

Developing Clean and Responsible Behavior Through Dishwashing Habituation at Muhammadiyah Elementary School 2 Bojonegoro

Niswaton Khasanah^{1*}

ABSTRACT

This study investigates how the practice of dishwashing habituation at Muhammadiyah Elementary School 2 Bojonegoro contributes to the development of clean and responsible behavior among elementary students. The problem identified is the lack of student awareness regarding cleanliness and responsibility in daily life, often due to minimal habituation at home and school. The objective is to describe the implementation process of dishwashing routines and analyze their influence on character development. Using a descriptive qualitative method, data were collected through observation, interviews, and documentation involving principals, teachers, and students. Results show that daily dishwashing routines foster not only cleanliness awareness but also responsibility, discipline, cooperation, and independence. Students demonstrated orderly behavior, took pride in personal tasks, and supported peers, indicating character development. These findings highlight the importance of integrating simple yet consistent habits into school culture to instill core values effectively. This study offers practical insights for schools seeking to promote clean, healthy, and character-based environments through daily routines.

Keywords: Clean behavior, responsibility, dishwashing habituation, elementary students, character building

1 Introduction

Cleanliness is the main key to individual and environmental health [1]. From an early age, children need to be accustomed to living clean and responsible behavior [2]. This is also in line with the objectives of the Sustainable Development Goals (SDGs), especially the third point on Good Health and Well-being [3]. The school environment is a strategic place in forming positive character and habits for students [4]. In addition to being a place of learning, schools also play an important role in instilling daily life values, such as cleanliness, responsibility, and independence [5]. Muhammadiyah elementary school 2 Bojonegoro, as an educational institution that plays an important role in forming student character, needs to pay attention to the habit of clean and responsible living behavior. The lack of habit of washing dishes at home and at school can have an impact on the lack of awareness of cleanliness and responsibility of students. This can lead to less hygienic behavior and difficulty adapting to a more independent life in the future.

Various previous studies have proven the importance of instilling a clean lifestyle in the school environment. Research shows that introducing a culture of washing hands with soap among students can help shape their habits of practicing good hygiene [6]. Other studies show that proper handwashing activities can reduce the risk of infections and diseases transmitted through food and unclean hands, which are common problems among elementary school children [7]. However, most studies focus more on the habit of washing hands or maintaining a clean classroom environment, while simple behaviors such as washing dishes themselves have not been widely studied, especially at the elementary school

¹ Universitas Muhammadiyah Malang

*Alamat korespondensi: marisa.ruhdina@gmail.com

level.

The novelty of this study lies in its focus on the habit of washing dishes as a mechanism for developing clean and responsible behavior among students at Muhammadiyah Elementary School 2 Bojonegoro. While previous studies have examined various hygiene practices, the practice of washing dishes specifically has not been widely studied in the context of behavioral development in educational settings. This study aims to fill this gap by investigating how regular involvement in washing dishes can influence students' attitudes toward cleanliness and their sense of responsibility for their environment. Based on the description, this study aims to describe the process of implementing the habit of washing dishes at Muhammadiyah Elementary School 2 Bojonegoro, and analyze how these habits can shape clean living behavior and a sense of responsibility in students. Thus, the results of this study are expected to provide an overview for other schools in developing similar programs to create a clean, healthy, and character-based school environment.

2 Literature Review

The habit of washing dishes in elementary schools is one of the strategic efforts in forming character and clean living habits in children. Through the implementation of routine dishwashing activities, schools play a role in the aspect of cleanliness and instill values of responsibility and independence in students. This habituation concept is in line with the character education approach which emphasizes the importance of daily activities in producing positive behavior and the integration of noble values in students' daily lives [8]. The behaviorism approach plays a significant role in explaining the mechanism of habituation through repetition and reinforcement. According to behaviorism learning theory, routine actions such as washing dishes can form consistent behavioral patterns through stages of attention, storage in memory, reproduction, and motivation [8]. Education through these practical activities also allows for internal and external reinforcement, where students receive awards or praise from teachers and parents, thereby building a positive attitude towards these cleaning activities.

