

The Role and Management of School Public Health

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Abstract

The purpose of the research was to identify an explanation of the role and management of School Public Health (UKS) in Madrasah Ibtidaiyah Negeri (MIN) 2 Bengkulu City. This research uses descriptive qualitative research principles. Data were collected through observation, question and answer methods, and archiving studies. The review method is collected through the process of reducing data, presenting data, and drawing final results. Based on research, it was revealed that the UKS conditions in the MIN 2 environment were classified as good, especially before the UKS pandemic played a very important role because every sick child or the surrounding community and teachers at MIN 2 immediately received help or received assistance if they were sick or had other complaints. However, in government policy based on the Covid-19 condition, the UKS management was stopped based on the results of interviews from the Principal, Teacher Staff, UKS Main Manager and Students and Students at MIN 2.

Keywords: Role; Management; School Public Health

A. Introduction

School Public Health (UKS) are integrated efforts across programs and across sectors to improve the ability to live healthy and subsequently form clean and healthy living behaviors for students and school residents (Depkes RI 2011). The school health business program is organized to improve students' ability to live healthy lives. With the formation of the ability to live healthy, then clean and healthy living behavior is also formed. This allows the growth and development of students and school residents optimally with various curricular and extracurricular activities, as well as through other efforts outside of school that are carried out in the context of fostering and maintaining public health (Hidayat and Argantos 2020). The existence of UKS in schools is very important in improving the quality of public health.

Based on the Law of the Republic of Indonesia number 36 of 2009 concerning health, "Health is a human right and one of the elements of welfare that must be realized in accordance with

the ideals of the Indonesian nation as referred to in Pancasila and the 1945 Constitution of the Republic of Indonesia. efforts to maintain and improve the highest level of public health are carried out based on non-discriminatory, participatory, and sustainable principles in the context of the formation of Indonesian human resources as well as increasing the nation's resilience and competitiveness for national development (RI 2009). Health must be accompanied by education so that UKS has a strategic role to improve the health quality of school residents. The role of UKS in schools must be optimized so that education can improve the standard of living of many people in all fields and realize equitable education in all circles of society.

Activities to improve and promote healthy growth skills are carried out through school agency policies. A healthy school community intends to maximize the health of students and institutional gains. In this case, UKS plays an important role in advancing healthy living skills, then advancing progress and a harmonious and optimal series of students, in order to form quality human resources. This activity received support from (A., Gilavand, M., & Moosavi, 2016). In his view, health is considered if it is one of the basic rights and does not differentiate between individual human beings and the opinion of the whole group.

UKS has a regulatory basis, including Law no. 20 of 2003 concerning the National Education System, Law no. 32 of 2004 concerning Regional Government, Law no. 36 of 2009 concerning Health, Government Regulation no. 38 of 2007 concerning the Division of Government Affairs between the Government, Provincial Government and Regency / City Government, Government Regulation No. 17 of 2010 concerning Management and Implementation of Education, Government Regulation no. 23 of 2011 concerning the role of the governor as the representative of the central government, the Decree of the Minister of National Education, the Minister of Health, the Minister of Religion and the Minister of Home Affairs Number 1/U/SKB/2003, Number 1067/Menkes/SKB/VII/2003, Number MA/230 A /2003, Number 26 of 2003 dated July 23, 2003 regarding the Guidance and Development of UKS, Decree of the Minister of National Education, Minister of Health, Minister of Religion and Minister of Home Affairs Number 2/P/SKB/2003: Number 1068/Menkes/SKB/VII/2003 (Menteri 2014).



Figure 1. UKS MIN 2

The facilities and infrastructure of UKS MIN 2 are complete and the conditions of UKS MIN 2 are good but are currently being discontinued due to inadequate conditions or the COVID-19 pandemic. The UKS target is to expand the degree of education and learning performance to promote clean and healthy living attitudes as well as the health of students and the community and to make the environment healthy, ultimately requiring the addition of a series to be integrated and maximal in the context of fully creating Indonesian people. So that the UKS target is to advance the degree and ability to live a healthy life for children so that they can create a healthy environment, and have the understanding, behavior and expertise in carrying out the basics of healthy living, both physically, psychologically, and socially and have the vitality and power to prevent the impact which is not good, narcotics deviation and others (Martianto, 2005).

