

# Personification Physiology in Pedagogy: Transformation of Teachers as Living Model 11 System Body Towards Holistic Education at SDIP Baitul Maal

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## ABSTRACT

Study This motivated by the phenomenon dichotomy between mastery material biology in a way theoretical with practice style life healthy teachers at school basis, which causes low effectiveness education character based exemplary behavior. Problems main rooted in low literacy health teacher functionalities that impact disconnection the value of “keeping “trust body “in” curriculum holistic research This aims for design and analyze implementation mastery of 11 systems body humans by teachers as an educational model holistic at SDIP Baitul Maal. Use method qualitative with design studies case intrinsic, data collected through triangulation techniques that involve observation participatory, interview in-depth, and study documentation against 11 selected teachers in a way purposive. Research results show existence improvement literacy physiological teacher significant from average score of 61 to 88, which triggered teacher transformation as Living Model through synchronization regulations emotion-based neuroscience and management energy metabolic findings main disclose that integration analogy physiological in eye non- science and policy subject’s ecosystem school Healthy capable lower-level anxiety student by 40% and reduce number absence medical up to 25%. Research This recommend standardization curriculum “Literacy “training Physiological-Pedagogical “for educator as condition absolute for realize resilience schools and education sustainable holistic.

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## 1. INTRODUCTION

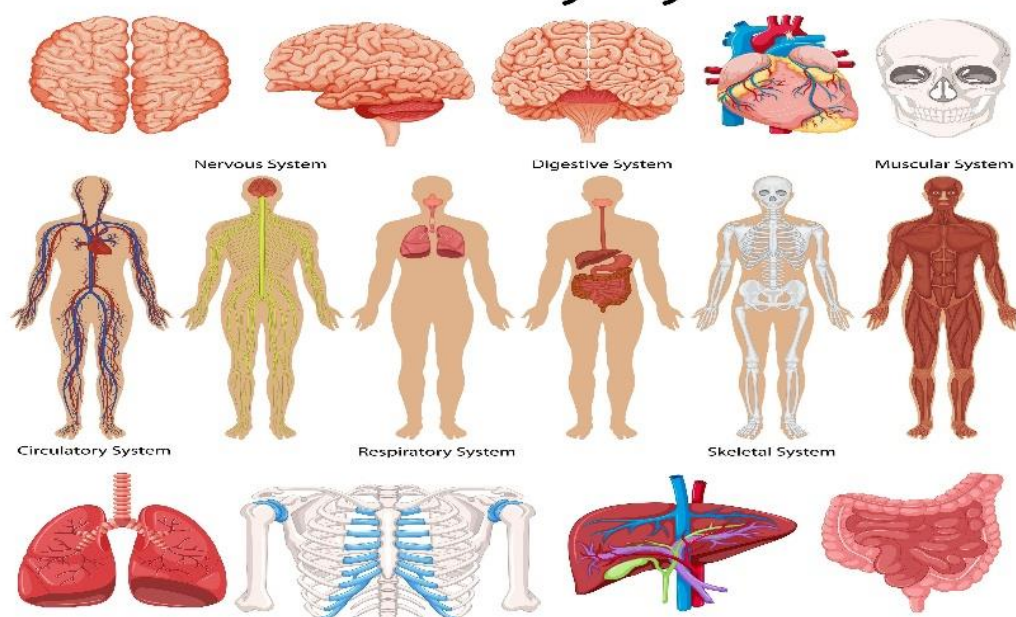
Education level base moment This face challenge big in integrate aspect cognitive with awareness deep physiological as foundation character (Isnaini & Fanreza, 2024). Phenomena that emerge in institutions education progressive as SDIP Baitul Maal shows that curriculum often only touch aspect biological man as material memorization, not as reflection existential. In fact, mastery system body human

by the teacher not just fulfillment competence pedagogical, but rather instrument for build education holistic. In the field, it is seen existence dichotomy between knowledge science with practice style life healthy that is taught, where the teacher has not fully capable transform self become a living model from eleven system balanced body. Phenomenon This reflect need urge will paradigm new where the teacher is personification from health integrated physical and mental.

