

School Health Business Management

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Abstract

The goal of this study was to investigate the school health business management in State Primary School 157 Palembang. This study was carried out in qualitative and interview was used as instrument. The results showed that the health business management has been going well because in its implementation it has involved all parties, from the school principal, teachers, students, staff, school committee, health center staff and the surrounding community. It contributes to others school to apply health business management as what was done in State Primary School 157 Palembang.

Keywords: Business, Health, Management, School

A. Introduction

Schools have a role as a place to educate the nation's children, as well as to prepare the younger generation for social interaction in the community. As a good place for the growth and development of the next generation, schools need to pay attention to things that support the process of child development and growth. Effendy (2008) defines the School Health Enterprises (UKS) as a vehicle for improving the ability to live healthy and the health status of students as well as creating a healthy environment, the UKS program has the Triad of UKS which includes Health Education, Health Services and the Development of a Healthy School Environment. Elementary school is one of the basic education levels, in which there are a group of students aged approximately 6 to 12 years.

Children can grow harmoniously, efficiently and optimally, so it is necessary to create a healthy environment and foster healthy living habits. Because, healthy living behavior is a habit that requires patience in cultivation and must be started as early as possible.

Children are an important population in society, considering the number is quite large, namely 23% or one third of the total population of Indonesia (Prasetyo, 2014). Implementation of UKS is aimed at efforts to improve the ability to live healthy and the health status of students so as

to enable optimal growth and development of children (Suliha, 2002). More specifically in this case the UKS aims to foster healthy living habits and enhance students' health status which includes knowledge, attitudes, and skills to implement healthy living principles, as well as actively participate in efforts to improve health (Suliha, 2002).

UKS is a government program to improve health services, health education and fostering a healthy environment or healthy living skills for school members. According to the Indonesian Ministry of Health (2017), the function of the UKS is carried out based on the TRIAS UKS namely, health education, health services, and fostering a healthy school environment. UKS plays a role in providing knowledge related to health problems to students.

Through the UKS Program it is hoped that it can increase the harmonious and optimal growth and development of students, so that they become quality human resources. It provides basic health services for students while in school.

In terms of government funding and expectations for the future, the implementation of UKS in elementary schools is very economical because the School Health Enterprises have a very effective role as Basic Education institutions which are widespread in all corners of the country, from rural areas to big cities. Moreover, for this purpose the community (parents of students) are always involved in various forms of activities through the POMG (Parents and Teachers Association).

Teamwork at the Public Health Center (*Puskesmas*) level is needed to support the implementation of the UKS program. In implementing the UKS program, the management principles used include involving the active role of the school community, integrated activities, carrying out referrals and this collaboration consists of several programs involving general practitioners, dentists, nurses, nutrition officers, environmental health officers, Integrated Healthcare Center (*Posyandu*), and other health workers coordinated by the Head of the *Puskesmas*. In Law Number 23 of 1992 article 45 concerning health, it is emphasized that School Health is organized to improve students' healthy living abilities in a healthy living environment so that students can learn, grow and develop harmoniously and optimally so that it is expected to be able to produce quality human resources.

Healthy living is defined by the United Nations (UN) World Health Organization (WHO) health agency as a state of well-being of body, soul and social that allows people to live productively socially and economically. While mental health is a condition that allows for optimal physical, mental, intellectual, emotional and social development of a person.

Delormier et al., (2009) students must be healthy and parents pay attention to a healthy environment by eating nutritious food, so that pious, scientific and healthy human beings (SIS) will be achieved. In the teaching and learning process, learning materials are head, heart and hand oriented, which are related to knowledge, attitudes/values and skills. However, health factors are still needed so that students have 4 H (head, heart, hand and health). The progress of the world of education is correlated with paying attention to the level of health. The more advanced education in a school, the better the health level of students.

The quality of education will be achieved if the components contained in improving the quality of education meet certain requirements. According to Warn and Tranter (2001) and Munastiwi (2015) quality education is education that is able to produce graduates who have the ability or

competence, both academic competence and vocational competence, which are based on personal and social competence, as well as noble moral values, all of which are life skills, education capable of producing human beings. as a whole or human beings with their integral personalities who are able to integrate faith, knowledge and charity.

