



Healthy Living Literacy Among STIE Ganesha Students

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Abstract

This research discusses various aspects of healthy living literacy, including the importance of maintaining a balanced diet, physical activity, and adequate amount of sleep, for a better quality of life. College students often face busy schedules and academic pressures, which can lead to unhealthy lifestyles, such as irregular diet, lack of exercise, and lack of sleep. This literacy serves as a guide for students to adopt a healthier lifestyle, which can improve their energy, focus and thinking ability. Students can be better prepared for academic and social challenges by applying the principles of healthy living. In the long run, healthy living literacy teaches students positive habits that will help them in their careers and daily lives. It is hoped that this literacy becomes part of the overall education so that students can live a healthy life. The purpose of this study is to provide an overview of the benefits of healthy living literacy as well as ways to implement a healthy lifestyle in the midst of a busy schedule. By having healthy life literacy, students can better prepare themselves to deal with academic pressures and other extraordinary life.

Keywords : College Students, Healthy Life Literacy, Healthy Lifestyle, Mental Health

1. INTRODUCTION

Healthy living is a crucial foundation for achieving well-being and success in various aspects of life, including academics (Rahmi et al., 2021). Students, as the younger generation expected to lead the nation, play a strategic role in creating a productive and healthy society. However, student life is often accompanied by pressures from academic demands, organizational activities, and social life. These pressures frequently lead to unhealthy habits such as irregular eating patterns, lack of exercise, insufficient sleep, and poor stress management (Damayanti et al., 2022).

Healthy living literacy refers to the fundamental understanding of the importance of maintaining physical and mental health through the adoption of healthy lifestyle habits (Sutariyono et al., 2020). Amid the numerous challenges students face, healthy living literacy can equip them to maintain physical fitness, enhance concentration, and ensure emotional stability. Practices such as consuming nutritious food, exercising regularly, managing stress effectively, and getting adequate sleep have been proven to support academic performance and improve students quality of life (ALFAN, 2020).

Unfortunately, a lack of knowledge and awareness about healthy living literacy remains a prevalent issue among students. This article explores the importance of healthy living literacy for students and how its implementation can have positive impacts, both academically and in daily life. By improving healthy living literacy, students can be better

prepared to face challenges while leading healthier, more productive, and balanced lives (Anisah et al., 2021).

2. LITERATURE REVIEW

The Role of Digital Media in Promoting Healthy Living Literacy

Digital media, such as health apps and online resources, have great potential to enhance students understanding of healthy lifestyles. These tools can help students access information on healthy living, monitor their health, and receive support for maintaining good habits. However, students must develop the ability to discern accurate and reliable information amidst the vast amount of unverified health content available online (Rahman, 2023).

Campus-Based Health Education Programs

Health education programs organized by universities play a significant role in improving students healthy living literacy (Siregar et al., 2024). Initiatives such as health seminars, fitness campaigns, and mental health counseling services can educate students and raise awareness of the importance of healthy living. Additionally, campus support, such as providing sports facilities and healthy dining options, can further encourage students to adopt healthier lifestyles (Rohman et al., 2021).

Influences on Healthy Living Literacy

Healthy living literacy among students is often shaped by access to information, family upbringing, and peer environments. Students who are well-informed about balanced nutrition, the importance of exercise, and stress management are more likely to adopt healthier habits. Conversely, a lack of healthy living literacy can lead to risky behaviors, such as excessive consumption of fast food, lack of physical activity, and low awareness of mental health (Mahmud et al., 2024).

Defining Healthy Living Literacy

Healthy living literacy is the ability to understand, process, and use health-related information to make informed decisions about personal well-being (Damayanti et al., 2022). It encompasses knowledge about nutrition, physical activity, mental health, and other healthy habits that play a key role in maintaining quality of life and preventing illness. For students, healthy living literacy is especially significant as they navigate the transitional phase to adulthood, often facing high levels of academic stress and social pressures.