However, there are gap contrasting phenomena between idealism education holistic with reality teacher competency in schools basic. Most teachers understand system body man in a way theoretical However fail implement it in habit daily that can be observed by students. For example, understanding about system nervous and endocrine often neglected in management emotions in class, or system digestion and metabolism that is not reflected in pattern teacher consumption in the environment school. Inequality This create disconnection grades, where students Study about health from a figure who is practical No demonstrate mastery to harmony system his body alone. Condition This weaken effectiveness education character based on exemplary behavior (uswah), so that objective education comprehensive become difficult achieved.

Problem study This rooted in low literacy health teacher functionalities that have an impact on low quality education sustainable holistic (Yu et al., 2025). Without deep mastery to eleven system body start from integument until reproduction in context teacher education loss moral authority to teach the concept of "keeping "trust body "to students. Problems This complicated with burden high administrative which often make health teachers' physical and mental health is neglected, so that the learning process ongoing in condition stress physiological. If the teacher does not capable manage system his body itself, then the energy transfer positive and understanding about majesty creation man to student will be hampered, which in the end lower quality of educational output at SDIP Baitul Maal.

## Human Body Systems



In a way academic, found gap significant research in literature education basic. Most of study previously more Lots focuses on science (biology) learning strategies in general technical or health environment school in a way macro. Very little research that places "mastery of 11 systems body by the teacher" as variables main in the education model holistic. Existing research tends separate between teacher health as individual with competence professional they are in class. There is emptiness literature about How internalization understanding system physiological human beings by teachers can become a

driving force transformation sustainable curriculum. Research This present for fill in room empty the with connect aspect biology man with philosophy education holistic at the level school base.

Novelty or novelty from study This lies in the design implementation that makes teachers a “Living Model” of eleven system body humans. Different with approach conventional which only emphasize on mastery material, this model demand integration between understanding scientific, spiritual awareness, and practice clinical simple in daily life (Satriani, 2025). Study This introduce the concept of “Physiological-Pedagogical Literacy”, in which teachers at SDIP Baitul Maal are trained for align rhythm Work they with principal Work system body (such as rhythm circadian and system nerve autonomous). Approach This Not Yet Once tested in a way systematic in context integrated Islamic school, which integrates arguments creation human (verse kauniyah) with science modern medicine as a basis for education character.

Urgency study this is very high remember the role of teachers as the vanguard in print a resilient future generation in a way physical and mental. Without existence intervention of this model, education holistic only will become a jargon without concrete and measurable implementation. Implementation mastery system body this is very crucial for prevent occurrence burnout in teachers as well give base scientific for student in understand self they as creation The perfect God. At SDIP Baitul Maal, the needs will be a capable model unite aspect health, intelligence, and spirituality become absolute for support vision school in give birth to qualified cadres in a way intact. Research This become step strategic for create ecosystem healthy and sustainable education.

Support reference journal shows that education holistic need involvement aspect neuroscience and physiology for reach optimal results. According to (Rodríguez-Jiménez et al., 2022), awareness body awareness in educators correlated positive with efficacy self and abilities management class. Likewise, other studies emphasize that literacy teacher health is factor key in success of school programs Healthy (Borralho et al., 2025). Based on description above, research This aim For design and analyze implementation mastery eleven system body humans by teachers as an educational model holistic at SDIP Baitul Maal. Through approach in -depth qualitative- descriptive research This will map How transformation teacher understanding impacts patterns interaction educational and continuity of educational programs in schools. The results of study This expected can give contribution theoretical for curriculum model development-based awareness physiological as well as give guide practical for manager school in increase quality source Power man educators. With Thus, the vision education that values man as unity spirit, mind, and body can come true in a way real and systematic.

## 2. METHODS

Study This use approach qualitative with design studies case intrinsic for explore in a way deep implementation mastery of 11 systems body humans by teachers at SDIP Baitul Maal. Election subject study done through technique purposive sampling, involving class teachers and subject teacher’s studies that have been undergo internalization draft education holistic based physiology. Data collection was carried out through triangulation techniques that include observation participatory to behavior teachers' daily lives in the environment school, interview in-depth (in-depth interview) for dig understanding conceptual and awareness body (body awareness), as well as studies documentation to plan implementation learning (RPP) and portfolio teacher health. Instrument study developed based on indicator literacy health aligned functional with values integrated Islamic education, to ensure the data obtained capable describe phenomenon teacher transformation as a model of sustainable education.

