

Implementation of the Healthy School Program in Junior High School

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ABSTRACT

A healthy school is a school that has a living environment that reflects a healthy life, so as to ensure that the learning process takes place properly and creates conditions that support the achievement of students' ability to live a healthy life. This study aims to determine how to implement a healthy school program in a junior high school in Unggul Sekayu. Informants in this study were seven people consisting of school principals, teachers, employees, and students. Data was collected through observation, interviews and documentation. Meanwhile, data analysis uses data reduction, presentation, and conclusion drawing. This research shows that the healthy school program at junior high school in Unggul Sekayu runs according to the SKB 4 Ministerial regulations and has a vision, mission, benefits, goals, and opportunities. The healthy school program is supported by human resources such as principals and vice principals, students, teachers, staff, P2M, UKS team, infrastructure and curriculum. In the process, it uses the "Rekayasa" strategy (plan, do and get used to), which is supported by adequate infrastructure, UKS activities, KKR/PMR, activities for the formation of physical and spiritual health, and partnerships. The implementation of the healthy school program succeeded in turning the junior high school into an Environmentally Friendly School (*Adiwiyata*) and a Healthy School at the National Level. This research implies that the healthy school program needs to be a model for other schools, which can have an impact on healthy and clean living behaviour in students.

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1. INTRODUCTION

Educational units that are familiarly called schools are formal and strategic institutions to prepare healthy human resources physically, mentally, socially, and productively (Hermiyanty et al., 2016). This is stated in Article 3 of Law Number 20 of 2003 concerning National Education. It is stated that national education functions to develop abilities and form dignified national character and civilization in the context of educating the nation's life, aiming at developing the potential of students to become human beings who believe and fear God Almighty, have a noble character, be healthy, knowledgeable, capable, creative, independent, and be a democratic and responsible citizen.

It is implied from the explanation above one of the most important fields is the field of school health (Aminah et al., 2021). The Republic of Indonesia is a large country that requires adequate human

resources in quantity and quality as the main support in development (Suwartini, 2017). Improving the quality of Indonesian people requires various efforts, including education and health efforts both at school and outside of school. Health education has several objectives, namely having knowledge about health issues, having positive values and attitudes towards healthy living principles, and having skills in maintenance, assistance and health care.

The concept of health encompasses a comprehensive state of well-being, encompassing physical, mental, and social dimensions. As explicitly outlined in the 2015 World Health Organisation World Health Statistics, this definition emphasises that health extends beyond the mere absence of sickness or impairment. As per Article 1, paragraph 1 of Law Number 18 of 2014 on Mental Health, mental health is defined as a state in which an individual experiences holistic development encompassing physical, mental, spiritual, and social aspects. This state enables the individual to possess self-awareness of their capabilities, effectively manage stress, engage in productive work, and make meaningful contributions to their community. According to Julianti et al. (2018), an individual's health concept encompasses various dimensions, including physical, mental, spiritual, and social components. The attainment of a prosperous state for an individual, in terms of both productivity and economic well-being, is contingent upon the integration of these dimensions.

In an endeavour to address health issues among students, the Government has implemented a policy aimed at enhancing student well-being through the implementation of a healthy school programme. This programme focuses on prioritising health aspects in schools, with the objective of facilitating optimal student performance. All of this was proclaimed through the SKB 4 Ministerial Policy Number 1/U/SKB/2003, Number 1067/Menkes/SKB/VIII/2003, Number MA/230.a/2003, Number 26 of 2003 concerning Guidance and Development of School Health Businesses and SKB 4 Minister Number 2/P/SKB/2003, Number 1068/Menkes/SKB/VII/2003, MA Number /23.0b/2003 Number 4414-404 of 2003 concerning Central School Health Business Development Team.

Health education in schools can be delivered through a teaching and learning process in the narrow sense (students, media teachers and classrooms) and in a broad sense in the teaching and learning process, including the school environment and community participation. Carrying out the teaching and learning process cannot be separated from the curriculum, student learning load and educational calendar. All of these aim to increase knowledge and skills and modify the school norms (Bonell et al., 2013).

Religious people, especially Islam, have encouraged all adherents to love cleanliness. Even from the verses of the Qur'an to the Hadith of the Prophet Muhammad SAW explains how important it is to maintain cleanliness. Among them is in the verse of Al Baqarah verse 222. In his daily life, the Prophet Muhammad SAW always maintained cleanliness, such as brushing his teeth (*siwak*) before prayer, cutting hair (mustache, armpits and genitals), and cutting nails. Give examples of eating and drinking etiquette, such as eating nearby food, using the right hand, prohibiting drinking while standing, and drinking healthy (Al-Nasir, 2007).

