

School-based management in creating healthy schools in elementary schools

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Abstract

Ngunut Playen Gunungkidul State Elementary School is located near the Cemoro Jajar tourist attraction and is known for being beautiful, clean, and comfortable. Likewise, the surrounding environment, including Ngunut State Elementary School. This research aims to obtain a fact-based picture in the form of data and information regarding school-based management in creating healthy schools. The purposes of this research include: (1) To find out about school-based management at SDN Ngunut. (2) To find out the efforts of a healthy school at SDN Ngunut. (3) To determine the role of school-based management in healthy school efforts. This research uses qualitative research, where the techniques used are interviews, observation, and documentation.

Keywords: School Based Management, Comfortable School, Healthy School

1. Introduction

School is a place to learn and an environment that must be clean and healthy (Susanto et al., 2016; Kandou & Kandou, 2019; Yufiarti, 2019). This clean and healthy environment supports effective teaching and learning processes and is expected to improve student health (Zuabaidah et al., 2017). This situation has the potential to create a conducive learning atmosphere, which in the end can increase enthusiasm for learning and academic achievement, as well as develop independence, entrepreneurial spirit, creativity, and health awareness in society (Zhang & Wang, 2022).

Formal educational institutions systematically carry out guidance, teaching, and training programs to help students develop their potential, including moral, spiritual, intellectual, emotional, and social (Anshor & Pratiwi, 2017). The success of management within a school is very dependent on the competence of the principal himself. According to Handoko (2012: 45), the administration works with people who determine, interpret, and achieve organizational goals by implementing management functions. This management function comprises five elements: planning, organizing, staffing, directing and leadership, and supervision (Hoch & Kozlowski, 2014).

Retnowati & Laihad (2020) describe school management as efforts made by institutional leaders to guide the implementation of tasks and work in schools. Schools, in this context, are seen as organizations that aim to achieve educational goals and school objectives that have been set. Suryosubroto opinion (2010: 51) states that organizing is an activity that involves distributing tasks to individuals involved in working together to achieve predetermined goals. Balikçi & Aypay (2018) explain that implementation is related to the relationships between individuals affected by the division of work, which needs to be understood effectively and efficiently.

Apart from that, implementing school management also contributes to increasing organizational cultural values and the professional attitudes of school staff (Zhu & Engels, 2014; Amtu et al., 2020; Zhu, 2015). In conclusion, school management is a collaborative process that includes planning, organizing, implementing, and controlling school activities systematically and comprehensively to achieve National Education goals.

2. Research methods

In this research, the data collection approach involved collecting documents, participating in observations, conducting structured and unstructured interviews, and recording intense field data to reflect the subject's responses and actions. The data collection methods used by researchers were strengthened by conducting a comprehensive literature review. This in-depth approach is the main characteristic and advantage of qualitative research methods. Qualitative research aims to understand complex phenomena or events within the research object. This research was carried out from August 2022 to November 2022 at Ngunut State Elementary School, involving informants such as the Principal, Teachers, Students, and the environment around the school. The data collection process is carried out continuously and intensively to collect as much information as possible from informants or sources through interview, observation, and documentation techniques. Next, the data will be processed and described, resulting in an in-depth interpretation and presented as a written research report.

3. Results and Discussion

The research findings based on inter-cycle analysis of four research sub-focuses obtained through interviews, observation, and documentation with eight informants at Ngunut State Elementary School are described as follows:

Sub Focus 1: School management planning in creating healthy schools. After the discussion in the previous chapter, the main results were obtained, which can be analyzed as follows. The entire school management process and procedures in creating healthy schools are the main factors in school management and management of educational programs to develop healthy schools.

Each stage of management Ngunut State Elementary School contains components under the concept of each primary management function. At the planning stage, it is prepared as the earliest step, which is adjusted to the school environment's facts, needs, and conditions. Planning is a systematic initial process that designs all existing organizational components to be prepared so that this step can support the organization's activity process in achieving the expected goals. This follows the theory stated by Yanuar (2011: 67), which says that school management is a process carried out by agency leaders in guiding the organization and implementation of school work, where the school is an organization to realize educational goals and school objectives that have been determined.