Healthy living literacy is essential for equipping students with the knowledge and skills needed to manage their health effectively. By fostering this literacy through digital

resources, campus programs, and supportive environments, students can achieve a healthier, more balanced lifestyle. Ultimately, these efforts will not only enhance academic performance but also empower students to lead more fulfilling lives (Saefullah et al., 2023).

Research on healthy living literacy has explored various aspects but remains limited in addressing certain key areas. (Damayanti et al., 2022) examined health literacy in a broad context, emphasizing its role in disease prevention and quality of life improvement. The study focuses on understanding and using health information effectively but does not specifically target the student population. Similarly, (Rahman, 2023) highlighted factors influencing healthy living literacy among students, such as family and peer environments. While it revealed that students with positive environmental support are more likely to adopt healthy habits, it did not explore how campus-based education programs could enhance healthy living literacy.

Digital media's role in improving students healthy living literacy was investigated by (ALFAN, 2020) , who found that health apps help students access useful information but noted challenges in filtering reliable content. This study underscores the importance of accurate information but fails to address how campus support could strengthen healthy living habits. On the other hand, (Mahmud et al., 2024) evaluated campus health programs such as seminars, fitness campaigns, and mental health counseling, which effectively raised awareness about healthy living. However, the study did not examine how students consistently implement these practices in their daily lives. Lastly, (Rusmana et al., 2017) analyzed factors like knowledge about nutrition and physical activity, finding that students with better health knowledge maintained healthier lifestyles. Nevertheless, it lacked a focus on how campus-based interventions could further enhance healthy living literacy.

From these studies, several gaps have been identified. First, while research highlights the importance of supportive environments, media, and nutrition knowledge, it does not explore how campus programs—through supplementary curricula or extracurricular activities—can holistically improve healthy living literacy. Additionally, while some studies assess short-term outcomes of health initiatives, there is limited insight into the long-term behavioral impacts of these programs on students. Another critical gap is the lack of research into the barriers students face in adopting healthy habits, which could guide campuses in offering targeted solutions.

Moreover, although (Damayanti et al., 2022) emphasized the benefits of digital media, there is insufficient exploration of how digital tools could integrate with campus programs to create synergistic effects. Lastly, no study has investigated differences in healthy living

literacy based on demographic factors such as age, major, or education level, leaving unanswered questions about whether interventions should be tailored to specific student groups. Addressing these gaps in future research could provide a more comprehensive understanding of healthy living literacy and offer effective, targeted strategies to promote healthier lifestyles in academic settings (Gaffar et al., 2024).

3. METHODS

This study employs a qualitative approach using questionnaires to analyze healthy living literacy among STIE Ganesha students from the perspectives of both students and lecturers. The qualitative approach was chosen to gain an in-depth understanding of individual perceptions and views regarding healthy living literacy. By focusing on the students, the study aims to explore their personal experiences and insights on this subject.

The research is descriptive in nature, as it seeks to describe the state of healthy living literacy among STIE Ganesha students based on their perceptions. Both students and lecturers identified strategies and practices required to maintain physical well-being and healthy living literacy. The participants of this study consist of STIE Ganesha students, selected using purposive sampling, where respondents were chosen for their relevant knowledge and experience regarding healthy living literacy. A total of 10 students were selected to provide a representative overview of their perceptions of healthy living.

The primary research instrument is a questionnaire designed with a mix of open-ended and close-ended questions. The questionnaire was crafted to gather information about healthy living literacy, the necessary actions to maintain it, and ways to uphold a healthy lifestyle.

Using a qualitative approach to study healthy living literacy aligns with the methodology employed by (ALFAN, 2020) in their study titled “*Students Understanding of Healthy Living Literacy*.” This approach is particularly suited for understanding students’ perceptions and experiences through in-depth exploration.

The research was conducted over a 14-day period, from October 25 to November 13, 2024. Data collection involved qualitative surveys through questionnaires. According to (Suprayitno et al., 2024) that questionnaires are an effective tool for obtaining relevant qualitative data about health literacy.