In the era of globalization there are many challenges that can threaten the mental and physical health of students. Some behaviours that show unhealthy behaviour include consuming a lot of foods that are high in fat, sugar, salt, low in fiber, which is at risk of developing hypertension, diabetes, obesity, and so on. Another behaviour is not washing hands before eating, so germs enter the body easily. This unhealthy behaviour is due to the lack of awareness of clean and healthy living students and not knowing how to properly maintain personal and environmental health (Imanulloh & Putro, 2021). Diana (2013) said that the poor implementation of clean and healthy living behaviour programs could result in the school environment's low quality and many diseases that attack school-age children. The government issued a policy as an effort to improve student health with the "Healthy School" program. Healthy Schools are schools that have succeeded in helping students excel optimally by prioritizing health aspects. Healthy schools always try to build physical health and spiritual health through understanding, ability and responsible behaviour. The best decisions to create health independently can be realized (Sue & Matt Barnard, 2011). Meanwhile, Hermiyanti (2016) states that

Clean and Healthy Elementary Schools (SDBS) are Elementary Schools whose residents continuously cultivate PHBS, and have a school environment that is clean, beautiful, fresh, neat, orderly and safe.

Schools as places where the learning process takes place must become "Healthy Schools", namely schools that can improve the health status of their school members. This effort is made because the school has a living environment that reflects a healthy life. Strive for optimal health services, so as to ensure the learning process takes place properly and create conditions that support the achievement of the ability of students to behave in a healthy life (Imanulloh & Putro, 2021). The Healthy Schools Program needs to be socialized and carried out properly through health services that are supported in a steady and adequate manner by other related sectors, such as community participation, the business world and the mass media. Hamiyah and Jauhar (2015) said that a school as a place for the learning process to take place must be a "Healthy School", namely a school that can improve the health status of its school members. This effort is made because the school has a living environment that reflects a healthy life. Strive for optimal health services, so that the learning process is guaranteed to take place properly and the ability of students to behave in a healthy life is created.

Several previous studies have been conducted, among others, Sujanto et al. (2022) about healthy school culture management; Utama et. Al (2018) about the implementation of healthy schools; Hermiyanty (2016), Zubaidah (2017) about clean and healthy school evaluation; Pradita (2017), Imanulloh (2021) about the implementation of healthy schools in elementary schools; Hestingtyas (2021) about healthy schools with character. In contrast to previous research, this study analyzed the implementation of a healthy school program in junior high schools. Therefore this study aims to determine how to implement a healthy school program in SMP Negeri 6 Unggul Sekayu from the aspects of regulation, resources, implementation processes, implementation strategies, and achievements.

2. METHODS

The research was conducted at SMP Negeri 6 Unggul Sekayu, Musi Banyuasin Regency. This research is descriptive qualitative research with a case study research method. Sources of data in this study were school principals, the Student Health Unit (UKS) team, school committees, teachers, Health Cadre Group (KKR) students, education staff, and staff. In contrast, the secondary data sources are several people from the service in the Musi Banyuasin Regency area. Data collection techniques using the method of observation, interviews, and documentation. Data collection instruments were carried out by observation, interviews, and documentation. The data analysis technique uses the interactive model proposed by Miles and Huberman, which includes data collection, data reduction, data presentation, and conclusion. Techniques for testing the validity of the data using extended observations and triangulation. The validity testing technique is by using source triangulation and technical triangulation.

3. FINDINGS AND DISCUSSION

3.1 Healthy School Program Regulations

3.1.1 Establishment of the Healthy School Program

The background to the establishment of the healthy school program at SMP Negeri 6 Unggul Sekayu was the formation of a healthy school program starting from the ministries to the school level. The principal states:

"The legal basis is the SKB 4 Ministers in 2003 concerning Guidance and Development of School Health Enterprises. This SKB has been the basis for regulations and benchmarks for SMP Negeri 6 Unggul Sekayu since 2011 in preparation for implementing a healthy school program that is supported by a clearly formulated school vision and mission. Understanding of the healthy school program and the development of UKS from the national level to the school level has formed a positive

and good order so that the program can be implemented properly. This is in accordance with the Guidelines for Healthy School Management by the Ministry of Health of the Republic of Indonesia, which is the background for the establishment of the healthy school program."