UKS goals are divided into 2, namely the first universal goals include 1) UKS/M intends to grow and develop the health of students in all components of knowledge, 2) UKS/M can help develop the quality of knowledge and student learning performance which can be seen in the activities of growing clean and clean attitudes. healthy, creating a healthy atmosphere, so it requires a balanced and maximum increase and series. Furthermore, specific goals which include 1) fostering behavior and ability to do examples of growing clean and healthy and actively participating in fitness development methods, 2) growing clean and healthy growth in both physical, non-physical, spiritual and social forms, 3) regardless of consequences and use of illegal and dangerous drugs, for example drugs, cigarettes, wine, alcohol and other addictive substances, 4) Growing healthy growth skills of students, so that they can learn, live and grow in a balanced and optimal way, and 5) have good behavior, beliefs, and attitudes. the power to prevent that actions that must be removed are the dangers of smoking, juvenile delinquency, pregnancy outside of marriage, HIV/AIDS, drugs, worms, anemia, and inflammation of the liver (Direktorat Jenderal Pendidikan Dasar dan Menengah, Kementerian Pendidikan dan Kebudayaan, 2019).

In its application, UKS has 2 basic functions including the knowledge function and the utilization and health function. The function of knowledge is as follows UKS acts in imparting views related to fitness matters to students. Furthermore, the utilization and health functions, the accepted activities are carried out, namely, firstly, universal health surveillance for students and the school environment, secondly to avoid spreading diseases, for example, guidance on early disease and mask assistance, and the three main services in accidents (P3K). UKS can form an emergency service forum for clinical activities before services from clinics/health centers, the four school hygiene monitors. A clean school atmosphere is a demand to create a healthy atmosphere, the fifth is to increase the health of students and the school community. The UKS function is carried out based on the UKS TRIAS including, fitness knowledge, fitness assistance, enforcement of a good institutional atmosphere (Depkes RI, 2009).

Good UKS management will create a clean and healthy school atmosphere, of course prioritizing the participation of school principals, teachers, students and parents. The agency department will find it difficult to change the attitude of the school community (especially students) to have a clean and healthy life character if it is not supported by the right tools. Schools are a place for children to gain knowledge with a teaching and learning system, children also want to communicate through other students and their environment. If the school environment is polluted / there are sick people, it will certainly have bad consequences for other students.

UKS management intends to fulfill healthy living competencies so that students can come to progress and progress physically and psychologically normally. The view of Green's rules in Sarwono in Limbu et al which tells that families and parents act on the implementation of UKS and the practice of clean and healthy living behavior (PHBS) of students. Guardians of students in this section the teacher as the foundation and provide knowledge to students about the significance of healthy and clean-living attitudes.

Based on the previous article, it was researched that the teacher who played an important role in UKS was the teacher in managing the UKS in accordance with what was suggested by the Ministry of Education and Culture (2012), namely as an activity planner because the teacher was one of the elements of the UKS Implementation Team. This is relevant to Ahmad Selvia's statement, namely as an evaluator. In the article, the researchers found that all teachers must first know the type of UKS program which has not been implemented for one year or has not been implemented according to what was programmed. For example, the canteen/school shop supervision program is carried out every day, but in the field this supervision only runs once a week, namely every Monday (Sutadi 2014).

Based on the studies that have been described above, the researchers suspect that it is important to further study the role and management of UKS. This research will contribute to optimizing the role and management of UKS in schools or madrasah.

B. Methods

In research on the role and management of UKS MIN 2, a qualitative approach method is used and research strategies can be used through case studies. Based on the opinion of Sugiyono (2016) regarding the case study method research, namely where researchers conduct in-depth exploration of programs, events, processes, activities, to one or more people. A case is bound by time and activity and the researcher collects detailed data using various data collection procedures and in a continuous time. This method is used to review and respond to problems, to get to achieve wider benefits regarding the role and management of UKS in the MIN 2 environment.

The research process begins with the researcher's observation of the problem to be studied. Then the researchers carried out the research stages by collecting data from various sources about the problem to be studied, namely the role and management of UKS in MIN 2. Furthermore, collecting data related to the role and management of UKS which includes: Definition and Objectives of UKS, Functions and Efforts of UKS Services, Diseases or Complaints that Often Occur as well as the completeness of UKS Infrastructure Facilities.

Information accumulation is carried out through question and answer according to Sugiyono's opinion or theory (2010) which is used through data collection methods if the researcher will carry out a preliminary study to find problems that must be investigated, and also researchers want to know things from respondents who are more in-depth and the number of respondents is small. Small / small and question and answer methods are also intended to verify in particular the collection of in-depth data from various school parties, both from the principal, teacher staff and students with resource persons/Participants. Data analysis methods include: stages of data reduction, data submission, and drawing conclusions.

C. Results and Discussion

The role and management of UKS in the MIN 2 environment of Bengkulu City is still not optimal, especially in the conditions of the Covid-19 outbreak. Based on information from an interview with Mr. Ridwan Efendi, S.KM., where he revealed that:

"During this pandemic, the sick child usually first meets/contacts the homeroom teacher and then the homeroom teacher sees the student's condition, for example the student has a fever or has a headache. After that, the homeroom teacher contacted the child's parents/guardians." Based on the results of interviews with diseases that are often experienced during this pandemic, according to the results of interviews from Mr. Ridwan, namely "Um, there is no why it is said that he is not in such conditions now that the child is escorted by his parents into the classroom. to roam it does not exist. So, if a sick child or child is immediately allowed to go home. So the conclusion is that the most common illnesses suffered by students in one year were 0 or none" (Efendi 2021).



