

## **School Health Unit as Main Facility for Health Development in the School**

**Nova Asvio**

Universitas Islam Negeri Fatmawati Sukarno Bengkulu  
[novaasvio@iainbengkulu.ac.id](mailto:novaasvio@iainbengkulu.ac.id)

**Muhammad Yusup**

Institut Agama Islam Nusantara Batanghari, Jambi  
[muhammadyusup@iainbatanghari.ac.id](mailto:muhammadyusup@iainbatanghari.ac.id)

**Andri Astuti**

Institut Agama Islam Nusantara Batanghari, Jambi  
[andri.astuti2014@gmail.com](mailto:andri.astuti2014@gmail.com)

**Nurhikmah**

Institut Agama Islam Nusantara Batanghari, Jambi  
[nurhikmah@gmail.com](mailto:nurhikmah@gmail.com)

**Khairul Anwar**

Institut Agama Islam Tebo, Jambi  
[alkhair2505@gmail.com](mailto:alkhair2505@gmail.com)

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### **Abstract**

This study aims to describe the school health unit (UKS) as the main facility of health development in the Elementary School 79 Bengkulu. This research is conducted by using a qualitative approach and case study design. The sources of research data got from the principal, homeroom teacher, physical education teacher, and UKS custodian. This study uses observation techniques, interviews, and documentation. The stages of data analysis used Data Reduction Analysis Techniques, Data Presentation, and Conclusions. The results showed that UKS functions as the main facility for healthy development for students at elementary school, UKS conducted counseling on the importance of personal hygiene to students, UKS introduced a healthy environment and various diseases, and managed and implemented UKS facilities.

**Keywords:** Health Development, School Facility, School Health Unit

### **A. Introduction**

School is an educational institution that is not only a place to instill norms but can instill and develop cognitive abilities and intellectual abilities to enter the world of work (Afriana et al., 2022; Ansori et al., 2022; Yusup, 2018). Therefore, schools should be able to become a conducive and comfortable environment for the formation and development of healthy living behaviors as a condition for the optimal development of student potential. Sitepu, Ratag, and Siagian (2015) reveal that one of the essential efforts to improve the quality of human life is education and health efforts so these efforts are appropriate to be carried out through educational institutions such as schools. Health is a very important condition with an invaluable

price for the human body which makes it possible for every human being to live socially and economically. How to maintain the health of the human body can be done by exercising regularly and being able to see the potential of children's talents in the field of sports and consuming adequate nutrition and nutrition (Haryanto & Welis, 2019).

The school health unit is a health facility located in every school that is used to improve the health of both students, teachers and employees in the school and is able to cultivate clean and healthy living habits. The guidance and development efforts are not only the responsibility of the government but also the responsibility of all parties involved. Improving the health of children in schools is one of the main targets to improve the quality of human life in the community. At this age children are the most important main target because, the number of children at this age is the next generation who will advance the Indonesian nation. The importance of improving health education is stated in Law no. 23 Paragraph 24 of 1992 concerning health which reads: "Health in schools is held to improve the ability to live healthy so that students can learn to grow and develop in harmony and optimally to become quality resources in line with that one of the health programs for school-age children is implemented through UKS program. The program that should be owned by UKS according to the health and education offices is to get used to throwing garbage in its place, recognize the dangers of smoking, alcoholic beverages, and drugs and how to refuse invitations to use them because they can damage both mental and physical health, know how to keep reproductive organs clean, recognize the dangers of diarrhea, dengue fever, and influenza, recognize healthy eating, recognize the importance of immunization, maintain personal hygiene, and maintain a clean environment.

According to (Suharto & Sonti, 1997; Widyaningrum et al., 2016) TRIAS UKS or TRI UKS programs are: First, health education. Every student needs to be nurtured to have clean and healthy living habits; both health services. The purpose of this health service is very important because, if there is an injury or accident to a student at school, they will get help or treatment first before being rushed to the health side such as nurses, doctors and others; third is the maintenance of the school environment. Environmental care, such as maintaining cleanliness, maintaining beauty, maintaining security and maintaining harmony in the school.

Furthermore, the purpose of the UKS implementation is so that students can grow and develop well with age and do not experience abnormalities or do not suffer from diseases so that they have the attitudes and behaviors of clean and healthy living habits (Hills et al., 2015). In order to achieve the UKS goals, the steps that can be taken by schools are providing warnings and understanding about personal health by teachers. And health aims so that children can clean their bodies. In order to realize this goal, teacher activity is very much needed in the development of school health efforts ( Sukatin et al., 2022; Yetty, 2007).