The implementation of the habit of washing dishes in elementary schools can also be carried out through a training model and active involvement from various parties, such as teachers, parents, and school administrators. The training model approach to involving children in housework has shown effectiveness in building character and independence with interactive methods, discussions, and direct mentoring [9]. This kind of practice encourages students to internalize the values of work and responsibility through practical and applicable activities, so that learning is not only theoretical but also direct experience in managing household chores [10]. The implementation of the habit of washing dishes in elementary schools makes a significant contribution to the development of character, cleanliness, and student independence. This activity not only supports aspects of cleanliness and sanitation in the school environment but also instills moral and ethical values through direct experience accompanied by the active role of educators and parents [8]. In fact, the intervention approach to hygiene activities such as washing dishes is in line with other hygiene habit modules, such as hand washing, which have been shown to increase students' awareness of the importance of sanitation and health [11]. This consistent and integrative implementation is a holistic learning model, potentially producing a generation that is not only academically intelligent but also excels in hygiene and character values.

The values of clean and responsible characters are important pillars in education that focus on character building for students. The character of responsibility, in particular, can be internalized through a combination of formal education and family support, which provides direction and guidance to children [12]. This process involves a deep understanding of the meaning and importance of a sense of responsibility in everyday life [13]. The existence of educational programs that emphasize cleanliness and responsibility that integrate the values of caring for cleanliness, discipline, and responsibility, show a fairly significant level of effectiveness in internalizing these values among students [14]. These routine activities build a culture of care, and teach them the importance of maintaining cleanliness as part of social responsibility [15]. In this case, values related to cleanliness, such as discipline and concern for the environment, are also interrelated and support each other in the educational process [16].

3 Research Methods

This study used a descriptive qualitative method to gain an in-depth understanding of the implementation and values formed through the habit of washing dishes. The main data collection techniques were

observation, interviews, and documentation. The subjects of this study were selected intentionally and included the principal (CAU), grade 3 teachers (SNA), grade 3 students (QA), and grade 5 students (AMS). Observations were conducted during lunch hours, focusing on how students washed dishes, their discipline in queuing, the use of soap and sponges, and how they returned plates. Interviews were conducted to gain various perspectives. The principal explained the reasons and schedule for implementing the program, teachers explained the process of guiding and supervising students, and students shared their personal experiences and feelings about the activity. Data analysis was conducted using the Miles and Huberman model which includes data reduction, presentation, and conclusions. Data was reduced by selecting relevant information, then displayed in descriptive form, and finally interpreted to draw conclusions about the impact of behavior and values formed through the activity.

4 Result and Discussion

1. Implementation of the Habit of Washing Dishes at Muhammadiyah Elementary School 2 Bojonegoro

The habit of washing their own dishes for students has become part of the school culture at Muhammadiyah Elementary School 2 Bojonegoro. This activity is carried out every day after students have finished lunch together in their respective classes. Observations made by researchers show that the process of washing dishes takes place in an orderly atmosphere. Students line up orderly waiting for their turn to wash without overtaking each other. Each student washes their own cutlery (plates, spoons, and glasses) using soap and sponges, then rinses them until clean. The washed plates are neatly placed on the dish rack provided in each class.



Gambar 5. Students line up to wash dishes at the sink in front of the classroom



Gambar 6. Clean dishes are neatly arranged on the classroom dish rack

This supports the behaviorism theory that repetitive routines like dishwashing build consistent behavioral patterns through stages such as attention, memory, and motivation [8]. The consistency in students' actions reflects the reinforcement process emphasized in behaviorism.

An interview with the CAU principal revealed that washing dishes independently has been a part of the school routine since students were in grade 1 at Muhammadiyah Elementary School 2 Bojonegoro. This program is introduced at the beginning of each school year through socialization activities and brief classroom training. Teachers provide intensive guidance in the initial months, teaching the correct dishwashing steps. Subsequently, students can autonomously and orderly carry out these activities.

Teacher SNA, a grade 3 teacher, noted that initially, students required direct supervision. With time, students made significant progress, not only improving their dishwashing skills but also showing a willingness to help each other. This activity indirectly fosters social skills and collective responsibility, aligning with Abdullah's (2021) and Hardika et al.'s (2023) emphasis on interactive training models.

