

The Readiness of School Health at The New Habits Adaptation Era

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ABSTRACT

Health and education are human rights and investments in improving the quality of human resources, as well as contributing to improving the human development index. The implementation of learning is the most important part of education, should be in principle to the health and safety of students, educators, education, family, and society as a top priority in the learning policy. This research was conducted in East Kotawaringin Regency, Indonesia with qualitative research. Sampling using purposive sampling with the results of the optimal implementation of School/Madrasah Health Programme (UKS/M), so that the readiness of the school in the face of health problems in schools also can not comply with the existing regulations, in the face of the new habits adaptation era. The limitation of access to the school's information on regulations within the new habits of adaptation also hinders the school, especially the UKS/M implementing the team in carrying out its activities.

Keywords: *Readiness of School Health, School Health Programme, New Habits Adaptation*

1. INTRODUCTION

Health and education are human rights and investments in improving the quality of human resources, as well as contributing to improving the human development index (HDI). Education aims to develop the potential of learners to become a human resource of faith and knowledge of God Almighty, noble, healthy, and knowledgeable [1]. The purpose of education requires a decent, conducive, and healthy environment. The strategy that has been developed is through a school health programme/Madrasah (UKS/M) that is oriented towards the students health and school environment.

Observation and monitoring conducted by the central level team at school and madrasah Indonesia, there are still many schools that have not conducted UKS/M in good and true, especially because of lack of coaching, the UKS/M guidance and development guidelines, awareness, commitment, and cooperation from the related Ministry elements (Ministry of Education and Culture, Ministry of Health, Ministry of Religion and Ministry of Home Affairs). Besides, lack of training for the builders and executor of UKS/M in improving understanding and insight [2]. This condition also occurred in East Kotawaringin

Regency, Central Kalimantan province. The problem is that the UKS/M facilities and infrastructures in the school are still lacking, the human resources of the UKS/M maintainers still lack, the cooperation of cross-program and cross-sectors has not been optimal, the system of recording and reporting is not good, and the monitoring and evaluation is not optimal, while the UKS socialization that has been conducted in East Kotawaringin Regency only through.

The UKS team of builders has formed in each sub-Regency and the school that has the UKS implementing team has also been quite a lot. However, its activity in the field is still not optimal. A school with UKS room only 139 schools (22.2%) From 625 existing schools (TK/equivalent to SMA/equivalent) [3].

Along with the performance of Corona Virus Disease 2019 (Covid-19), school/Madrasah must prepare for the learning process that can take place and do not happen to transmission Covid-19 in school/Madrasah. The Minister of Education and culture through the Secretary-General of the Ministry of Education and Culture followed up by the East Kotawarwant Regent, issued a policy to study from home in an emergency for the Covid-19 spread. Besides, the Government through the joint decision of the Minister of Education and Culture, Minister of Religious Affairs,

Minister of Health and Minister of the Interior issued a guide to the learning implementation in the school year and the new academic year at the time of the pandemic Corona Virus Disease (Covid-19) based on the health and safety of students, educators, education, family, and society as This study was conducted to see the UKS/M readiness in the period of normal customs adaptation in East Kotawaringin Regency.

2. RESEARCH METHODS

This research is a qualitative study. Sampling using the purposive sampling, with the number of an informant as many as 5 people, with the following details: 1) School implementing UKS, the information consists of the

principal of 1 person, teachers of the UKS 1 person, head of Puskesmas 1 person, Regency Education Office 1 person and Regency Health Office 1 person. Data retrieval is conducted with in-depth interviews and document/literacy studies.