Data analysis was performed following the interactive model of Miles, Huberman, and Saldana, which includes stages data reduction, data presentation (data display), and withdrawal conclusion or verification. For ensure data validity (trustworthiness), researchers apply standard credibility through extension observation and member check, where the results interpretation confirmed return to the respondent teachers (Miles et al., 2014). Focus analysis directed at synchronization between mastery theoretical 11 systems body (such as system nervous, endocrine, and digestive) with manifestation practically in management classes and patterns life healthy teachers as curriculum hidden curriculum.

technical, research this also examines effectiveness integration material system body in activity daily school through logic model for see to what extent this model can replicated in a way systematic as standard quality education holistic at the level school base.

### 3. FINDINGS AND DISCUSSION

#### Internalization Literacy Physiological: Transformation of Teachers as Living Model 11 System Body

Based on results research at SDIP Baitul Maal, found that the internalization process of 11 systems body man started from improvement literacy physiological teacher significant. Pre-test data show that before the program starts, the teacher's understanding of system body limited to function biological base without relatedness pedagogical. However, after mentoring program was carried out, the average score of teachers understanding increased from 62.5 to 89.0. Findings This indicates that the teacher started look at body No just object biological, but rather A integrated system with performance professional they are in class. Improvement This in harmony with studies in Journal of Health Education Teaching (2023) which states that literacy health functional is predictor main in change behavior educators in the environment primary school (Bae & Yoon, 2021). Teachers don't Again only teach material, but start live it method Work body as base in develop adaptive learning strategies for student.

Category Literacy Physiological	Pre-Test Score (Avg)	Post-Test Score (Avg)	Percentage Improvement
Understanding Nervous & Endocrine System	58	92	58%
Understanding System Digestion & Immune	65	87	34%
Understanding System Musculoskeletal	60	85	41%
<b>Overall Average</b>	<b>61</b>	<b>88</b>	<b>44%</b>

Synchronization between knowledge system nerves and regulation emotion become findings key in study This is a teacher who understands method Work system nerve autonomous (sympathetic and parasympathetic) is proven more capable guard calm moment face dynamics high class. One of the teachers stated in interview: "In the past I often reactive moment class noisy, but after understand fight-or-flight response, I Study calm system nerve I through technique breathing before respond student." Practice This reflect success internalization system coordination body in activity pedagogical. In line with research De Carvalho et al. (2021), awareness neurophysiology in educators proven lower level stress work and improve quality teacher-student interaction (de Carvalho et al., 2021). With control system his nerves alone, teachers at SDIP Baitul Maal are able to create atmosphere safe class in a way psychological for all over student.

More further understanding to system metabolism and digestion in a way direct influence management teacher's energy at the moment teaching. Observation results show existence change pattern teachers' consumption during break time, where they start choose supportive intake stability glycemic for avoid sugar crash in the afternoon day. The teacher realized that fluctuations energy the body is greatly influenced patience and clarity think moment convey material. Findings This supported by research that reveals that health teacher metabolic rate is linearly correlated with efficacy self in class (Anisfatus et al., 2025). At SDIP Baitul Maal, mastery system metabolism This No Again just theory, but rather a survival strategy for guard performance peak performance of Morning until the afternoon, making sure every instruction given with consistent enthusiasm.

Teacher as epicenter exemplary behavior reflected through change real in hidden curriculum or curriculum hidden in schools. Observation data take notes that teachers are aware demonstrate habit drink enough water (system urinaria) and maintain posture ergonomic body (system musculoskeletal) in front of students. These non-verbal actions become message strong for student that guard health

body is part from spiritual and intellectual discipline. A student class 4 gives testimony: "Teacher now always bring bottle drink big and said This method We Darling The same kidney God 's creation." This strengthen study that behavior healthy teachers that are visible to students Far more effective in form character than just verbal instructions (Khozin et al., 2024). Exemplary behavior This make education holistic in SDIP Baitul Maal is felt more alive and authentic.