The students responded positively to this initiative. QA (Grade 3) mentioned that dishwashing, initially challenging, became easier over time. AMS (Grade 5) expressed joy, satisfaction, and improved hygiene confidence from washing their dishes, contributing to a more comfortable classroom environment. This sense of accomplishment resonates with Gantini & Fauziati's (2021) concept of external reinforcement evolving into internal motivation.

With the active involvement of all components of the school (the principal, teachers, and students) this activity ran smoothly. Adequate facilities, commitment from the school, and student enthusiasm are the main supporting factors for the success of this program.

2. Development of Clean and Responsible Values

Washing dishes taught students to care about hygiene and cleanliness of their environment. They became aware of the importance of clean eating utensils and took responsibility for their own belongings, consistent with findings by Ningtyias et al. (2024). This routine built independence and reduced reliance on others, echoing the findings of Jayuni et al. (2022) and Gestiaradi & Suyitno (2021).

Discipline was reinforced as students queued properly and followed the procedures. They learned to respect shared spaces and rules, important aspects of character education as noted by Risnwati et al. (2020). Students also expressed pride in being able to clean up after themselves, which fostered intrinsic motivation, as described by Gantini & Fauziati (2021). Cooperative values emerged when students helped or reminded their friends. This social interaction enhanced empathy and teamwork, supporting the view of Fauziah et al. (2024) that integrated hygiene programs strengthen character.

In sum, the dishwashing routine at Elementary School Muhammadiyah 2 Bojonegoro is a powerful educational strategy. It aligns with character education theories and hygiene behavior research, transforming a simple routine into a medium for moral, hygienic, and social development.

5 Conclusion

The implementation of dishwashing habituation at Muhammadiyah Elementary School 2 Bojonegoro has proven to be an effective strategy for building clean and responsible character among elementary students. Through a consistent and supervised daily routine, students developed awareness of cleanliness, accountability for personal tasks, discipline in following procedures, and even empathy and cooperation in social interactions. This seemingly simple activity becomes a practical medium for instilling core values essential for lifelong behavior. Supported by school commitment, teacher guidance, and student participation, the practice not only enhances hygiene but also contributes meaningfully to character education. These findings suggest that similar programs could be replicated in other schools as part of integrated efforts to create a clean, healthy, and values-driven learning environment.

References

1. P. M. Putri and J. F. Manihuruk, "Perilaku Hidup Bersih Dan Sehat Di Panti Asuhan Solaya (PASO)," *ABDISOSHUM J. Pengabd. Masy. Bid. Sos. dan Hum.*, vol. 1, no. 2, 2022, doi: 10.55123/abdiso-shum.v1i2.553.
2. S. Santi, H. Ramli, and L. O. Swardin, "Penyuluhan dan Praktek Perilaku Hidup Bersih dan Sehat di SD Islam Cokroaminoto 1," *ADMA J. Pengabd. dan Pemberdaya. Masy.*, vol. 3, no. 1, 2022, doi: 10.30812/adma.v3i1.1671.