Based on the implementation of the healthy school program running at Ngunut State Elementary School, a healthy school program plan was previously prepared as follows:

- (1) The concept of a healthy school at SD Negeri Ngunut is a healthy school concept that has its specificities. Law No.23 of 1992 article 45, as a reference for school policy. The initial stage starts with preparing a healthy school program, starting from the procurement of infrastructure, especially UKS room is complete. The school prepares everything referring to the UKS vision and mission and nutritional school standards set by the council.
- (2) The Ngunut National Primary School Healthy School Program was prepared in the first stage, preparing UKS to provide comprehensive facilities by government rules and regulations. Collaboration with non-school parties such as community health centers, health services, hospitals, etc. The steps for planning a healthy school program that has been carried out are as follows: (a). Determine the goals and objectives of the Healthy School Program; (b) establish UKS vision and mission guidelines; (c). Selection of quality human resources in school health programs; (d). Create UKS organizational structure; (e) prepare the annual UKS work program; (f) UKS development budget planning; (g). Complete the acquisition of UKS locations by government standards and regulations; (h). Articulate special rules and regulations in the healthy school program; (i) Establish a UKS

program to prepare for competitions between schools, sub-districts, and districts, even at the provincial and national levels.

- (3) The school needs to set the UKS vision and mission; the management decides everything. In this case, the staff involved in the organizational structure prepares and compiles the annual work program of the School Health Unit. The programs implemented are related explicitly to UKS' flagship program, including health education action programs, health care programs, and healthy school environment promotion programs. Each core program has several elective programs implemented within 1 year. The activity type, as is the application group for all activities, is clearly defined from the implementation time. This healthy school program aims to ensure that schools receive positive recognition from the community and increase the interest of new students in attending SDN Ngunut. All school coordinators are free to prepare and implement the UKS work program. The UKS trainer, UKS treasurer, and members assist the coordinator in implementing the healthy school program. Each program created and implemented has a responsible team. For example, a trainer handles training activities for junior doctors. It is hoped that all parties can work together and implement each program optimally to create a healthy school. For example, a trainer handles training activities for junior doctors. It is hoped that all parties can work together and implement each program optimally to create a healthy school. For example, a trainer handles training activities for junior doctors. It is hoped that all parties can work together and implement each program optimally to create a healthy school.
- (4) At the beginning of the Healthy School program, the primary implementation was the implementation of UKS program activities, the first of which focused on the human resource element, namely becoming a school member by implementing PHBS habits (clean and healthy living behavior). Following this habit, the UKS team tries to incorporate PHBS material into the culture of everyday life, namely an unwritten curriculum for 5 minutes at the beginning of each class. Apart from that, its implementation can be seen every day, starting from monitoring the cleanliness of all school students. The performance of the second program focuses on the physical health of UKS. In this activity, the school prioritizes the procurement and implementation of UKS infrastructure and the surrounding environment in developing UKS. Apart from that, UKS also creates new programs for students with an environmental, community, and humanitarian perspective.

Sub Focus 2: School management organization in implementing healthy schools. The organizing stage at SDN Negeri Ngunut in the healthy school program classifies and organizes every potential resource in the school to be given responsibility and collaborate according to their respective roles. This is under the opinion Suryosubroto (2010: 51), that organizing is an activity that distributes tasks to people working together to achieve predetermined goals.

Based on the planning that has been determined by school management in developing the healthy school program, the organization is organized as follows:

- (1) The organizational structure and division of tasks in the healthy school program are arranged into a corporate structure that describes the hierarchy of authority from the principal downwards. Each position has different duties and authorities, both administratively and in terms of performance achievements. The highest organizational structure is the chairman, occupied by the school principal, followed by the design below, namely the healthy school coordinator, who also oversees the UKS supervisor and treasurer and the members. The system formed is based on the needs of the program being run and adapts to the UKS program being run. Each personnel is responsible according to their respective duties and functions. SKs were also given to selected personnel so that they would be more disciplined and accountable in carrying out their duties.