Data analysis was performed using thematic analysis, a method that identifies key themes from the collected data. As (Langoday, 2024) highlights, thematic analysis allows researchers to uncover deeper meanings within qualitative data by identifying relevant

themes, providing insights into the students' perceptions and experiences regarding healthy living literacy.

4. RESULTS

Field observations and interviews with STIE Ganesha students reveal significant gaps in healthy living literacy among students. Many students, particularly those living away from home, neglect balanced diets, often consuming excessive sugary foods and drinks, which can lead to issues such as obesity. A high prevalence of smoking on campus also reflects a lack of awareness about the risks associated with unhealthy habits. Furthermore, poor sleep patterns, with many students frequently staying up late, result in stress and illness, leading to reduced academic effectiveness, including frequent absenteeism. A lack of physical activity is also common, with many students citing laziness as the primary reason for not exercising. These habits collectively point to the need for greater emphasis on healthy living literacy.

Promoting healthy living literacy among students can start with educating them on the importance of physical and mental health. Universities should play an active role by providing supportive programs and facilities, such as fitness centers, mental health counseling, and access to nutritious meals on campus. Additionally, organizing seminars, workshops, and communities focused on healthy lifestyles can encourage students to share experiences and support each other in adopting healthier habits (Putrizain et al., 2023).

Healthy living literacy is crucial during the student phase, as it represents a transitional period to adulthood. Many students face academic pressures, irregular eating habits, insufficient sleep, and a lack of physical activity, all of which affect their physical and mental health. By integrating health literacy into campus activities, such as seminars, training programs, and campaigns, universities can foster a culture of healthy living among students. Supportive facilities, including sports areas, counseling services, and healthy food options, are also essential for promoting well-being.

Students' awareness of the importance of physical and mental health significantly impacts their productivity and quality of life. While many students acknowledge the importance of healthy living, their understanding of how to implement healthy habits often remains limited. Efforts to enhance health literacy among students should involve both campus-led initiatives and personal efforts. Campuses, including STIE Ganesha, must actively provide health facilities, psychological support, and accessible information to ensure students are better equipped to maintain a healthy lifestyle.

At STIE Ganesha, healthy living literacy is notably underdeveloped. Many students overlook the importance of balanced nutrition, adequate sleep, and regular exercise. For example, excessive consumption of unhealthy foods, late-night habits leading to stress and illness, and low levels of physical activity are common issues. Addressing these challenges requires educating students on the importance of both physical and mental health, combined with structured programs to encourage healthier habits.

By fostering health awareness and providing the necessary support, universities can help students navigate their academic journey with improved well-being, productivity, and resilience. A concerted effort to enhance healthy living literacy will not only benefit students during their studies but also prepare them for healthier and more balanced lives in the future.

5. CONCLUSION

This study highlights that healthy living literacy among STIE Ganesha students requires greater attention, particularly regarding awareness of the importance of balanced nutrition, regular physical activity, stress management, and adequate sleep. While some students recognize the value of maintaining their health, the implementation of healthy habits in daily life remains suboptimal. Key challenges include academic pressure, limited free time, and restricted access to reliable health information, which hinder students from adopting a healthy lifestyle. Improving healthy living literacy is essential to support students physical and mental health, enabling them to achieve better quality of life and optimal academic performance. To address these issues, the campus should take a more proactive role by organizing health education programs, such as seminars and campaigns on healthy lifestyles. Additionally, providing supportive facilities, such as sports areas and mental health counseling, can encourage students to prioritize their well-being. The integration of digital media offering credible health information can also play a significant role in improving access to knowledge about healthy living practices. By leveraging such tools, students can more easily learn about and adopt sustainable healthy habits. With these efforts, it is hoped that students will be more motivated to embrace and maintain a healthier lifestyle, contributing to their overall success both academically and personally.

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