Quality is the overall picture and characteristics of goods or services that show their ability to satisfy the expected needs. In the context of education, the notion of quality includes educational input, process and output. School output is measured by school performance, namely the attainment or achievement produced by school processes. School performance can be measured by effectiveness, quality, productivity, efficiency, innovation, work morale. The school process is the process of decision making, institutional management, program management, and teaching and learning. School input includes vision, mission, goals, objectives, organizational structure, management input, resource input. The success or failure of an organization or educational institution will greatly depend on how it is managed. Therefore, if an educational institution is managed properly, it is likely to produce good output, especially if it is supported by good input, good processes, and adequate facilities and infrastructure.

Educational infrastructure is one of the important and main resources in supporting the learning process in schools, for this reason it is necessary to increase its utilization and management, so that the expected goals can be achieved and can foster student creativity (Lian, et al. 2018). In this case Bafadal (2008), states that simply, school equipment management can be defined as a process of cooperating in the effective and efficient use of all educational equipment. Management of infrastructure is a very important activity in schools, because its existence will greatly support the success of the learning process in schools.

School quality management refers to a mindset that is supported by strategic ways of achieving quality, maintaining it and improving it. With these two things, quality actors try to examine various strategic ways to achieve quality. According to Sallis (2006) in addition to providing a definition of quality, we also need to understand the differences in three other ideas related to quality, namely quality control, quality assurance, and integrated quality.

Indonesian Ministry of Health (2015) explains that the general purpose of UKS is to improve the quality of education and student learning achievement by improving clean and healthy living behavior and the health status of students and learning residents, and creating a healthy environment, so as to enable harmonious and optimal growth and development in framework for the formation of a complete Indonesian human being. Health as an important part of supporting the improvement of the quality of education. Health services, health education and a healthy environment are indicators that must be carried out to maximize UKS running in a school.

The person in charge of UKS at each *Puskesmas* is also expected to actively carry out coaching. The lack of outreach, coaching and budgeting has become a guideline for UKS programs such as the RI Ministry of Health's program related to UKS that was sparked from 1956 until now, in fact it has become program guidelines that must be implemented by all schools. The role of the UKS supervisory team and one of the main factors causing delays in the implementation of UKS in schools. If it is implemented and runs well, then the school is considered capable of running the Central Government program.

The UKS program at Public Elementary School 157 Palembang for 2 years has not been maximized because of the Covid 19 Pandemic, children do not come to school, cannot carry out face-to-face learning activities, cannot become little doctors and other activities. Teachers at school and provide lessons to students through the online system. Health protocols are always implemented in schools, both for students through the online system, teacher councils and employees by using masks, washing hands and keeping a distance to avoid the spread of the corona virus and in the context of carrying out the Triassic UKS program, namely Health Education, Health Services, and Coaching healthy school environment at Public Elementary School 157 Palembang.

According to Sallis (2006) quality improvement is becoming increasingly important for institutions used to gain better control through their own efforts. It is undeniable that awareness of the importance of quality education has encouraged people to look for educational institutions that can meet their educational needs. Every time people ask about the concept of a good school, what are the facilities, what is the learning concept, how far does the school pay attention to child development, are parents involved in the child evaluation process, and what are the facilities and infrastructure at the school.

Based on the background of the problems above, the researchers examined "School Health Business Management". The School Health Business Program (UKS) must have a relationship between the implementation of the UKS program and students' health status. In accordance with the opinion of Slamet (2002), health is a state of well-being of body, soul and social life that allows everyone to live productively socially and economically.

B. Methods

This research was conducted from June 2021 to August 2021. The research location was SD Negeri 157 Palembang, Pahlawan Village, Kemuning District, Palembang City, South Sumatra Province. This research will be carried out by conducting interviews with related parties at Palembang 157 Public Elementary School. Public Elementary School 157 Palembang, has a vision of improving the management of School Health Enterprises as part of improving the quality of education and student's achievement. The informants in this study were selected through a purposive sampling technique, the selection of informants used as data sources was carried out with certain considerations (Sugiyono, 2015).