SKB 4 of the Minister in 2003 concerning Guidance and Development of School Health Enterprises stipulates that the Guidance and development of School Health Enterprises (UKS) in Schools/Out of School Education Units is carried out through three main programs, which include: a) health education; b) health services; and c) fostering a Healthy School Living Environment, (2) To support the implementation of the Three Main UKS Programs in Schools/Out-of-School Education Units, supporting programs are needed which include: a) manpower; b) funding; c) infrastructure; and d) research and development. (3) The UKS Team carries out guidance and development of School Health Enterprises (UKS) from the provincial level to the implementation team (Indonesia, 2003). This legal basis is important for schools as a basis for its implementation. The implementation begins with the formation of the UKS team. The principal further explained:

"so that the implementation of the healthy school program runs as expected, we are collaborating with the Education and Culture Office, the Health Service, the Ministry of Religion, the People's Welfare Sector, and health workers."

3.1.2 Vision and mission

The vision and mission of SMP Negeri 6 Unggul Sekayu explicitly explain the word healthy. So, there is clarity of the school program. So is the mission of the school. The vision of SMP Negeri 6 Unggul Sekayu is "Creating Scholars who are pious, have noble character, are healthy, have environmental insight and are research-based" (mewujudkan Insan Cendikia yang Bertakwa, Berbudi Pekerti Luhur, Sehat, Berwawasan Lingkungan dan Berbasis Riset). The mission of SMP Negeri 6 Unggul Sekayu includes developing a school environment as a comfortable, clean and healthy learning center. As the principal explains:

"In our school's vision and mission we clearly want to produce healthy and clean students. To support this vision, we try our best to create a comfortable, clean and healthy learning environment."

This was also conveyed by the UKS supervisor:

"The school's vision needs to be realized with a healthy school program. This program is a form of school commitment to produce healthy students."

The school work program is an indicator of a healthy school contained in the Guide to Clean and Healthy Elementary Schools (2014). The school has a vision, mission, school goals that support the implementation of Clean and Healthy SDs. The school's vision, mission and goals are outlined in an activity plan and budget plan that involves the active participation of all school members and school committees.

3.1.3 Goals and benefits of a healthy school program

The healthy school program has both general and specific goals, as expressed by the UKS supervisor:

"The general goal is to improve the ability to live healthy and the health status of students and to create a healthy environment so as to enable harmonious and optimal growth and development of children in the context of forming a complete Indonesian human being. While the specific objectives are fostering healthy living habits and improving the health status of students which include: a) Improving the health of students both physically, mentally and socially; b) Students have the

knowledge, attitudes and skills to implement the principles of healthy living, and actively participate in efforts to improve health in schools; c) Increasing the coverage of school children's health services; d) Increase deterrence and vitality against the bad effects of narcotics, cigarettes, alcohol and other dangerous drugs."

The healthy school program has benefits, as expressed by the UKS supervisor:

"creating a clean and healthy school environment so as to improve the health status of school members in general and students in particular so as to have a positive influence on the enthusiasm, motivation and learning outcomes of students."

The goals and benefits of the healthy school program are also very much felt in helping school principals, teachers, all school members, committees and the surrounding community or related and unrelated parties in helping schools to have optimal and quality clean and healthy living behaviors. The target of the Healthy School program is the students themselves, who are the main target that must be considered in implementing the Healthy School program (Takain & Iriani, 2022). The results of this study are in line with previous research conducted by Taryatman (2016), which states that the goals of clean and healthy living behaviour (PHBS) in schools are 1) empowering every student, teacher, and school environment community to know, be willing and able to help themselves in the health sector by implementing PHBS and playing an active role in creating healthy schools ; 2) Increasing knowledge of PHBS, increasing active participation in the school environment with clean and healthy living behaviors at school and making each student teacher and school environment self-sufficient in implementing clean and healthy living behaviours. The things that have been stated above can be emphasized by Law Number 36 of 2009 article 79 concerning health that schools aim to improve students' healthy living abilities in a healthy living environment so that they can learn, grow and develop in harmony so that they are expected to become resources quality human (Indonesia, 2009).