3. RESULTS AND DISCUSSION

School/Madrasah located in East Kotawaringin as much as 271 kindergarten/Raudhotul Athfal (TK/RA), 396 Elementary School/Madrasah Ibtidaiyah (SD/MI), 127 Junior High School/Madrasah Tsanawiyah (SMP/MTs), 53 High school/vocational secondary school/Madrasah Aliyah (SMA/SMK/MA) and 5 outstanding Schools (SLB) with the following details:

Table 1. Schools in East Kotawaringin Regency by Sub-District, 2020 [5] [6]

Sub District	Amount	TK	RA	SD	MI	SMP	MTs	SMA	SMK	MA	SLB
Teluk Sampit	22	6	0	10	0	4	1	0	1	0	0
Mentaya Hilir Selatan	57	15	1	23	6	4	3	2	1	2	0
Pulau Hanaut	43	9	1	19	5	6	1	1	1	0	0
Mentaya Hilir Utara	34	11	0	15	2	5	0	1	0	0	0
Mentawa Baru Ketapang	132	48	6	43	4	14	4	6	5	2	0
Seranau	24	3	0	13	1	5	0	1	1	0	0
Baamang	77	25	4	23	2	8	3	4	3	1	4
Kota Besi	42	11	1	21	0	6	1	1	1	0	0
Telawang	38	10	0	19	0	7	1	0	1	0	0
Cempaga	46	13	0	23	3	4	1	1	1	0	0
Cempaga Hulu	49	13	0	24	2	7	1	1	1	0	0
Parenggean	69	30	0	23	1	9	1	1	2	1	1
Tualan Hulu	33	12	0	17	0	3	1	0	0	0	0
Mentaya Hulu	69	18	1	34	1	9	1	2	3	0	0
Bukit Santuai	34	11	0	18	0	4	0	0	1	0	0
Telaga Antang	43	14	0	21	1	5	1	1	0	0	0
Antang Kalang	40	8	0	22	0	7	0	1	2	0	0
Total	852	257	14	368	28	107	20	23	24	6	5

Based on the data in table 1, the spread of schools is more in the city (sub-Regency Mentawa Baru Ketapang and Baamang, namely 209 schools (24.5%), and SD/MI

amounted to 396 schools (46.5%). Not all schools have the UKS/M space or the UKS/M executive team. This is as shown in table 2.

Table 2. The existence of sub-district team, number of schools, UKS room and UKS Implementation Team by Sub-District in East Kotawaringin Regency, 2019 [3]

Sub-District	Team Builders	Number of Schools (domestic/private)					Number of Schools that have The UKS Room					Number of Schools with UKS Executive Team					
	Have/No	TK/RA	SD/MI	SMP/MTs	SMA/SMK/MA	SLB	TK/RA*)	SD/MI*)	SMP/MTs	SMA/SMK/MA*)	SLB	TK/RA *)	SD/MI*)	SMP/MTs	SMA/SMK/MA*)	SLB	
Teluk Sampit	Have	6	10	5	1	0	0	3	2	0	0	0	9	2	0	0	
Mentaya Hilir Selatan	Have	16	29	7	5	0	1	10	4	2	0	9	15	4	2	0	
Pulau Hanaut	Have	10	24	7	2	0	0	5	4	0	0	5	10	4	0	0	
Mentaya Hilir Utara	Have	11	17	5	1	0	0	6	2	1	0	3	9	2	1	0	
Mentawa Baru Ketapang	Have	54	47	18	13	0	25	35	13	9	0	10	35	13	7	0	
Seranau	Have	3	14	5	2	0	0	4	4	0	0	4	2	4	0	0	
Baamang	Have	29	25	11	8	4	2	9	2	4	1	5	20	9	6	2	
Kota Besi	Have	12	21	7	2	0	1	14	2	1	0	4	15	2	0	0	
Telawang	Have	10	19	8	1	0	1	5	2	0	0	1	10	2	0	0	
Cempaga	Have	13	26	5	2	0	1	14	3	1	0	4	14	3	0	0	
Cempaga Hulu	Have	13	26	8	2	0	0	13	2	1	0	0	13	2	0	0	
Parenggean	Have	30	24	10	4	1	2	11	6	1	0	5	10	6	1	0	
Tualan Hulu	No	12	17	4	0	0	0	2	1	0	0	0	3	1	0	0	
Mentaya Hulu	Have	19	35	10	5	0	0	19	3	2	0	2	19	3	2	0	
Bukit Santuai	Have	11	18	4	1	0	0	9	1	0	0	0	9	1	0	0	
Telaga Antang	No	14	22	6	1	0	0	2	0	0	0	0	3	0	1	0	
Antang Kalang	No	8	22	7	3	0	0	5	1	1	0	1	7	1	1	0	
Jumlah		14	271	396	127	53	5	33	166	52	23	5	53	203	59	21	2