Figure 2. Conducting Interviews with UKS Officers

In the management of UKS MIN 2 Bengkulu city, there is a cooperative relationship between the puskesmas and the school, as we have interviewed, Mr. as the manager of UKS itself, namely Mr. Ridwan, S. K. M. He said that:

"We have a written agreement on an MOU between the Basuki rahmat health center or now changing the name to the Telaga Dewa Health Center with a MIN 2. Every year the MOU is renewed every year, and we hold a program, we have 3 months 1x health checks, including: ear examination, dental examination , nail examination, checking height, weight and the child has been given a child health report card so the child health report card is in the report card, which is in the form of information about children's health education and signed by the parents" (Efendi 2021).

During the interview, we also asked questions related to the health service businesses in MIN 2, what are you doing, sir? We ask this question to Mr. Ridwan, who is the main manager of UKS MIN 2 so that to this question we get answers from Mr. Ridwan Efendi, S. K. M., namely:

"School health service efforts here are investigations and individual sanitation checks carried out every 3 months, for example by observing nails, teeth and ears, utilization and environmental hygiene checks, most importantly the atmosphere of the learning place, namely classrooms and school grounds, and the environment. nearest, first aid and minor therapy. The school already has a first aid kit that stores medicines as the main effort, for example: wound cleanser, cold medicine, wound wrap, red medicine, and so on and reports the student's health condition to the student's guardian. The MIN 2 environment itself consists of: school buildings, facilities, mosques, fish ponds and the name Tomad (medicine garden), hand washing facilities and school yard" (Efendi 2021).



Figure 3. School Environment

Complaints that often occur in children are based on the results of interviews with Drs. Tarmizi, M.TP.d., as the head of MIN 2, he revealed that the complaints that often occur in children in the MIN 2 environment are usually only limited to fever, dizziness and others. And based on an interview with Mrs. Susanti, S.Pd. As a teacher from MIN 2 he also said "if the children sometimes feel unwell on Monday mornings during ceremonies or Fridays during exercise before COVID-19, the sick child is immediately taken to the UKS room and immediately given first aid or immediately given medicine.

The UKS room in the MIN 2 environment has facilities or infrastructure which at the time of the interview with Mr. Ridwan Efendi, S.K, M., Mr. Tarmizi and the teacher staff which for the facilities were based on interviews we got the results for the facilities which were complete which It was stated that "Alhamdulillah, the first aid kit is complete, starting with the first aid kit, electric scales, bed, blood pressure monitor, first aid kit (gauze, cotton, sewing thread, rolled gauze, gloves), and medicine cabinet (Betadin), Paracetamol, Rivanol, Alcohol, Eucalyptus Oil, Anagenetics, Amoxilin)" (Efendi 2021).

Based on the findings of research on the existing infrastructure at UKS MIN 2 Bengkulu City, information was obtained that the infrastructure for UKS MIN 2 Bengkulu City was almost complete, only stretchers were not provided. According to the regulation of the Minister of National Education of the Republic of Indonesia No. facilities and infrastructure for elementary school/madrasah ibtidaiyah (SD/MI), junior high school/madrasah tsanawiyah (SMP/MTS), and high school/Madrasah Aliyah (SMA/MA). Ideal UKS infrastructure facilities include: Minimum area of UKS 12M2 room, 1 set of beds/room, 1 cupboard/room, 1 table/room, 2 chairs/room, Student Health Records 1 set/room, First aid kits 1set/room, stretcher 1 piece/room, blanket 1 piece/room, tension meter 1 piece/room, body thermometer 1 piece/room, body scales 1 piece/room, height meter 1 piece/room, trash can 1 piece/room, 1 hand washing place/room, and 1 wall clock/room (TIMUR 2020).

Based on the references we got, it was found that the school/madrasah environment is divided into two parts including the physical and non-physical environment (TIMUR 2020).

Table 1. School/Madrasah Environment

No	Physical Environment	Non Physical Environment
1	Principal's office	Attitude of not smoking
2	Teacher's room	The attitude of throwing garbage in its place
3	Classroom	Attitude of washing hands with soap and clean running water
4	UKS/M Room	The attitude of sorting healthy snacks
5	Laboratory	Community empowerment, schools, madrasahs
6	Canteen/school stall	Avoid mosquito larvae; etc
7	Sports venues	
8	Clean and hygienic water	
9	Environment	
10	Enlightenment, airflow, commotion	
11	Class density, blackboard difference, table/chair	
12	Tables and chairs	
13	Worship place	
14	Disease vector	

So, from the conclusion of the question and answer that we met from Mr. Tarmizi, the principal, that the infrastructure facilities, "Erm, can be said to be complete (Tarmizi 2021). As well as the results of an interview with Susanti as a teacher staff, she said that the facilities from UKS were, thank God, already complete" (Susanti 2021).