3.1.4 The target of the healthy school program

The target scope of the healthy school program is focused on education, services, and a healthy school environment. The target of the healthy school program is all school members in general and students in particular. And this goal is stated in writing in Document I of the Education Unit Level Curriculum of SMP Negeri 6 Unggul Sekayu. All of this is embodied in the UKS Triassic, including 1) Health education. Health Education is an effort to provide guidance to students to increase the knowledge, abilities and skills of students in carrying out clean and healthy living behaviors, so that they can grow and develop properly. This means paying more attention to students; 2) Health services. Health services in schools are emphasized on promotive, preventive, curative and rehabilitative efforts that are carried out in an integrated manner for students and the school community in general under the coordination of the UKS supervisor teacher and the supervision of the puskesmas; and 3) Development of a healthy school living environment. Fostering a healthy school environment which is an important element in fostering school resilience must be carried out, because a healthy living environment is needed to improve the health of the entire school community, especially students (Apriani & Gazali, 2018).

The activities of UKS SMP Negeri 6 Unggul Sekayu are guided by the UKS Triassic, namely *first*, health education which includes 1) intra-curricular activities carried out during class hours by teachers of natural sciences, biology, religion, physical education, and counselling by providing counselling about health according to the branch of knowledge being taught; 2) collection of lesson plans for all subjects that have been integrated with material on physical, mental, social and environmental health; 3) notification of knowledge and skills regarding Clean and Healthy Lifestyles; 3) extension activities and skills. Carry out health education every Saturday (KKR extracurricular) with the following materials: a) STIs, HIV/AIDS, PHBS (Clean and Healthy Behavior), counselling for premarital youth, reproductive health, personal hygiene; b) handling first aid (burns, fainting, wound care and stopping

bleeding, and evacuation of accident victims); c) management of P3P (diarrhea, nosebleeds, dengue fever, and abdominal pain/dysmenorrhoe).

Second, health services which include 1) health services; 2) examination of students' health screening (Screening); 3) light treatment in the form of first aid and first aid; 4) Health education and counseling; 5) UKGS activities; and 5) health referral to Puskesmas. And third, fostering a healthy school environment which includes 1) maintenance of waste disposal facilities; 2) PSN (Eradication of Mosquito Nests); 3) monitoring of water cleanliness; 4) utilization of waste (recycling, waste bank, 3R); 5) maintenance of toilet facilities; 6) application of the 5K concept; 7) maintenance of cleanliness and beauty of the yard, and the school garden/living pharmacy in the school (including school greening); 8) monitoring of school grounds and fences; 9) and operations every Saturday after group exercise, each student and the teacher's council pick up, put, and separate organic and non-organic waste; 10) making the Latin language for plants and naming each plant; and 11) maintenance of TOGA.

3.1.5 Opportunities for the implementation of the healthy school program

Learning from the history of the initiation of the healthy school program which began with collaboration between school members supported by the committee and the local district government, clear goals, recommendations and benefits were formulated in the school curriculum (document book I) and in several points on the page or the school environment, this shows the seriousness of the school in running a healthy school program. Thus the school has a very big chance for the successful implementation of the program.

3.2 Human Resources and Their Role in the Healthy School Program

Its implementation requires the support of human resources and their roles. It is inseparable from the contribution of its internal and external human resources, who collaborate well. Internal HR includes school principals, students, Teachers or teachers and education personnel such as school administrative staff and staff. The role of this representative from HR as the core healthy school team is often called the UKS core team. As stated by the deputy head of the school in the field of quality assurance development (P2M):

"To support the implementation of the healthy school program, human resource support is needed, including school principals, deputy principals, students, teachers, education staff, the UKS team, quality assurance developers (P2M), Musi Banyuasin district government, infrastructure, and curriculum. Each resource has its own duties and roles."

a. School Structure

The school principal is assisted by five vice principals with different roles and functions, namely deputy principals for curriculum, student affairs, public relations, infrastructure and quality assurance developers (P2M). It is this field of P2M that takes care of the problem of the healthy school program. P2M acts as coordinator and collaborates with other fields in running the healthy school program.

b. Student

From the results of observations, interviews and documentation, the conditions for becoming a student at SMP Negeri 6 Unggul Sekayu must go through the PPDB (New Student Acceptance) process with several stages of selection. Among other administrative selections in accordance with the requirements requested. In administrative requirements, in addition to the required grades, a health certificate is also requested from a doctor or government hospital and health centre. From this information, we can take the essence that prospective students are also confirmed to be healthy students. After being declared to have passed the final stage, then prospective students take part in disciplinary exercises. The formation of the character of students has started from the initial stages of accepting prospective students.