- (2) The organizational structure created for this healthy school program is very simple and pyramidal, starting from the school principal is the main responsible party who supervises the healthy school coordinator. The school coordinator consists of one person, the personnel are appointed from among teachers who are competent in healthy schools. The coordinator position itself was selected from the Sports subject teachers. This teacher received a special training certificate for School Health Unit Teachers (UKS) from the Gunungkidul District Health Service. From the healthy school coordinator, he directly manages in a focused manner all nutritional school programs, assisted by the UKS team, which consists of advisors, supervisors, secretaries, treasurers and members.
- (3) The school, in this case the principal, gives full authority to the personnel involved in the program especially for school coordinators and other UKS teams. Every human resource used in managing the healthy school program at SD Negeri Ngunut is personnel who are competent in their field. The healthy school coordinator and the UKS team are required to be able to work together well and carry out each task optimally. The preparation of the healthy school program and its implementation can run well according to plan.
- (4) The UKS supervisor also assists the Healthy School Coordinator (KSS) in implementing the Healthy School program, His job here is to participate in compiling the School Health Unit (UKS) work program and supervise every implementation of the Healthy School program. Under the UKS supervisor, there are also the positions of secretary, treasurer, and members who help implement the healthy school program at Ngunut State Elementary School. They all have different places in the organizational structure but have the same responsibility in realizing a healthy school program.
- (5) The coordination flow in the healthy school organizational structure has so far gone well, according to the existing positions in the structure. Communication from the top, namely the principal, down to the bottom is very communicative and open. Any information in any form will always be conveyed well. They actively foster working relationships to create a healthy school at SDN Negeri Ngunut.

Sub Focus 3: Implementation of the healthy school program. The direction and implementation stage in Ngunut State Elementary School school management is based on harmony and agreement between human resources (HR) in the school per planning so that the determination and selection of these personnel becomes the work direction in achieving school goals. This is in line with the opinion of Kristian (2017:48) that implementation is the relationship between individual aspects that arise from relationships with subordinates to understand and understand the division of work effectively and efficiently. Actuating here is the essence of management because it specifically relates to people.

Based on the organization that has been determined by school management in creating healthy schools, then Implementation (Actuating) is structured as follows:

- (1) The flow of delegation of authority starts from top management, namely the school principal as chairman of the UKS organizational structure, which is lowered directly to the bottom. The board of power from the school principal will be conveyed to each staff under him, such as the healthy school coordinator and UKS supervisor, which will then be passed on to the treasurer and members.
- (2) The principal's efforts in carrying out his duties are apparent in implementing all his roles well, starting from being an educator, manager, leader, and motivator. This is also applied in the UKS organizational structure, where the school principal is positioned as the chairman, the highest leader in the organizational structure. Proper direction to the staff is carried out to encourage the personnel to carry out their duties professionally and responsibly. Laws are carried out from the beginning of the implementation of the healthy school program, even during the performance of an activity and at the end of the training.

- (3) The direction carried out by the school principal was quite good, with proven UKS programs being implemented well. Some healthy school and UKS programs implemented include PHBS habituation for all school members. In this habituation, the UKS team tries to incorporate PHBS material to become a culture in everyday life, namely, becoming an unspoken curriculum for 5 minutes at the start of each lesson. Apart from that, the application is also seen daily, starting from monitoring cleanliness carried out by all school residents in the dormitories every time after school and including it in disciplinary activities.
- (4) The following program is to complete the UKS physically. This program begins with procuring and fulfilling infrastructure for the UKS and the surrounding environment; in developing this UKS, especially the UKS at Ngunut State Elementary School, the school collaborating with several related agencies, including Playen 1 Community Health Center, General Practitioner, Dentist, PMI, Book and LKS Printing, School Committee, Sector Police. Apart from that, UKS SD Negeri Ngunut is also creating new programs to be applied to students based on the environment, society, and humanity. UKS SD Negeri Ngunut created a superior program from 4 divisions, namely Health Ambassadors. Activities organized by these health ambassadors include INJECTIONS (healthy without larvae) to residents' homes. This activity is carried out about twice a month. Another activity is PLS (out-of-school counseling), which is prioritized for parents of students at Ngunut State Elementary School. This program was implemented in September 2022. The SGM (mass tooth brushing) program encourages children to think that brushing their teeth is fun, and the last program from this division is the movement to drink 8 glasses of water daily. The three programs from the Go Green Ambassador, namely GPS (garbage collection movement), are carried out every day before class time, and claber (gardening class), carried out by all types at an unspecified time. Next is the waste bank program; each class saves the waste and cashes it in to put the proceeds into the class cash fund. In this activity, the school collaborates with the Ngawu waste bank. carried out by all classes within an unspecified time. Next is the waste bank program; each type saves the waste and cashes it in to put the proceeds into the class cash fund. In this activity, the school collaborates with the Ngawu waste bank. carried out by all classes within an unspecified time. Next is the waste bank program; each type saves the waste and cashes it to put the proceeds into the class cash fund. In this activity, the school collaborates with the Ngawu waste bank.

