

Managing Health-Promoting School for Sustainability Development

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Abstract— The purpose of this study was to reveal the project of healthy school management in public junior high schools in Jambi. This is a qualitative naturalistic approach where observation, in-depth interviews, document studies, and focus group discussion as main data collection techniques. Informants are selected by using purposive sampling technique, while data collection techniques used flow model analysis. In order to increase the reliability of data, researchers used triangulation techniques, member checks, extended participation in the field as a technique. The results of the study found that the management of the healthy school program was preceded by formulating the vision, forming teamwork, implementing by concerning the health school standards based on triad School Health Unit (UKS) including health education, health services, and healthy school life environment development and finally monitoring by empowering students' healthy school ambassadors. Commitment and cooperation are two key factors that ensure the programs are successfully implemented. While the low level of knowledge and awareness of school community are two critical factors that will be a challenge for effectiveness of the program.

Keywords— *School Management, Health-Promoting School, Clean and Healthy Living Program, School Health Effort, State Junior High School*

I. INTRODUCTION

Schools are formal and strategic institutions in preparing human resources that are physically, mentally, socially, and productively healthy. One of the factors that influence the success of teaching and learning process in schools is the health status and condition of the school environment [1]. WHO (World Health Organization) as international institution for healthy has launched Global School Health Initiative in 1996 to mobilize and strengthen health promotion and education activities at the local, national, regional and global levels. The Initiative is designed to improve the health of students, school personnel, families and other members of the community through schools[2].

Health promotion school as one that constantly strengthens its capacity as a healthy setting for living, learning and working [2]. Lee defined it as a holistic, whole-school approach in which a broad health education curriculum is supported by the environment and ethos of the school [3].

Some studies has proofed that the program has some influence on various domains of health for the school community [4], effective at improving some aspects of student health [5], increase knowledge and develop behaviors that benefit the health of children, such schools are also an investment in the well-being of the larger community [6]. Schools adopting the HPS framework have demonstrated changes in culture and organizational practice to become more conducive to health improvement [7], the program improved health behaviors and subsequent improved health across two generations[8]. Even though, the effectiveness of the health promoting school program, as well as all successful programs in health system requires revision and localization [9], and that commitment from central and local government, schools, families and the community is critical [10]. Therefore Busch stated that it is feasible for schools to implement a comprehensive HPS intervention themselves and that, when successful, effects in terms of improving behaviors and health outcomes are promising [11].

Previous research on healthy school has some focus. Several studies have examining the context of health promoting schools [12], investigating the strategies used by health promoters to implement such initiatives, examining the co-occurrence of health behaviors to determine associations with meeting physical activity recommendations, describing the resources with a health promoting school (HPS) program [13], assessing school principals' understanding, attitudes and willingness to influence the implementation of the health-promoting schools (HPS) program and teachers' willingness to sustain it [14]. Exploring the strengths, challenges and improvement strategy for health-promoting schools [9]. Other studies have focused on evaluation of health promoting schools program [15], [16], [7], [17], [4], effects of the program to school children, parents, and teacher [8], effects of the students participation [18], and approach in implementation of the program [19], [20]. Fewer studies have studied the management of the programs. Minimal research attention has been directed toward the implementation of the management function, such as planning, organizing, actuating, and controlling toward the program management, as one of the key pillars in the implementation of the Clean Healthy School, is basically related to the capacity of school

institution in managing the implementation of the Clean Healthy School.

The management of Clean Healthy School implementation purposes to ensure the availability and improvement of institutional capacity, and to ensure the sustainability of Clean Healthy School implementation. Excellent management in educational institutions is the direction of achieving a qualified education. Leaders of educational institutions must take more effective, efficient and productive steps. Management is defined as a process of planning, organizing, implementing and evaluating an activity carried out by leaders and members who work together to achieve a goal effectively and efficiently. Without good management, an educational institution certainly cannot carry out its vision and mission properly, as well as opinion [21]. The government issued a policy in an effort to improve the health of students with healthy school programs. Healthy Schools are schools that succeed in helping excellent students optimally by promoting health aspects. Healthy Schools always strive to build physical health and spiritual health through understanding, ability, and responsible behavior, the best decision making for the realization of independent health [22]

Responding to these problems, school institutions have an important role in the growth and development of students, providing a healthy environment in accordance with the regulations that the government makes, indeed, with the existence of healthy school. The understanding of UKS is an effort to foster and develop healthy living habits and behaviors in school-age students, conducted in a comprehensive and integrated way. In general, the School Health Program aims at improving the quality of education and learning achievements of students by improving hygienic and healthy living behavior, promoting the health status of students, and creating a healthy environment. These efforts enable the achievement and development of harmonious and optimal growth of Indonesian human being. Whilst, specifically the school health program goals are to nurture healthy living habits and enhance the healthcare level of students including:

1. Having knowledge, attitude, and skills to implement the principles of healthy living, and participate actively in the health promotion of schools and religious high school, household, and community.
2. Being healthy, in terms of physical, mental, social and environmental condition.
3. Having the power of resisting drug abuse, alcohol, and smoking habits as well as matters relating to pornography and other social issues [23].

