% (22 students). The *Prevalence Ratio* value is 1.764, meaning that the group of students with incomplete handwashing facilities is 1,764 times more likely to perform less CTPS habitual behaviors than in the group of students with complete handwashing facilities. The results of the *chi-square* analysis obtained *P-Value values*: $0.035 < 0.05$, meaning that there is a significant relationship between hand washing facilities and CTPS habitual behavior at SDN Kec. Alam Barajo.

The results of the analysis of the relationship between knowledge and Handwashing Habits with Soap found that there was no significant relationship between knowledge and the behavior of Handwashing Habits with Soap at SDN Kec. Alam Barajo with a p-value of 0.305 ($p > 0.005$) and a PR value = 1.389 (CI95% = 0.852-2.264) which means that students with less knowledge are 1.389 times more at risk of doing less CTPS behavior than students with good knowledge. Knowledge is the result of knowing objects through the senses that a person has (eyes, nose, ears, etc.). Or the result of human perception. The knowledge produced is influenced by the subject's attention and the length of perception.³⁷ Individual knowledge can be acquired through education or learning, experiences of oneself or others, and media that will then be stored in memory through their five senses.³⁸ Without knowledge the individual has no basis to make decisions and determine actions on a problem at hand.³⁹ The results of this study are in line with the research conducted by Thessalonicha Prayssi Kosakoj (2023) on Factors Associated with Handwashing with Soap Behavior in SMPN 1 Tombatu Students, that the results of this study found no significant relationship between knowledge and Handwashing with Soap behavior with a p-value of 0.596 ($p > 0.5$).

The results of the analysis of the relationship between attitude and Handwashing with Soap habit behavior found a significant relationship between attitude and Handwashing with Soap habit behavior in SD Negeri Kec. Alam Barajo with p-value = 0.000 ($p < 0.005$) and PR value = 4.020 (CI95% = 2.278-7.095) which means that students with negative attitudes are at greater risk of doing CTPS habit behaviors that are less than the rest with positive attitudes. The results of the analysis of the relationship between the role of teachers and the behavior of handwashing habits with soap found that there was no significant relationship between the role of teachers and the behavior of washing hands with soap habits at SD N Kec. Alam Barajo with a p-value of 0.718 ($p > 0.005$) and a homework value = 1.149 (CI95% = 0.710-1.858), which means that groups of students with no teacher role are at greater risk for carrying out CTPS habit behaviors less than in groups of students with no role teacher. The results of the analysis of the relationship between facilities and Handwashing Habits with Soap found that there was a significant relationship between facilities and Handwashing Habits with Soap in SD N students in Kec. Alam Barajo with p-values of 0.035 ($p < 0.005$) and homework = 1.764 (CI95% = 1.113-2.797) which means that student groups with incomplete handwashing facilities are at greater risk of performing CTPS habitual behaviors less than in groups of students with Complete handwashing facilities.

CONCLUSIONS AND RECOMMENDATIONS

The distribution of handwashing behavior with soap showed that as many as 40 students (39.6%) had less behavior and 61 students (60.4%) had good behavior. Knowledge distribution showed that as many as 26 students (25.7%) had less knowledge and 75 students (74.3%) had good knowledge. The attitude distribution showed that 40 students (39.6%) had a negative attitude and 61 students (60.4%) had a positive attitude. The distribution of teacher roles showed that 47 students (46.5%) did not get the role of teacher and another 54 students (53.5%) got the role of teacher. Furthermore, the distribution of handwashing facilities showed that as many as 32 students (31.7%) had complete facilities and 69 students (68.3%) had complete facilities. There was no significant relationship between knowledge and the behavior of Handwashing with Soap habits in students of SD Negeri Kec.Alam Barajo Jambi City, with a p-value of 0.305 ($p > 0.05$). There is a significant relationship between attitudes and habitual behavior of Handwashing with Soap in students of SD Negeri Kec.Alam Barajo Jambi City, with a p-value of 0.000 ($p < 0.05$). There was no significant relationship between the role of teachers and the behavior of Handwashing with Soap habits in students of SD Negeri Kec.Alam Barajo Jambi City, with a p-value of 0.718 ($p > 0.05$). There is a significant relationship between attitudes with facilities and the habit of washing hands with soap in students of SD Negeri Kec.Alam Barajo Jambi City, with a p-value of 0.035 ($p > 0.05$). For future researchers who want to research or develop similar research, researchers suggest looking for variables that are predicted to also have a relationship and contribute to behavioral variables of CTPS habits).

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