Grade VII and VIII students will have representatives from students to become healthy school teams. Especially those who take part in the extracurricular activities of KKR (Youth Health Cadres) and PMR (Youth Red Cross), whose activities are UKS activities. It is these KKR-PMR children who play a large role in helping UKS activities at school. To become a member of the KKR, you must be a representative from each class who is able-bodied and participates in the debriefing of health cadres from the UKS team or directly from the local community health centre. KKR-PMR activities are guided by instructors who come from health workers. It can come from internal school health workers or bring in health workers from outside or from parents of students who work in the health sector. Election and confirmation of KKR-PMR members will be formed and inaugurated for a term of service once a year.

c. Teacher and Staff

Teachers, in this case, are teachers and education staff, which means employees including School Administrative Staff (TAS), receptionists, security guards, cleaning services, laboratory assistants, librarians/librarians, health workers, canteen guards and others. The teachers will be selected to become UKS teachers, which means teachers who are trained to become resources that lead and implement healthy school programs and UKS activities in schools. All elements play a very important role in supporting the implementation of the healthy school program at SMP Negeri 6 Unggul Sekayu. To become a UKS coach teacher, this teacher is first included in training and is issued an SK from the school principal and from the sub-district.

d. Government of Musi Banyuasin Regency

Musi Banyuasin Regent, Musi Banyuasin Deputy Regent, Musi Banyuasin District Secretary, Musi Banyuasin District Education Office, Musi Banyuasin District Health Office, Musi Banyuasin District Ministry of Religion, Musi Banyuasin District Welfare are external elements involved in managing the healthy school program in a healthy school. All of them joined to form the Musi Banyuasin District UKS Guidance Team which was strengthened by a District Head's Decree. Likewise at the sub-district level, it is also strengthened by a local sub-district head's decree.

e. Quality Assurance Developers (P2M)

The healthy school program that runs at SMP Negeri 6 Unggul Sekayu starts from regulations that are confirmed and implemented in a concrete and integrated manner. This is evidenced by the support from the school's organizational structure which synergizes with one another. SMP Negeri 6 Unggul Sekayu has one area of school development and quality assurance (P2M) where one of its main tasks is to organize and coordinate the healthy school program. P2M and the healthy school team collaborated positively in carrying out the program.

f. UKS Team

The UKS team and school committee administrators also play the role of the school team. The core healthy school team at school is called the internal UKS Team, which consists of the School Principal, P2M Field, UKS teachers, medical personnel. Meanwhile, the external UKS team is a combination of school and local government elements, such as the puskesmas, sub-district and district/city teams. The UKS officers at SMP Negeri 6 Unggul Sekayu consist of two people, one nurse on duty in the boys' UKS room and another nurse on duty in the girls' UKS room.

The roles of the UKS Team at the Sekayu Sub-District Level are 1) Disseminate the policies for fostering and developing the UKS as well as the technical instructions for implementing the UKS; 2) Carry out UKS coaching and UKS development programs; 3) Establish working relationships with cross-sectors; 4) Carry out monitoring and evaluation of program implementation; and 5) Make regular reports to the Sekayu District UKS Guidance Team.

g. Infrastructure

School infrastructure plays a very important role in determining the success of implementing a healthy school program. Starting from the condition of the layout of the school building, the condition of the school, the completeness of the tools and facilities owned, especially the infrastructure related to the 11 indicators of a healthy school. Almost all of the facilities/facilities that are indicators of a clean and healthy school program are adequate (Armalena, 2020; Junanto & Kusna, 2018)

h. Curriculum

The school curriculum contained in Document I of the Education Unit Level Curriculum mentions curriculum development which is part of the implementation of the healthy school program. Teachers for all subjects make Learning Implementation Plans (RPP) containing healthy schools. This activity is accompanied by school management. Internal and external resources are supporting factors in the healthy school program. The results of this study are in line with research of Utama (2018) and Pradita (2017) that the strong commitment of the school community, the existence of good cooperation, Adiwiyata schools.