This study uses a qualitative approach. According to Saldana (2011) qualitative research is a naturalistic research method in social life. Primary data in this study were obtained from observations, interviews and documentation, while secondary data was obtained from documents related to books and UKS activity data. The research procedure consisted of pre-research stages, research implementation and post-research stages. The validity of the data in this qualitative research is obtained through triangulation (Moleong, 2011; Moleong, 2012).

C. Results and Discussion

The UKS at SD Negeri 157 Palembang was established from 2007 until now, for petty doctor cadres there are 80 people consisting of students in grades 4 and 5. Students at SD Negeri 157 Palembang total 822 people with details of 408 male students and 414 female students. Based on interviews and observations that researchers have conducted, at this time UKS activities cannot function properly because since the Covid 19 pandemic, learning activities have been

carried out using an online system (Distance Learning). still being implemented properly, including implementing health protocols, keeping a safe distance, washing hands, measuring body temperature, administering deworming, administering abate, immunization for class I students as well as vaccine activities 1 and 2 carried out by teachers and staff.

Based on the results of the study, it can be said that the management of UKS SD Negeri 157 Palembang is already good. The person in charge of UKS is the school principal, Mr. R, who has been the principal of Palembang 157 Public Elementary School for the past 3 years, while the Chairperson of the UKS, namely Mr. P, has served at this school for 20 years and has served as vice principal for the past 8 years and also as sports and health teachers for grades 5 and 6. The management involved in the UKS implementation team are teachers, staff/employees, and the school committee.

According to the Ministry of Education and Culture, Directorate General of Basic Education (2014), the school environment includes the physical and non-physical environment. The physical and non-physical environment has a major influence on UKS activities. The facilities at SD Negeri 157 Palembang include 24 classrooms, 1 teacher's room, 1 computer laboratory room, 1 unit of UKS room measuring 7 x 8 m, 1 unit of school principal and TU room, 1 equipment room, recycling room 1 trash can, 1 library room, air ventilation from the left and right of the room, clean water facilities from PDAM, 6 galloon, 20 toilets available consisting of 10 men's toilets and 10 women's toilets that function properly however, it does not meet health standards, which should be 822 students, 10 male toilets are good while 18 female toilets should be available, 62 garbage bins are available, consisting of 31 organic waste boxes and 31 non-organic waste and 1 available boxes of organic waste to be used as compost, availability of sewers that function properly, availability of good and wide yards that have been cemented, so that they can be used for training little doctors or other activities, availability of a reading corner containing books about health, posters the dangers of smoking and anti-drug posters as well as covid 19 posters are displayed on the school walls, has a school canteen that provides nutritious food, has a well-functioning fence made of iron and is guarded by security guards and has a new Al-Amin prayer room renovated so as to make it comfortable and solemn in worship.

Based on the results of an interview with the school principal, the management of the 157 Palembang Public Elementary School Health Business: 1) the school principal first consults with the school committee in carrying out the annual UKS activity plan; 2) school principals said that the budget for funding UKS was only around 1% of BOS funds; 3) The role of the school principal is very good and in the implementation of the UKS TRIAS it always involves the school committee and supervisors from the *Puskesmas*; 4) the school principal always monitors, evaluates and reports on UKS activities so that they can run smoothly.

Based on the results of interviews with teacher 1, Mr. P, the following results were obtained: 1) teacher 1 responded positively to the UKS; 2) He conducts coaching to students/little doctors; 3) the annual UKS activity plan is well implemented; 4) Health education is well implemented by doing healthy gymnastics every Friday; 5) teachers always provide knowledge about UKS through curricular activities; 6) Guidelines for implementing UKS activities based on the TRIAS UKS are running well; 7) The involvement of teachers and school members in UKS activities is very good; 8) The duties of coaches/teachers in UKS activities The implementation of the UKS TRIAS is very good, teachers together with students and little

doctors always help for UKS activities such as training little doctors, periodic checks and so on.