3. E. García-González, R. Jiménez-Fontana, and P. Azcárate, "Education for sustainability and the sustainable development goals: Pre-service teachers' perceptions and knowledge," *Sustain.*, vol. 12, no. 18, 2020, doi: 10.3390/su12187741.
4. H. E. Anggraeni, Y. V. Paramitadevi, F. Apriliani, and I. Resmeiliana, "Assessing students' 'clean and healthy living behavior' in an intervention program," *Int. J. Public Heal. Sci.*, vol. 12, no. 1, 2023, doi: 10.11591/ijphs.v12i1.21811.
5. F. Romadonika, D. Nursukma Purqoti, I. Wasliah, and S. Assuaro Soliha, "Pengaruh pendidikan kesehatan terhadap pengetahuan tentang Perilaku Hidup Bersih dan Sehat (PHBS) pada siswa kelas V MIN 1 Lombok Tengah," *J. Ilm. STIKES Yars. Mataram*, vol. 11, no. 2, 2022, doi: 10.57267/ji-sym.v11i2.113.
6. D. Muhajirina et al., "Pengenalan Budaya Cuci Tangan Pakai Sabun untuk Kepedulian Kesehatan Siswa SD 050680 Padang Tualang," *JETISH J. Educ. Technol. Inf. Soc. Sci. Heal.*, vol. 4, Mar. 2025.
7. S. T. Messakh, S. S. Purnawati, and B. Panuntun, "Gambaran Perilaku Hidup Bersih dan Sehat Siswa Sekolah Dasar Negeri di Kecamatan Bancak," *J. Ilmu Keperawatan dan Kebidanan*, vol. 10, no. 1, 2019, doi: 10.26751/jikk.v10i1.477.
8. H. Gantini and E. Fauziati, "Penanaman Karakter Siswa Sekolah Dasar Melalui Pembiasaan Hari-an Dalam Perspektif Behaviorisme," *J. Papeda J. Publ. Pendidik. Dasar*, vol. 3, no. 2, pp. 145–152, 2021, doi: 10.36232/jurnalpendidikdasar.v3i2.1195.
9. H. Hardika, T. Iriyanto, D. U. Soraya, and E. N. Aisyah, "Model Training for Involving Children in Housework as Formation of Children's Strong and Independent Characters in the Family Environment," pp. 552–561, 2023, doi: 10.2991/978-2-494069-95-4_64.
10. S. S. Abdullah, "Pembiasaan Nilai Karakter Disiplin Melalui Metode Pembelajaran Blended Learning Di Sekolah Dasar," vol. 1, no. 2, pp. 41–47, 2021, doi: 10.56393/sistemamong.v1i2.320.
11. F. W. Ningtyias et al., "Pengenalan Modul Emo-Demo Cuci Tangan Menggunakan Sabun Dan Air Mengalir Pada Siswa Sekolah Dasar Di Kecamatan Jelbuk Kabupaten Jember," *Promot. J. Pengabd. Kpd. Masy.*, vol. 3, no. 2, pp. 73–85, 2024, doi: 10.17977/um075v3i22023p73-85.
12. F. Jayuni, D. A. Uswatun, and A. R. Amalia, "Analisis Nilai Karakter Tanggung Jawab Siswa Pada Pembelajaran Tematik Di Kelas Rendah Sekolah Dasar," *J. Basicedu*, vol. 6, no. 3, pp. 3453–3461, 2022, doi: 10.31004/basicedu.v6i3.2621.
13. R. Gestardi and S. Suyitno, "Penguatan Pendidikan Karakter Tanggung Jawab Sekolah Dasar Di Era Pandemi," *J. Pendidik. Karakter*, no. 1, pp. 1–11, 2021, doi: 10.21831/jpk.v0i1.39317.
14. L. Fauziah, Y. Nurmalisa, and E. Siswanto, "Efektivitas Kegiatan Sekolah Jumpa Berkah (Jumat Pagi Bersih, Taqwa, Dan Sedekah) Terhadap Internalisasi Nilai-Nilai Karakter Siswa," vol. 1, no. 1, pp. 13–21, 2024, doi: 10.57235/hemat.v1i1.2061.
15. N. Risnwati, E. R. S. Dewi, and I. Listyarini, "Analisis Nilai Karakter Pada Buku Siswa Tema Lingkungan Bersih, Sehat, Dan Asri Kelas I Sekolah Dasar," *Indones. Values Character Educ. J.*, vol. 3, no. 2, 2020, doi: 10.23887/ivcej.v3i2.28515.
16. D. L. Mubyarti, A. Timan, and W. Zulkarnain, "Implementasi Program Operasi Semut Untuk Menanamkan Sikap Cinta Lingkungan Terhadap Peserta Didik," *J. Pembelajaran Bimbing. Dan Pengelolaan Pendidik.*, vol. 1, no. 9, pp. 705–717, 2021, doi: 10.17977/um065v1i92021p705-717.

CITATION:

Niswaton Khasanah (2025). Developing Clean and Responsible Behavior Through Dishwashing Habituation at Muhammadiyah Elementary School 2 Bojonegoro. *OASE*, 7(3), 470–474.