3.3 Strategy and Process for Implementing the Healthy School Program

The implementation of the healthy school program has strategies, supporting facilities, activities, processes for forming physical and spiritual health, and cooperation. For the explanation as follows.

a. Strategy

Based on the results of observations and interviews with school management and studying existing documents, in implementing the healthy school program, SMP Negeri 6 Unggul Sekayu uses the "Rekayasa" strategy. This term has a positive meaning which means plan, do and make it a habit. This means that everything must move from the plan to what we are going to do. After the plan is carefully prepared, the plan must be carried out as a concrete form. And everything positive that is done must become habituated or habituated. This strategy starts from the preparation process to reach the assessment and is ongoing until now.

b. Process of Implementing Healthy School Indicators

Based on the results of observations, interviews and existing documents, the implementation process fulfills the indicators as a healthy school at SMP Negeri 6 Unggul Sekayu, namely: 1) density of the room; 2) noise level; 3) the existence of a sports field/hall; 4) the school environment is clean, shady and comfortable; 5) source of clean water; 6) ventilation class; 7) class lighting; 8) school canteen; 9) toilets or bathrooms and hand washing facilities; 10) areas without smoking, drugs and alcohol; dan 11) School Health Unit (UKS).

c. UKS and TRC/PMR activities

KKR/PMR SMP Negeri 6 Unggul Sekayu is one of the school's extracurricular activities that is closely related to the UKS and the healthy school program. KKR/PMR is very helpful for school programs, including carrying out their main tasks such as: Assisting with the implementation of the UKS Triassic, together with Puskesmas staff assisting health screening activities, carrying out first aid, implementing balanced (nutritious) food practices, carrying out health counseling as peer tutors, practicing skills in helping friends who need help because of illness, cultivating about PHBS, arranging picket schedules to help health workers in the UKS room and giving examples of healthy behaviors that habit or become habits. KKR/PMR officers are appointed once a year by the school. Every time there are activities inside the school or outside the school, the KKR/PMR team together with the UKS health workers are always on hand to accompany the activities, as an anticipatory and preventive measure. There are lots of "UKS in Action" in that school.

d. The process of forming physical and spiritual health

Sports teachers and Islamic Religious Education teachers are icons in the formation of the physical and spiritual health of students. Sports teachers with their programs carry out routine activities to shape the physical health of students and other school members. PAI teachers also work closely with other subject teachers in running the healthy school program, especially the formation of spiritual health. In this case the school carries out a lot of spiritual activities both for students and for school members. The activities carried out by PAI teachers with school members in forming spiritual health are: Widely chanting verses of the Koran through school TOA starting at 06.00 WIB until 06.30 WIB, recitation of reading the holy book for each student in groups in the school yard or on the terrace of the school corridor from 06.30 WIB to 07.00 WIB, reciting the *Asmaul Husnah* and studying prayer every morning while

shaking hands with the teacher (shaking does not have to touch hands), call for implementation Duha prayer, midday prayer in congregation, every Friday morning a joint *Yasin* reading is held and continued with *tausiah*. Especially for the month of Ramadan: there are activities in the morning of Ramadan, tasbih prayers and breaking fast together.

SMP Negeri 6 Unggul Sekayu continues to strive to develop a child-friendly educational ecosystem and create a comfortable, safe and conducive learning environment by implementing the 2013 curriculum and 21st century learning (literacy, character, and 4C (Critical Thinking, Creativity, Collaborative, Communicative) and developing E-Learning and computer-based assessments. There are also Student Literacy activities where students carry out routine literacy activities in the school field for 15 minutes before the morning assembly takes place. In the academic field, each subject teacher makes a School-based Learning Implementation Plan (RPP) healthy according to material study competence. Healthy school content is biased towards activities before starting the lesson. The teacher instructs students to look at the cleanliness around their seats and to make literacy about health, and honesty, both in reading and in questions, both explicitly and implicitly.

Moving Class activities are activities in which students will carry out "class transfers" according to the subjects that have been scheduled. This activity is intended so that learning is carried out not only in the classroom. Learning is created with various models and approaches so that students can hone thought, taste, and art in themselves.

The efforts of SMP Negeri 6 Unggul Sekayu in developing the competence of its teaching and educational staff are demonstrated by the Principal, management team, and teachers receiving training such as workshops, teacher conferences, and sharing sessions, as well as ongoing supervision which aims to increase capacity, professionalism as a school management team and Teachers.

e. Cooperation or partnership

The school committee was very cooperative in supporting school implementation at SMP Negeri 6 Unggul Sekayu. They form a guardian class called the Paguyuban class. Each class has a WhatsApp (WA) group, which is a member of a special group for parents of students. In this group, one of the communication media for parents of students is especially active in supporting their children's learning environment. In addition, the surrounding community also takes care of the school environment.