In the role and management of UKS at MIN 2, of course, there are ways to make students or students keep the environment clean or how to apply waste disposal in its place? And how to apply about healthy eating patterns? During the interview, we submitted this question to Mrs. Susanti as a teacher at MIN 2 she revealed:

"That in addition to giving an appeal from the principal, the teacher also encourages children to throw garbage in its place and work together to encourage children" (Susanti 2021) (Mulyani et al, 2022).

However, the opinion of Mr. Tarmizi, M. T. Pd. As the principal of the school he said:

"Emm, the way for students is the first, the appeal can be through the homeroom teacher and from the health office. And many advices have been given to the children that the trash cans

have been placed outside the classroom. However, there must be children who throw garbage carelessly” ” (Tarmizi 2021).

Regarding this healthy food, according to Susanti, S. Pd. The problem about healthy food "we are in the teaching materials, if you are in grade 6, the material is about healthy food, nutritious food already has the material, it's not just grade 6, even from grade 1 it's already there. So, while the child is in the school environment, he or she can distinguish or choose which food is healthy” (Susanti 2021).



Figure 4. Teacher and Principal Interview

Of course, for food in the MIN 2 environment, we also ask about how students or students eat about their food patterns, do they bring their own lunches or eat snacks at school? From Mr. Ridwan Efendi, S. K.M., as the main manager of UKS that students at MIN 2 he said:

“It is better for the children to bring their lunch from home. Well, because snacks outside may not be suitable for children, to avoid wasting nature. It is not required but schools only emphasize hygiene and reduce waste "because the snack place is outside the school environment due to the absence of a canteen during the pandemic and the absence of cooperatives" (Efendi 2021).



Figure 5. Interview with UKS Officer

In this UKS management, of course, there must be outreach activities, in this case we ask Mr. Ridwan whether he often does counseling in the MIN 2 environment, then who provides the counseling? He said that:

"There is an MOU between the Telaga Dewa Health Center and MIN 2, it is renewed every year so that MUI is one of the organizers of vaccination and that is usually a bias month and every 9 months. The bias month is the month of immunization for school children (BIAS) usually getting tetanus, psychological and If the counseling is there, there is also cooperation. From the puskesmas it is 1 year 2 times the puskesmas officers come here for counseling about hand washing, counseling about healthy living behavior, about adolescent reproduction. The problem of puberty is because grades 5 and 6 have already entered puberty, so they have been informed about it. If there is no community health center, we will do it ourselves" (Efendi 2021).

Based on references, we identify the meaning of BIAS month, BIAS month according to our identification results based on sources that BIAS month is a connection immunization distributed to students carried out in August and November (Timur, 2020).

Based on the interviews we have interviewed from teachers and principals, we also asked some questions to the students at MIN 2, where we asked about personal hygiene such as hand washing or not being applied in the school environment? the teacher is required to wash your hands" (Arkan, 2021). And we also asked the 6th graders for the food, did you bring your own or buy food?" Sometimes you bring lunch and you can buy it. And we asked the student if you buy food that has plastic skin on it, do you throw trash in its place or do you still litter? "We have been told to dispose of the garbage in its place" (Hafizha 2021).



Figure 6. Interview with Students

Based on previous research articles that the researchers took, it was concluded that UKS is part of the substance of special service management that is engaged in school health. Management of special services in schools is basically made to facilitate or facilitate learning, and can meet the special needs of students in schools (Haryanti et al, 2022; Ernawati et al, 2022). Considering that UKS is one of the units that provide health services to students, it is held to improve the ability of students to live healthy lives in a healthy environment so that students can learn, grow and develop harmoniously and optimally. And UKS has a UKS work program in (a) health education and health services and (b) the school environment (Rahmawati 2017).

D. Conclusion

The results of the study revealed that the UKS conditions in the MIN 2 environment were classified as good but in government policy based on the Covid-19 condition, the UKS conditions based on our observations and research were the UKS in MIN 2 stopped due to the impact of Covid-19. So, the infrastructure facilities are in the UKS. For the UKS MIN 2 infrastructure facilities are almost intact, it's just that stretchers have not been provided. From the observations or interviews that we got, we got the results that the role and management of UKS in the MIN 2 environment has been going well, starting from the implementation of personal hygiene such as washing hands and disposing of garbage in its place. Suggestions for writers, we hope that readers will provide suggestions or disapproval of our articles. As well as providing more optimal guidance or direction related to the role and management of UKS in MIN 2 Bengkulu City.

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