Data on Table 2 shows that not all sub-districts have a district-level UKS/M Team Builder, there are very few schools/madrasah that have UKS space (32.7%) and schools/madrasahs that have a UKS/M implementing team are also not optimal (40%). This is due to the limited education budget for the development of the UKS/M space and capacity building (training, comparative studies, and others).

"The education budget is still focused on school development and complements the needs of the curriculum

so that for other things it cannot be fulfilled, including UKS needs [7].

"Health budget does look a lot, but health problems are also numerous. If to build the UKS space, it certainly could not be, because the school/Madrasah is under the Education Office and the Ministry of Religious Affairs, while the UKS teacher training is prioritized for a school/Madrasah that has the UKS room [8].

Table 3. Number of study groups (Rombel) and number of students Per group Studying by Sub-District in East Kotawaringin Regency, 2020 [5]

Sub-District	Number of Each Study Group						Number of Students Each Study Group					
	Total	SD	SMP	SMA	SMK	SLB	SD	SMP	SMA	SMK	SLB	Average
Teluk Sampit	82	66	13	-	3	-	17,2	26,1	-	26,0	-	18,9
Mentaya Hilir Selatan	199	141	25	24	9	-	14,9	30,1	33,9	15,4	-	19,1
Pulau Hanaut	147	117	19	3	8	-	13,1	23,9	23,7	20,5	-	15,1
Mentaya Hilir Utara	162	117	33	12	-	-	24,5	28,0	33,7	-	-	25,9
Mentawa Baru Ketapang	728	440	142	61	85	-	28,3	30,9	30,0	27,9	-	28,9
Seranau	112	78	23	8	3	-	13,9	24,3	26,1	18,0	-	17,1
Baamang	432	204	73	61	59	35	25,6	31,7	30,4	30,0	4,9	26,2
Kota Besi	195	133	33	12	17	-	16,2	27,0	29,3	25,2	-	19,6
Telawang	222	167	43	-	12	-	21,9	28,3	-	25,8	-	23,4
Cempaga	213	146	37	12	18	-	17,4	30,0	26,3	30,0	-	21,1
Cempaga Hulu	246	180	45	10	11	-	19,1	26,5	29,9	30,8	-	21,4
Parenggean	268	180	50	23	11	4	20,8	26,9	32,5	29,6	1,8	23,0
Tualan Hulu	121	108	13	-	-	-	13,1	22,5	-	-	-	14,1
Mentaya Hulu	289	210	41	22	16	-	17,2	26,4	26,8	25,8	-	19,7
Bukit Santuai	134	111	20	-	3	-	14,3	25,3	-	30,0	-	16,3
Telaga Antang	168	138	27	3	-	-	19,1	28,7	13,3	-	-	20,6
Antang Kalang	195	141	30	6	18	-	16,2	25,0	29,7	26,8	-	18,9
Total	3.913	2.677	667	257	273	39	14,7	24,1	23,6	23,1	3,3	

Based on the data in table 3, the average number of students per-group study is the elementary school for 14.7 students, SMP 24.1 students, Senior high School, 23.6 students, SMK 23.1 students, and SLB 3.3 Each Study Group students. In the table also seen that the number of the most negotiators for an elementary school in the Regency of Mentawa Baru Ketapang (28.3 students), SMP is located in Baamang Sub-Regency (31.7 Each Study Group students), SMA is located in Mentaya Hilir Selatan Sub-Regency (33.9 Each Study Group student), SMK is in the Regency of Cempaga Hulu (30.8 Each Study Group student), and SLB is in Baamang Sub-Regency (4.9 Each Study Group students). Data of students and groups studying for kindergarten and education unit under the Ministry of Religious Affairs did not exist.