Based on the results of interviews with teacher 2, Ms. M, the following results were obtained: 1) teacher 2 really liked her involvement in UKS; 2) He really likes children and often gives coaching to young students/doctors; 3) The annual UKS activity plan is well implemented thanks to the cooperation of all parties; 4) Health education is well implemented because there are 5 sports teachers and by doing healthy gymnastics every Friday; 5) The duties of the supervisor/teacher at UKS are very good and always provide knowledge about UKS; 6) Guidelines for implementing UKS activities based on the TRIAS UKS are running well; 7) The teacher's involvement in UKS activities is very good, the teacher provides guidance to students; 8) The task of the coach/teacher in UKS activities is that the implementation of the UKS TRIAS is very good, the teacher and the students/little doctors always help for UKS activities such as training for little doctors, regular check-ups and dental and oral examinations and so on.

Based on the results of interviews with teacher 3, Mr. A, the following results were obtained: 1) teacher 3 was involved in UKS activities, especially in monitoring healthy canteens; 2) He often provides guidance to students, especially related to nutrition issues; 3) The annual UKS activity plan related to the UKS TRIAS is well implemented; 4) Health education is well implemented in accordance with the existing learning schedule; 5) The task of the coach/teacher at UKS is very good because the teacher is directly involved in all UKS activities; 6) Guidelines for implementing UKS activities based on the TRIAS UKS are running well; 7) The teacher's involvement in health screening activities is good; 8) The duties of coaches/teachers in UKS activities The implementation of the UKS TRIAS is very good, the teacher and the students/little doctors always help for UKS activities such as training for little doctors, periodic check-ups, health screening and so on.

Based on the results of interviews with NDK's mother as the UKS supervisor from the *Puskesmas*, the following results were obtained: 1) Mrs. N was very supportive and welcomed the activities carried out by SD Negeri 157 Palembang UKS; 2) UKS activities have been well organized thanks to the support of teachers, staff, committees, and students; 3) The guidelines for implementing UKS activities are good but it is better if they need to be improved again because one of the objectives of the UKS itself is to improve the health status of students; 4) UKS' involvement in curricular activities is good, as can be seen from the existence of a lesson schedule that is in accordance with the UKS TRIAS; 5) The duties of coaches/teachers in UKS activities are very influential for the realization of UKS progress; 6) The implementation of the UKS TRIAS has been well implemented; 7) According to Mrs. NDK, it can be said that the UKS and environment management is already good, although it still looks a little dirty because of the fallen leaf litter in the field.

Based on the results of interviews with students/little doctors 1 NFH, grade 5b students that: 1) She is one of the cadres of little doctors; 2) The first thing he did when he visited the UKS was filling out the UKS visit book, then carrying out the picketing activities for the UKS or helping to arrange medicines and other equipment for the UKS; 3) Faza once brought a friend to the UKS when someone was sick and then helped treat his friend; 4) Regular health checks are carried out once a semester, including dental and oral examinations, ENT examinations, height and weight measurements; 5) The role of the little doctor in carrying out UKS activities includes during ceremonies, the little doctor is also in charge of monitoring the ceremony,

helping if a friend is sick, help carry out immunizations, help with health education activities as well as pickets and look after the UKS room; 6) Knowledge about UKS is obtained from counseling conducted by the guidance team from the Community Health Center and from the learning outcomes carried out by teachers at school; 7) NFH, grade 5b students feel very happy and proud to have the duties and responsibilities as a little doctor, making them even more interested in becoming a real doctor in the future; 8) Activities carried out by the little doctor include treating friends who are sick, treating friends who are injured, helping when there are immunization activities, helping when there are health education activities, arranging friends to be orderly during immunizations and so on.