Figure 1
GPS (Trash Pick Up Movement)



- (5) The main programs of UKS include organizing activities such as following: 1) health education, 2) guidance on balanced nutrition material by UKS programmers, 3) guidance on environmental management by Kesling at the Playen health center, 4) dangers of smoking by posek Playen, 5) education on adiwiyata and environmental integration in learning, 6) education on sorting types of waste by chairman of the waste bank, 7) counseling on violence against children, 8) counseling on preventing cervical cancer, 9) counseling on the environment, 10) counseling on traffic rules, juvenile delinquency and drug prevention. The 10 programs above are from the UKS in the health education program. The second program includes health services, including stud (annual screening), visits by heads of community health centers and partner doctors, special referrals to partner doctors and hospitals, health services, and handling of students who are sick, fainted, and injured students.

Figure 2.

Claber (Gardening Class)



Figure 3

SGM (Shared Toothbrush)



These UKS programs can be implemented because of the cooperation of all parties, starting from the role of the school principal himself and the healthy school coordinator and other teams. The implementation of PHBS itself at SD Negeri Ngunut was carried out at the beginning of the school, having a healthy school program, starting to socialize it to students at school, and providing direction and involvement in every activity or UKS program held at schools. The application of rules and regulations regarding PHBS is also informed to students to understand more about PHBS at school. PHBS is implemented in all school environments, starting from the classroom where PBM students are, the teacher's room, the canteen, the schoolyard, the library, and the school prayer room. This activity encourages students, and students Teachers also need to get used to implementing PHBS in the school environment. Every implementation of the healthy school program carried out in the school is continually monitored directly by the school principal.

Sub-Focus 4: Supervision and Control of the Healthy School Program. The control stages in school management in the healthy school program at SD Negeri Ngunut are arranged systematically to control the functions of the human resources in the organization so that they can run according to predetermined planning and goals. This is as stated by the Educational Administration lecturer team at an Indonesian education university (2013:71). Control involves several elements, namely 1) setting work standards, 2) measuring work, 3) comparing work performance with established standards, and 4) taking corrective action when deviations are detected. Based on the implementation of school management that is running at SDN Ngunut in creating healthy schools, control is arranged as follows:

- 1) Healthy school program control activities are carried out by the school principal as chairman of the UKS organizational structure so that control of the healthy school program is carried out directly by the principal of SD Negeri Ngunut. In its implementation, the Healthy School team assists the school principal, healthy school coordinator, UKS supervisor, and members. Coordination continues according to the flow of the organizational structure. Communication from top to bottom is well-established and smooth, so any form of information is always conveyed well.
- 2) The reference is seen from the UKS annual work program designed by the healthy school coordinator and members. Each program is seen to know whether it has been implemented or not. The school principal evaluates each program to see whether it is implemented optimally under the initial planning. Apart from assessing the healthy school program, the school principal also sees how far the personnel carry out their duties. Each program can

be used as a comparison for activities implemented in the past year. Has it experienced an increase or decrease, or even had more challenging obstacles than the previous year?