During the COVID-19 pandemic, the process of learning to face to face at school/madrasah East Kotawaringin Regency was transferred into learning from home (BDR) online (in the network) for areas that have no signal constraints and independent tasks for those with signal constraints.

"Based on consultation to Task Force acceleration handling Covid-19 East Kotawaringin Regency, according to the distribution of the Ministry of Education and Culture and circular of the regent, then education in the East Kotawaringin Regency implemented by learning from

home (BDR). This is because there is a case of Covid-19 in East Kotawarakan Regency, so if the learning process is carried out face-front, it is feared that there will be transmission in school/Madrasah." [7]

In the case of UKS/M implementation, the school has not been able to carry out activities, because students as one of the goals and executor of UKS/M are not in school/Madrasah. This condition also inhibits the process of the students who should be implemented by the Puskesmas in school/Madrasah.

"We couldn't do a new student crawl, because students learned from home, while the school didn't dare to gather students at school" [9].

Based on the joint decree of the Minister of Education and Culture, Minister of Religious Affairs, Minister of Health, and Minister of the Interior number 01/KB/2020, Number 516 the year 2020, the number of HK. 03.01/Menkes/363/2020 and 440-842 years 2020 about the learning Implementation Guide in the 2020/2021 school year and the academic year 2020/2021 at the Corona pandemic Virus Disease 2019 (COVID-19) stated that the Head of Education unit at Early Childhood education level (PAUD), elementary education and secondary education in all zones must fill the checklist on the main Data education page (DAPODIK) Ministry of Education and Culture and Education Management Information System (EMIS)

Ministry of Religion to determine education unit readiness [4]. Thus, the readiness of the education unit can be seen from the completed or whether the instrument is.

"We just know" [10].

"We've filled the school readiness instrument through the PKB and Guru SIM accounts" [11].

According to the regulation of the 4 ministers, students' arrangements in the classroom determined that the number of students studying for ordinary school is at most 18 students and the school is extraordinary at most 5 students with a minimum distance of 1.5 meters for each student. Therefore, the student shift arrangement and learning table are required to comply with existing regulations.

"Information from schools plans when performed face-to-facial learning, will be divided into 2 shifts, mornings and noon so that the number of students in one class is not more than 18 children" [9].

The readiness of school/Madrasah in entering the new habit is still not optimal. There are still many schools that have limited hand washing facilities, no supply of spare masks, and irregular disinfection. Also, posters or appeals related to the adaptation of new habits in schools/madrasah also did not exist.

"Up to this day, there are very few schools that regulate the distance of the student desk, especially the school that is outside the city. Also, the completeness of handwashing facilities are a small part of the school is available, for the supply of masks in the school there is no backup, disinfect running but not continuous. The ethical application of cough will be socialized, while for Salaman and kiss hand is eliminated. This has been conveyed to the school" [7].

"We don't have posters or banners for new habits adaptations" [9] [10] [11].

"For UKS needs we are filled with school, there used to be assistance from the health service, now no longer" [10].

For the program to be optimal and relevant, it is necessary to work together or partnership between sectors balanced to be accepted by cross-sector partners and will be valuable for all sectors [12]. Partnerships will be able to find and confirm instructions or policies for developing thorough plans and feedback mechanisms, such as providing community opportunities to participate, developing cooperation, and trust relationships [13].

4. CONCLUSION

Not all schools carry out school/ madrasah health programme (UKS/M), especially schools that are outside the city and are under-constructed. Not optimal implementation of UKS/M, then the readiness of school/madrasah in the face of health problems in schools/madrasah also can not be following the existing regulations, in the face of the new adaptation era. The limited access to the school's information on regulation in the new adaptation era also hindered the school party, especially the UKS/M implementing team in carrying out its activities. Therefore, it takes a good partnership between the school, school committee, public health centre

(Puskesmas), public institution and the other outside the school so that there is a mutual understanding between the school and the community, especially in fulfilling the needs of UKS/M, especially related to the new adaptation era.

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