Especially for related agencies/agencies through collaboration with the existence of an MoU between the school and related agencies/CSR, including the District Health Office, the Regency Ministry of Religion, the Musi Banyuasin Regency Government, the Agriculture Service, the Regency Environment Service, the Regency PKK Team and several BUMNs. This form of cooperation supports the implementation of the healthy school program in schools.

3.4 Achievement of Healthy Schools

The program activity has the term "Rekayasa" (plan, do and get used to) which is applied very precisely in running the Healthy School Program at SMP Negeri 6 Unggul Sekayu so that it can turn into an Environmentally Friendly School (Adiwiyata) and a National Level Healthy School. The achievements that have been achieved do not stop here, but this program continues and is sustainable. So that until now the implementation of the healthy school program continues to run well.

The pioneer of the healthy school program, said regarding the chosen strategy:

"engineering doesn't mean making it up, it's just a term that is expected to be interesting and become a permanent memory. This healthy school program is a large program that involves various elements of the school and government as well as the community. For that we have to choose the right strategy in managing and running it. Everything starts with a plan and the plan is not only up to the limit of the plan but the plan that has been mature needs to be implemented so that the

process runs, the program runs. What is planned and implemented leads to the implementation and provision of 11 criteria for healthy schools. In addition, good lifestyle and behavior must become a habit. So that the term engineering is very appropriate for carrying out and maintaining the sustainability of the healthy school program at SMP Negeri 6 Unggul Sekayu."

As also emphasized by the Principal regarding the results of the implementation of the healthy school program:

"the 11 indicators of a healthy school are always a priority for schools so that the results of the program can be enjoyed by school members in particular and the community in general. However, this program does not stop at the top of the competition, but is an ongoing program that is regularly monitored by the relevant agencies. This means that SMP Negeri 6 Unggul Sekayu always implements a healthy school program through the UKS Trias, namely health education, health services and fostering a healthy school environment. Lifestyle and good habits kill into a good habits at school. Thus school achievement is also a supporting factor for student achievement."

The achievements mentioned above are also reflected in the implementation of a Clean and Healthy Lifestyle (PHBS). From the results of observations and interviews, it can be seen that the habituation activities of the school community, especially students, regarding the implementation of PHBS. Students appear neatly dressed, clean, dispose of trash in its place, student toilets are always clean, always wash their hands before entering class and practice other good habits. On the other hand, physical and spiritual health is also achieved.

From the results of observations, interviews and documentation, the level of illness among school members, especially students, is very low. This gives us the idea that the school environment is an important part of the health of students. Regular sports activities and joint exercise programs really help create physical fitness and health. In addition, religious activities are very important in forming Islamic character which is the most important part towards spiritual health.

To confirm product quality, researchers have contacted several school residents and related agencies regarding the healthy school program at SMP Negeri 6 Unggul Sekayu. From the data presented and explained above, it can be seen that the results of the implementation of the healthy school program at SMP Negeri 6 Unggul Sekayu went well and fulfilled the criteria based on healthy school indicators. Thus, the results of the evaluation of the healthy school program at SMP Negeri 6 Unggul Sekayu show that the program has been and is still being implemented sustainably and its implementation can be innovated. Healthy school indicators in SMP Negeri 6 Unggul Sekayu have been fulfilled according to the regulations. There are even some indicators that are exceeded.

4. CONCLUSION

This research shows that the healthy school program at SMP Negeri 6 Unggul Sekayu runs according to the SKB 4 Ministerial regulations, and has a vision and mission, goals, benefits, goals, and opportunities. The healthy school program is supported by human resources such as principals and vice principals, students, teachers, staff, P2M, UKS team, infrastructure and curriculum. In the process it uses the "Rekayasa" strategy (plan, do and get used to), which is supported by adequate infrastructure, UKS activities, KKR/PMR, activities for the formation of physical and spiritual health, and partnerships. The implementation of the healthy school program succeeded in turning SMP Negeri 6 Unggul Sekayu into an Environmentally Friendly School (Adiwiyata) and a Healthy School at the National Level. This research has not been able to prove the effectiveness of the healthy school program on healthy living behavior in students. Therefore, for further research is suggested to examine the shortcomings of this research.

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