To improve the ability of healthy living and the quality of students health, healthy living principles are introduced as early as possible through health education, health care and healthy school environment development (Triad UKS) [1].

The importance of health in daily life is undeniable. It is strongly influential in teaching and learning activities. Besides the needs of academic skill, students' needs the non-academics matters as well such as: the information about the dangers of consuming drugs, promiscuity, and the effects of non-clean and healthy behaviors. School institutions as an educational facilitator are influential sectors in improving the awareness of clean and healthy living behavior among

students. It is agreed that with beautiful environment will provide comfort in having outdoors class subject such as waste management and the process of recycling waste into organic fertilizers. Therefore, a waste-free environment and clean culture need to be preserved.

Healthy schools have an impact on the quality of schools activities. By introducing clean and healthy environments to children at early stage, it is expected that the future generations of the nation will care about clean and healthy environment. Certainly, students care of clean and health will reflect in how they maintain the clean and health of their own.

II. METHODOLOGY

This study applies a qualitative approach to describe the phenomenon of implementing healthy schools in high schools. The data collection was conducted by using semi-participatory observation to school community behavior and environmental conditions in the implementation of clean and healthy school programs. Besides that, the researcher also managed an in-depth interviews with a number of informants determined by the purposeful sampling [24] method related to clean and healthy school program policies. The data which had been collected were then reduced to obtain relevant data, presented in the form of images and narrations and finally taking conclusions [25]. In order to improve the trustworthiness of the data, researchers applied source and method triangulation techniques, members checking, extension of participation at research sites, and discussions with knowledgeable colleagues.

III. RESULTS AND DISCUSSION

A. *Healthy School Management*

The implementation of clean and healthy school and environment-based school in State Junior High School is the Vision and Mission of this school. The Vision of State Junior High School is the realm of noble character, intelligent, creative, and environmental friendly. To support this vision, one of the missions of State Junior High School is to create a clean, airy, shady, beautiful and comfortable environment. The objective of the school vision is to enable the learners to be environmentally friendly that makes learners able to apply clean and healthy living behaviors, create a clean and healthy environment, and keep the surrounding environment clean in order to realize the environmental balance. The realization of noble, intelligent, creative, and environmental-minded human beings will positively impact to the existence of a clean, cool, shady, beautiful, and comfortable environment, which are regarded as missions of School

Various efforts have been made to implement a clean and healthy living through healthy school program, one of the successes of Junior High School is that this school achieved the first rank of healthy school competition in town in 2017 where a year earlier, in 2007, this school was awarded the third rank for healthy school competition in the level of Jambi Province. Not only that, in 2010, this school was awarded first rank for healthy school competition in Jambi City. The achievement accepted by this school is an embodiment of the school vision and mission and also is dependent to positive healthy school program management so the purpose of the institution can be obtained effectively and efficiently.

B. Planning: Setting the Environmental Vision

Planning is an important aspect of a healthy school program management to obtain a healthy school and provide examples for other school institutions. In other words, it can be defined that planning is the essence of realizing success. The planning of a healthy school program in State Junior High School No. 19 Jambi is to build a common sense of mindset of all schools members in the institution, to conduct an authorized meeting, to prepare the need of funds and to build teams to achieve healthy school programs.

Healthy school planning begins with establishing vision, mission and goals that involve the preservation of environmental functions and / or prevent pollution or other environmental degradation. Vision of the School is a noble, intelligent, creative and environmentally friendly person. Some of the goals related to healthy schools are: creating beautiful environment, establishing the belief of 'Plant when young, harvest when adult', realizing caring and environmentally friendly culture. With a vision set, these missions and goals build common sense- minds to achieve them, establishing healthy school teams in organizing healthy school programs, as Mclsaac identified that the higher level visioning and school-level leadership were critical in sustaining the adoption and implementation of HPS across schools [15]

One of healthy school habits at the School is an environmental care activity by wrapping trees with a cloth which philosophically means as one of the forms of love and maintenance. Human beings should interact with the environment, treat the environment well and it will give goods to human beings. This activity is also called 'plant-loving movement', so that students understand the importance of conserving environment.