The School Health Unit is a health center located in every school as a health facility and can introduce efforts to healthy and clean living behavior to students. The program that should exist in every UKS is to train and familiarize students to dispose of waste in its place, introduce the dangers of smoking, liquor or alcohol and drugs that can damage the bodies and minds of young people, introduce ways to maintain reproductive organs, introduce how to refuse invitations. to drink and alcohol and drugs, introduce the importance of healthy living and healthy food, provide knowledge that immunization is important, introduce that maintaining cleanliness is important. The purpose of UKS is to be able to improve the level of education and learning development of students by introducing clean and healthy living behaviors for students and

school members as well as being able to improve a clean and healthy and harmonious environment.

Facilities are something that can be used as a tool to achieve the goals of the facilities and infrastructure itself. These facilities and infrastructure are very important in providing encouragement and motivation for students to always move actively so that the goals of the UKS can be carried out optimally. According to the Regulation of the Minister of National Education of the Republic of Indonesia Number 24 of 2007 concerning Standards for Facilities and Infrastructure in Schools (Peraturan Menteri Pendidikan Nasional Republik Indonesia, 2007). The following are the ideal UKS facilities and infrastructure: Minimum area of UKS room is 12 m<sup>2</sup>, Bed: 1 set/room, Wardrobe: 1 piece/room, Table: 1 piece/room, Chairs: 2 pieces/room, Student Health Records: 1 Set/room, First aid kit: 1 set/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, Hand wash basin: 1 piece/room, Wall clock: 1 piece/room.

## **B. Methods**

The research method design in this article is to use qualitative methods and survey methods with a case study research design because it knows about cases, information, functions, and roles in managing UKS properly and correctly. oriented to the interview process as evidenced by voice recordings and interview transcripts. This qualitative method also helps provide rich descriptions of phenomena as they exist. According to Sugiyono (2018), qualitative research methods are research methods based on facts from the field in accordance with natural object conditions where researchers go directly to the field, data collection techniques are carried out in a combined manner and data analysis is inductive/qualitative, and qualitative research results emphasize more on the essence from research.

## **C. Results and Discussion**

Based on the research results, the school health business at SDN 79 Bengkulu City has been established and has been running well since the school was founded. The School Health Business or UKS is fostered by the Basuki Rahmah Health Center Team and supervised by the school principal and run by UKS staff. In addition, based on the results of research obtained about the role of UKS as the main means of health development for students at SDN 79 Bengkulu City. Shows that the UKS in SD have been running well, that is, they have good services and complete facilities because if the facilities are not complete, the services will not run properly and the program will not be implemented and everything is in accordance with the regulations or indicators. At SDN 79, Bengkulu City has various UKS programs such as annual programs and semester programs (before covid-19) and others.

### **Annual, Semester, Pandemic and New Normal Programs**

The annual program is that each new teaching UKS mother holds weight measurements, height measurements, and provides child nutrition (mung bean porridge), Immunizes against measles, DPT, and DT (Diphtheria Tetanus), There is counseling from the puskesmas about KTR (Stipulations About No Smoking Regulations) and environmental hygiene such as checking faucets and toilets, small doctors with a term of office of two semesters are taken from students who excel.

Semester program. Every semester, UKS mothers hold mass toothbrushes per class, UKS mothers give direct theory and put it into practice. The program during the pandemic and the new normal is by implementing 5M, namely washing hands, wearing masks, maintaining distance, staying away from crowds, and reducing mobility. Therefore, during this pandemic, schools carry out online learning processes and in the new normal, face-to-face learning is carried out only by 50% of students with a shift system.

## **TRIAS UKS**

In addition to the annual and semester school health business programs, there are three health services in the form of TRIAS UKS, namely: First, health education is an effort to socialize and educate the public and students to have deeper knowledge about health. Second, fostering a healthy environment, fostering a healthy environment is an effort to foster a school environment for health. Third, health services. Health services are services that are carried out as a health effort within the UKS itself (Nurhana et al., 2018).

## **Patient Visits During Normal, Pandemic and New Normal**

During normal times or before the pandemic the average number of children who entered every day was 75%, after the pandemic it was said to be 0% because UKS did not run according to government recommendations and school rules while the new normal average of children who entered was around 30%. In addition, in this new normal period, children are not allowed to rest in the UKS and if the child has a high fever, cough and runny nose, the homeroom teacher immediately contacts the parents to pick up their child. Only children who enter UKS and rest in UKS have criteria for illness such as toothache. Likewise, teacher patients may rest in UKS when sick except for fever, cough and runny nose.