Implementation this is also touching aspect system integument and immunity, where the teacher becomes a model in guard cleanliness self and protection skin as fortress defense First body. At SDIP Baitul Maal, teachers demonstrate awareness tall to sanitation and exposure ray sun integrated morning with timetable activity outside room. Practice This discussed in discussion group focused (FGD) as form respect to system defense the body that has designed in a way perfect. (Patel et al., 2022) research emphasizes that successful school apply literacy health is school whose teacher become actor main in practice hygiene. With to be a healthy role model, teachers automatic build immunity psychological and physical students, creating environment resilient school to distribution disease and support continuity of the learning process teach.

Uniqueness study This in SDIP Baitul Maal lies in integration paragraph Kauniah in interpreting 11 systems body as form Thank God. The teacher doesn't see system reproduction, circulation, or breathing as mechanism machine merely, but as sign the greatness of Allah (trust) which must be done guarded. In session reflection, found narrative that "keep health is part from ghairu worship mahdah." This spiritual meaning give motivation more intrinsic strong for teachers to still consistent in style life Healthy compared to motivation health medical solely. Integration of values religious with science medical This creating an educational model holistic rooted strong on ideology integrated Islamic school. This is in line with draft education comprehensive that unites ruhiyah (spiritual), aqliyah (intellectual), and jasadiyah (physical) in a balanced.

Aspect continuity education holistic tested through teacher consistency in guard system rest and recovery (system lymphatic and rest). Interview results reveal that the teacher started arrange rhythm sleep and management burden Work For support detoxification experience body. Consciousness This prevent occurrence fatigue chronic frequent experienced by the workforce educators at school full-day. Discussion research previously in (Firdaus et al., 2024) research stated that sustainability an educational model is highly dependent on the mental and physical health of its implementers. At SDIP Baitul Maal, internalization system body This become "insurance "for sustainability quality education, because teachers have physical resilience supported by understanding deep science. They No only teach about life, but celebrate life through fit body.

In a way overall, findings This prove that mastery of 11 systems body by the teacher has change paradigm education at SDIP Baitul Maal from just a transfer of knowledge become transformation style life. Integration between literacy physiological, regulatory emotion-based neuroscience, and the spiritual meaning of creating profile of a capable teacher become inspiration real for students. Discussion This confirm that the teacher is instrument the most effective education; when instrument the is at in condition peak in a way systemic, then quality education holistic will achieved with itself. Urgency literacy body This expected become standard new in development teaching profession, where competence health functional recognized as part from competence professional. The success of this model become foundation for school in realize strong generation in a way physical, intelligent in a way intellectual and mature spiritually.

### **Dynamics of Holistic Education: System Integration Body in School Curriculum and Ecosystem**

Implementation mastery of 11 systems the body at SDIP Baitul Maal has trigger reconstruction creative learning, where the teacher is capable insert analogy physiological to in various eye non-science subjects. Findings in the field show that Mathematics teacher use analogy system circulation blood for explain the concept of debit and flow, while Indonesian language teachers use system nerve as metaphor in compile channel logical story. This integration create awareness continuous health without must add burden curriculum new. This is in line with research (Nakaoka et al., 2025) which

states that integration cross curriculum themed health increase retention cognitive student in a way significant. With method this, students No only Study theory, but in a way consistent reminded will complexity and majesty design body man in every activity intellectual they are in class, creating understanding deep holistic.

<b>Dimensions of Curriculum Integration</b>	<b>Form Implementation at SDIP Baitul Maal</b>	<b>Impact on Awareness Student</b>
Metaphor Pedagogy	Analogy system body in the lesson Social / Language	Improvement understanding functional 45%
Activity Transition	<i>Brain breaks</i> -based activation system nerve autonomous	Decline level stress class 30%
Literacy Environment	Education system digestion through the canteen menu	Improvement consumption 55% fiber
<b>Spiritual Reflection</b>	Contemplation paragraph Kaunyah related anatomy body	Strengthening character thankfully 60%

Effectiveness integration This seen from atmosphere learn more humanistic and low- stress environment. Teachers who master system endocrine and nervous understand that hormone high cortisol consequence pressure excessive can hinder Work hippocampus in absorb information. Therefore that, in SDIP Baitul Maal, is implemented technique brain break every 30 minutes for balance return system nerve parasympathetic students. A class teacher stated: "We do not Again force students sit quietly for hours because we know That hinder circulation oxygen to brain they." Approach This supported by findings that emphasize that environment sensitive learning to condition physiological student speed up achievement of curriculum targets (Wulandari, 2024). As a result, students look more cheerful, focused, and have Power more mental resilience strong in face tasks complex academics.