The School has an official line account as a means of media to spread and campaign health issues. This line account is very useful to provide knowledge for school members about clean and health related phenomenon, especially information about instant food and drink.

The authorized party of the school managed the school environment to remain free from cigarette and smoke, and released persuasive pictures to keep the environment clean. The school members believe that clean and healthy school has excellent impact to students performance improvement and the learning process will be fun.

C. Organizing: Building a Teamwork

This healthy school team was selected based on the division of teacher major that dominantly belongs to natural science study. Organizations are also conducted by providing duty and responsibility to students through activities of Youth Red Cross.

Schools also form teams that are in charge of school sanitation, landscaping, sports cleanliness, sports fields, handling mirror cleanliness, classrooms, and so on. Thus, the organization is customized to the volume of work available and targets. Each working group is given a certain target e.g. to achieve ideally, the time, and the result. Those indicators should be illustrated that it will lead to a healthy school with a healthy school indicator. There are three main health programs at school; (1) Youth Red Cross (2) School Healthy Program, particularly handling, managing, and

supervising school healthy program units and (3) Youth Healthy House including the activities such as school sanitation, measuring students height and weight, giving education on reproductive health. The task is given more towards Youth Red Cross (PMR) as they have been educated on how healthy environment supports student achievement and school achievement as well. The Youth Red Cross program (PMR) serves ill students, gives them medicine and another medicinal service including blood pressure measurements and pulse rates. Activities are conducted every Saturday through the extracurricular activities of the Red Cross. Teenagers can be well informed about their health condition at school.

D. Actuating: Triad of School Health Unit

Healthy school programs are guided by the School Health Unit triad, namely: health education, health services, and healthy school environment development. The programs relates to:

1. Health education. This program trains young cadres by giving counseling, coordination and knowledge about health issues. Peer counselor and trainees mutually share information through youth healthy house program. During this program cadres can ask counselor about issues related to reproduction, particularly for female students such as how to maintain reproduction health during menstruation and puberty period. Training on reproductive health is given to cadres by presenting reproductive health materials. Whilst, the counselors are given a description of the trainees in order to help those who want to consult in youth health house. Not only providing the cadres with knowledge about health issues but some activities are also held to support the school health program. Daily activities, namely the most hygienic classroom competition and rubbish picking before entering class are regarded as culture of healthy school program implementation. Technically, teachers direct and give example to students to pick up rubbish inside or outside classroom. The rule is each students are responsible for picking up at least five items of garbage. This activity is aimed at supporting the teaching and learning process with cleanliness, preventing the distraction during lesson such as mosquitoes coming out of the desk drawers full of garbage.
2. Health services: health condition screening such as students health general checks, blood pressure measurements and pulse rates, mouth and tooth checks, sensory examination, weight and height measurement. Besides that, periodic health service is also given in the form medicines provision and cure for ill students at school.
3. Supervision of a healthy school environment. Related to healthy living behavior, sanitation and hygiene (clean water facilities, healthy toilet use, hand washing, school canteens inspection and the use of waste bin), school yard utilization such as maintenance of living pharmacy or 'toga', conservation of school gardens and shady trees. Health counseling from authorized parties is given on the issues of illegal drugs, HIV/AIDS, dengue

fever and malaria. Management of a healthy school environment includes the behavior of clean and healthy living. One of which is weekly maintenance of school facilities and infrastructure conducted on every Saturday. In the perspective of academic term and curriculum, environmental education as well as healthy school programs are integrated to natural sciences. The core activities of this integration is exploration-based studies which facilitate the interaction among students, students and teachers, school environment and learning resources. The implementation of healthy school programs is to accomplish healthy school indicators. This goal is achieved by the coordination of school members. The implementation of this program is however integrated in natural science subjects. This program is emphasized in triggering interaction between students and environment. In addition, the sustainable program of school healthy program maximizes the use of school yard to living pharmacy, gardens and shady trees. This activities are consistently conducted weekly.

E. Supervision: Empowering Ambassadors for Healthy Schools

The headmaster oversees directly and assigns responsibility to all parts involved in healthy school program. The canteen coordinator, together with a team of students, directly evaluates the condition of canteen, whether it fulfills the category of healthy school or not. Not only the coordinator of canteen but also all coordinator of units do the supervision. Each coordinator measures the success, reference, on what level the unit reaches of all healthy school indicators. If during the supervision process the coordinators find that the unit has not accomplish the indicators of healthy school yet, they will straightly take evaluation. The evaluation usually results in two alternatives; a straight decision and solution and higher level of problem solving meeting.