- 3) Supervision is carried out on essential things. The main thing getting supervision in the healthy school program is the human resources themselves (HR) and the programs that the healthy school coordinator and other members have created. Personnel supervision is seen from how they work and coordination between personnel, whether it goes well or not. The school principal must ensure that each person carries out their duties well. If things are found that are not under the planning and organization of the school principal and health school coordinator, they must immediately take quick action. Items that can be done include strict and periodic supervision so that every healthy school activity and program created at the beginning is constantly monitored and controlled.

Table 1

Beginning of the Healthy School Program at Ngunut State Elementary School

Description of activities	Target	Yield in %	Information
GPS/Trash Pickup Movement	All School Residents	30	
Claber /Gardening class	Student	10	
SGM/ Mass Toothbrush	Student	100	
INJECTIONS/Healthy without larvae	Student Guardian	25	
Complete the UKS Physical		50	
PHBS/Clean and Healthy Living Behavior	All school residents	60	

The principal can carry out direct supervision of personnel to ensure that each task is carried out properly. Monitor coordination between personnel to see if there is good communication from top to bottom. The school principal can request a report in the form of documentation of photos of activities, checking existing administration, or a direct report from the healthy school coordinator. In carrying out supervision or evaluation of the healthy school program, the school principal does not carry out it based on a particular schedule or uses a special form made by the school principal. Still, every time the healthy school program is implemented, the principal indirectly supervises. The results of supervision and supervision findings are usually the principal will convey to the healthy school coordinator to be later conveyed to the UKS supervisor and other members.

Table 2

End of Research on Health Activities at Ngunut State Elementary School

Description of activities	Target	Yield in %	Information
GPS/Trash Pickup Movement	All School Residents	90	
Claber /Gardening class	Student	60	
SGM/ Mass Toothbrush	Student	100	
INJECTIONS/Healthy without larvae	Student Guardian	60	
Complete the UKS Physical		75	
PHBS/Clean and Healthy Living Behavior	All school residents	95	

4. Conclusion

Based on the analysis that has been carried out on data and information regarding internal school management to create a healthy school at Ngunut State Elementary School, the conclusions are outlined as follows:

Planning (Planning)

Conclusions obtained from the healthy school planning process in developing nutritional school programs and supports the achievement of healthy schools and schools using unique, accurate planning that supports the initial concept of the healthy school program at Ngunut State Elementary School. Planning is focused on implementing PHBS for all school members, procuring and fulfilling UKS infrastructure, and implementing superior UKS programs at Ngunut State Elementary School. Determining the right human resources in implementing all UKS work programs determines the program's success.

Organizing

School organization is based on planning to develop a healthy school program. Structural preparationThe organization and division of tasks at SD Negeri Ngunut are arranged into an organizational structure chart that describes the hierarchy of authority from the principal (chairman) downwards. Each position has clear and different duties and charges, both administratively and in terms of performance achievements. The organizational structure consists of the highest organizational structure, namely the school principal as chairman, and the organizational structure below, namely the healthy school coordinator, UKS supervisor, UKS treasurer, and members.

Implementation (Actuating)

Direction efforts carried out by the school principal as chairman in implementing the healthy school program include socializing the UKS vision and mission to all school members, followed by mixing the concept of the healthy school program, which will be implemented. In this case, the personnel involved in the organizational structure prepare the annual UKS work program. The UKS development aspect is the focus of SD Negeri Ngunut in creating a healthy school. As for programs, the mainstay of UKS itself is the health education program, health service program, and fostering a healthy school environment. Apart from implementing the UKS program above, the school also optimizes the implementation of PHBS for all school members.

Controlling

Control is carried out through monitoring and evaluation. Control activities are carried out by the school principal, where power is carried out over UKS work programs, human resources, and UKS facilities. The main thing focused on the principle in carrying out supervision is based on the human resources (HR) factor itself. The subsequent charge is on programs created by the healthy school coordinator and other members. The final point of care is carried out on providing supporting facilities for healthy schools. The school principal ensures that the UKS is complete, whether it has reached 100% or not, and records whether all existing facilities are by the government's UKS standard requirements or not.

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