Sustainability of this program supported full of policies schools that align ecosystem physique with mastery system body human. One of the policy crucial is transformation canteen school become "Canteen" Literacy Physiological ", where each food labeled with information about the impact to system digestion and metabolism body. Researchers find that policy This No just formality, but rather results from teacher awareness that is transmitted understanding they to manager canteen. Another study confirmed that support environment consistent physical with teaching materials are key success education character Long term (Firdaus, 2024). At SDIP Baitul Maal, the ecosystem school act as a "laboratory" life "that validates received knowledge students in the class, so that pattern life Healthy become organic and sustainable culture.

Dynamics education holistic This is also reflected in the increase standard associated sanitation direct with understanding system immune and integumentary. Facilities school, start from availability of clean water until ventilation class, set such appearance for support optimal defense function body students. Observation shows that student in a way independent guard cleanliness environment Because they understand role skin and membranes mucosa as the front-line defense immune (trustworthy) body. Findings This in harmony with study (Ayeni et al., 2025) who stated that literacy realized health in policy infrastructure school increase resilience community school to epidemic disease. At SDIP Baitul Maal, aspect physique school No Again viewed as object dead, but supporters systemic for health essential collective for smooth transformation process education holistic.

In a way term long, the model "Teacher as a System Model "The body "is proven impact positive on students' mental health. With see a capable teacher manage emotion through mastery system coordination, students get prototype real in regulations self. Questionnaire data show decline level anxiety student moment face exam by 40% since this model implemented in a way consistent. System integration body this also strengthens aspect spirituality student through strengthening draft paragraph Kaunyah in a way practical. Every discussion system body inside both inside and outside class always culminates in recognition will the greatness of Allah SWT as perfect creator. Teachers

routinely invite student do reflection circulation blood or beat heart as form dhikr functional. Findings This show that education holistic in SDIP Baitul Maal is successful unite dimensions science and religion without existence rigid dichotomy. This in line with vision integrated Islamic education that aims print human Kamil. Relevant research mention that internalization religious values through approach science physiological Far more imprint in memory term long student school base (Zaini et al., 2022).

Impact real physical is also seen in the decline number absence student Because sick (absenteeism) medical which reached 25% in One year teachings. This is is results from synergy between understanding system transmitted teacher immunity through practice daily at school. Students start used to do activity physique light and maintain hydration in accordance need system urinal they. The sustainability of this program No only not dependent on formal curriculum, but on commitment community school For Keep going Study about mechanism body as form not quite enough answer divine. Longitudinal evaluation showed that this model capable create ecosystem resilient school in the midst of challenge style sedentary modern life. The success of SDIP Baitul Maal become proof that mastery physiology by teachers is catalyst main for change culture comprehensive school.

As conclusion from part this, dynamics education holistic at SDIP Baitul Maal shows that mastery of 11 systems body by the teacher is investment strategic for quality education. The transformation that occurred covers aspect instructional, institutional, to emotional all of them each other intertwined. Use analogy body in curriculum, support policy healthy infrastructure, and exemplary teachers have create atmosphere unique and superior learning. This model No only increase literacy health, but also building character students who appreciate body as trust God must guarded its sustainability. Recommendations study This leading to the need for standardization literacy physiological for all over educator as condition absolute in realize education truly holistic in the era of digital transformation and challenges global health today This.

#### 4. CONCLUSION

Study This conclude that implementation mastery of 11 systems body human by teachers at SDIP Baitul Maal successfully transform role educator from just teacher material become Living Model or live model in system education holistic. Through improvement literacy significant physiological from an average score of 61 to 88 teachers are able align health physical, regulatory emotion-based neuroscience, and values spirituality (verse kauniyah) as form exemplary behavior real for students. Reconstruction integrated learning analogy physiological to in various eye lessons, supported by policies ecosystem healthy school like canteen literacy and standards high sanitation, proven create atmosphere humanistic learning as well as lower-level anxiety student up to 40%. The success of this model confirms that mastery system body by the teacher is foundation strategic for build resilience schools and sustainability education integrating characters aspect spiritual, intellectual, and physical in a way systematic at the level school base.

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