Supervision is conducted to find out the obstacles in implementing healthy school program. To solve the barriers, the authorized school members need to have a deep discussion. Therefore, the problem is probably caused by the lack of human resources, thus, the addition of human resources is the solution to assist the predetermined point. The monitoring is divided into two parts. The first part is cross-team evaluation such as team of school garden supervising canteen, and vice versa. If there is no idealistic condition, they would consider each other's deficiencies and find the solution. The second part is bigger group co-supervision involving the students where they will be given the knowledge of how to create a healthy school.

Supervision of healthy school program management is conducted by the school principal and all school elements. All school members supervise each other to maintain a healthy school. The activity of supervising is conducted by the students through the representative of healthy school whose the role and responsibility are to maintain a healthy school.

The existence of the healthy school representative in junior high school helps school elements in achieving healthy school programs by participating in the supervision activity of healthy school programs. The representatives are responsible in supervising other students. In case that any students does

not apply clean and healthy living behaviors, they will advise them and give follow up to ensure the students have clean and healthy lifestyle.

F. Determinant factors in the implementation of healthy schools

1) Cross-agency Commitment and Teamwork

The important factor in the implementation of healthy schools is the commitment built on the basis to improve the awareness of the school elements. Commitment is built on the unity of collective minds, collective coexistence and coordinated decisions, thus, a sense of kinship is created, mobilizing schools to achieving progress. Commitment from central and local government, schools, families and the community is critical[10], also community leadership, shared decision making, linkages with other organizations, and a positive organizational climate were key determinants of member satisfaction and participation [26]. Beside, the healthy school program requires sufficient refinement such as building and maintaining the facilities, having collaboration with some authorized agency (Jambi national narcotics Agency, city health department, police station, community health center, polytechnics, etc.). This collaboration also provides personal health support such as the addition of blood pills, giving knowledge about clean and healthy living behavior.

The management of a healthy school environment also requires supports from related parties in counselling on drug issues, HIV / AIDS, dengue fever and malaria. These three counsels are given in different month of the year. In the academic year of 2017/2018, drug counseling is given on the first week of October. In the first week of December there is counseling on HIV / AIDS. Whilst, in the second week of February students are provided with counseling of dengue fever and malaria.

Collaboration with garbage bank is also one of the supporting factors in healthy school programs. School triggers its members to sort garbage based on their categories. School provides two categories of garbage cans; plastic material waste and paper material waste. After sorting the garbage, they are then distributed to the Waste Bank and exchanged for money. The waste that should be throw is now turning to money. The proper waste management benefits the school institution. As Kwan recommended that It is imperative for public health authorities and health professionals to provide sustainable support, in terms of technical assistance, funding and/or learning materials to facilitate schools becoming [10].

Healthy school program, therefore need strong leadership particularly in establishing networking to related parties. School principals' understanding and willingness to support are central to the effective implementation and sustainability of initiatives such as HPS [14]

2) Knowledge and awareness

A very significant constraint in implementing the healthy school program is the commitment of the school community itself, particularly the students. The students, however, are still lack of knowledge and awareness related to clean and healthy issues and requires encouragement to keep the school environment clean. As Graciano revealed that there is strong

relationship between knowledge and the pursuit of good health [27], and a sense of ownership by the individual school was considered critical to the success of the project [28]. Besides, limited school operational funds is also one of problems faced in implementing this program. The funds need to be managed efficiently to support healthy school program.

The management of a healthy school program brings an impact to a good school climate for the sustainability of the school. The students are able to apply a clean and healthy lifestyle, realize the importance of good cleanliness for themselves and the environment around them. Healthy school programs form cadres who have important role in the implementation of clean and healthy living. They also established co-operation and committees to maintain healthy schools program in line with vision and mission of the school effectively and efficiently.

Healthy school programs also create a harmonious environment for junior high. It also gives a good reputation for the school itself because it has excellent cooperation with authorized institutions such as police department, health department of Jambi and other institutions. Thus, the school's vision and mission are implemented effectively and efficiently, becoming a place for young generation to learn about maintenance and management of a good and righteous environment.

IV. CONCLUSION

The implementation of healthy schools in senior public schools in Jambi encouraged to implement health promoting schools programs directed by the Government, including PHBS (programs for clean and healthy living) and UKS (school health effort). The management of the healthy school program is top down oriented and structural-formal based, starting from determining environmental vision approved by top management, distributing jobs to staff as well as involving students, applying the program based on standards of healthy schools issued by the Government, and finally controlling the programs. The implementation of healthy schools is not only aimed at creating a healthy and clean school environment but also directed to gain prestige as a healthy school for Government Awards.

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