## **UKS Infrastructure Standards**

The following are the facilities and infrastructure available at UKS SDN 79 Bengkulu City:

Table 1. UKS Facilities at SDN 79 Bengkulu City

No.	Infrastructure	Ideal	Observation
1.	UKS room	12 m2	✓
2.	Bed	1 set/room	✓
3.	Cupboard	1 set/room	✓
4.	Table	1 set/room	✓
5.	Chair	2 / room	✓
6.	Students' healthy Report	1 set/room	✓
7.	First aid	1 set/room	✓
8.	Stretcher	1 set/room	-
9.	Blanket	1 set/room	-
10.	Tension Meter	1 set/room	✓
11.	Thermometer	1 set/room	✓
12.	Scale	1 set/room	✓
13.	Height	1 set/room	✓
14.	Dustbin	1 set/room	✓
15.	Sink	1 set/room	✓
16.	Clock	1 set/room	✓
17.	Structure of UKS	1 set/room	✓
18.	Slogan UKS	2 set/room	✓

Table 2. UKS Program Implemented by SDN 79 Bengkulu City

No.	Program	Observation
1.	Get used to throwing trash in its place	✓
2.	Recognize the dangers of smoking, drinking, drugs for health	✓
3.	Know how to keep the reproductive organs clean	–
4.	Recognize the dangers of diarrhea, dengue fever, and influenza	–
5.	Know how to refuse invitations to use drugs and sex	–
6.	Get to know healthy food	✓
7.	Recognize the importance of immunization	✓
8.	Maintain personal hygiene	✓
9.	Keep the environment clean	✓

First Principal. Based on the results of interviews with researchers in which the resource person was the Principal of SDN 79 Bengkulu City, it was found that according to the Principal, Yuslaini, S.Pd. UKS at SDN 79 has been going well but during this covid-19 pandemic starting from February 2020 UKS activities did not go well because the school limited face-to-face to only 50% of children, therefore UKS during the Pandemic did not go well. Regarding the UKS staff, the UKS staff has carried out their roles well, in which the UKS staff is a Bachelor of Health from STIKES TRI MANDIRI SAKTI and has carried out their duties properly.

The researcher also received an answer from the resource person regarding the flow of funds for UKS itself that 100% from the Boss Fund, both all UKS facilities and needs and funding for UKS staff salaries, where UKS staff is also an honorary. Judging from the facilities, it can be said that the facilities at UKS SDN 79 are 99% complete with medicines and medical equipment needed.

The resource person also gave a narrative of future plans for UKS in SD 79 in Bengkulu, he said that if budgeted from the Boss Fund, UKS would like to add facilities in it such as wardrobes, small doctor's uniforms, etc. Second Little Doctor. The researcher also interviewed 2 Little Doctors from UKS SDN 79 Bengkulu City. Based on the results of the interview that the task of a little doctor is to help or provide first aid to someone who is sick or has an accident at school. The little doctor also gave a description of the activities usually carried out by little doctors, namely Disposing of Garbage in Its Place, Maintaining a healthy body such as brushing teeth, cutting nails and learning how to treat injured and sick people. The resource persons themselves tend to treat patients with minor injuries such as falls (Jones et al., 2015). During this pandemic, the task of a little doctor increases, namely giving directions to his friends to maintain body hygiene, maintain diet, maintain distance and also wear masks.

The three patients are students. Based on the results of interviews from student patient resource persons named L. Theo. A and Josafat Revaldo. S, that they had been a patient at UKS SDN 79 when they experienced injuries while playing. They said that when they were patients, the UKS staff and doctors Small children gave medicine and hansaplast. However, they did not stay to rest in the UKS Room but they went straight to class. According to Theo and Josafat, the UKS at SDN 79 has carried out its function as a good health room and the facilities are adequate and comfortable.

The fourth patient teacher, based on the results of the interview with a resource person, a teacher patient, Mrs. Kristina Siburian, S.Th, that she said she often went to UKS because when the UKS staff mother, Mrs. Septi, didn't come, she took the place. And Mrs. Septi and Mrs. Kristina shared the task of helping students and teachers who were sick or fainted during the

ceremony. He was also a patient at UKS because he had a fever. He also said that the UKS staff gave medicine such as Paracetamol or Amoxicline and he also stayed to rest at the UKS for about 5 minutes after that he would go home and rest at home (Wulandari, 2020). According to Mrs. Kristina, UKS at SDN 79 has carried out its function as a good Health Room and the service is also good and the facilities are also adequate and the little doctor also serves his friends well.

#### **D. Conclusion**

School Health Business is a health institution located in schools as a health business and fostering personal and environmental hygiene which has various programs such as annual programs, semesters and has complete facilities, facilities and infrastructure and supports the implementation of the UKS service itself. This UKS can also be regarded as an integrated first aid service that requires assistance for injuries or trauma in elementary to high school before receiving further treatment from clinics or hospitals.

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