Based on the results of interviews with a small 2 student/doctor named SN, a grade 5e student, that: 1) She often goes to the UKS to picket for the UKS room, namely cleaning the floors, mopping, wiping the windows, cleaning the boys' and girls' beds and preparing medicines medicine and SN also often read books about health in the UKS; 2) When in the UKS room, the first thing to do is fill out the UKS visit book; 3) SN once brought a friend who was sick to the UKS room, then he helped treat it using eucalyptus oil or other medicines; 4) Periodic checks on measuring height and weight, eye examinations, dental and mouth examinations, examinations of the ears, nose, throat (ENT), and so on; 5) The role of the little doctor in carrying out UKS activities is to check the school canteen, practice clean living wherever they are, check for mosquito larvae; 6) knowledge about UKS is obtained from coaching conducted by teachers and health workers from the *Puskesmas*; 7) according to SN, his duties and responsibilities as a little doctor make him more enthusiastic in all activities, both learning activities at school and activities he does as a little doctor; 8) Her activities as a little doctor include inviting friends and everyone to maintain cleanliness, carrying out humanitarian activities by raising funds to help less fortunate friends and helping when there are immunization activities (Kim et al., 2017).

Description of Student Interview Results 3 KSS that; 1) KSS visits the UKS at an irregular time, sometimes once a week following the picket schedule, sometimes during recess he visits the UKS room again, even if there are UKS activities we go to the UKS more often to prepare the room so that it is clean and tidy so that health screening or immunizations carried out in the UKS room can be carried out properly; 2) When in the UKS room what KSS did was picket the UKS room, arrange and arrange medicines and other UKS equipment, besides helping fill out the UKS administration book; 3) KSS once brought a friend to the UKS when someone was sick. The results of an interview with KSS stated that he once brought a friend who was sick to the UKS room, then put him to bed and helped treat him with the medicines in the first aid kit; 4) Periodic health checks are carried out at this school every 6 months for weight and height, eye examinations, dental and mouth examinations, examinations of the ears, nose, throat, and so on; 5) The role of the little doctor in carrying out UKS activities helps UKS activities, including immunization, counseling, coaching and other activities; 6) Knowledge about UKS is obtained from health education conducted by teachers, counseling and health coaching conducted by teachers and from other health teams (Bastable, 2021); 7) KSS duties and responsibilities as a little doctor are very pleasant, he is given the task of giving abate powder to every tub, drum, bucket and then checking and recording mosquito larvae and assisting in every UKS activity, while his responsibilities as a little doctor include keeping the rooms clean shower/toilet from mosquito larvae; 8) The activities carried out by the little doctor include participating in mass tooth brushing competitions, protecting and preserving the environment and participating in little doctor training.

After making direct observations and based on the results of interviews, it can be seen that SD Negeri 157 Palembang can be said to be good, according to what is expected, although there are some things that still need to be fixed.

Based on the results of in-depth interviews with school principals, deputy principals, teacher boards, supervisors from the Community Health Center (Politzer, et al., 2003) or students who serve as little doctors, the management of UKS SD Negeri 157 Palembang has been going well. However, there are a number of things that have not been implemented, namely there is no budget plan for this school year because the funding for UKS is very small, only under 1% of BOS funds, not all medicines can be financed with BOS funds, so the involvement of school committees and officers is needed. Then the UKS room where there is only one room with a size of 7x8 m² causing a lack of capacity for students, then school toilets whose number does not match the number of students as many as 822 people who should have had 10 toilets for men and 18 toilets for women.

Another obstacle in UKS management is the excess capacity of students for grades 3, 4, 5 and 6 where the number of students per class is 30 students and above, there should only be 28 students in one class, while grades 1 and 2 have met the eligibility standard. For monitoring, reporting and evaluation activities in the management of the UKS SD Negeri 157 Palembang it has been going well because in its implementation it has involved all parties, from the school principal, teachers, students, staff, school committee, health center staff and the surrounding community.

D. Conclusion

For monitoring, reporting and evaluating activities in the management of the UKS SD Negeri 157 Palembang it has been going well because in its implementation it has involved all parties, from the school principal, teachers, students, staff, school committee, health center staff and the surrounding community.

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