

School Health Business Management (Uks) To Improve Healthy Lifestyles In Sd Negeri Dki Jakarta

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Abstract.

School Health Business Management (UKS) to improve a healthy lifestyle at SDN Jakarta, has not run optimally in its implementation, so that many UKS programs have not been realized as they should. If there is no solution, it is feared that UKS activities will not run. The specific purpose of this study is to get an overview of UKS management in improving a healthy lifestyle at SDN Jakarta. The general objectives are: a. To find out the UKS management plan in improving a healthy lifestyle at SDN Jakarta, b. To find out the organization of UKS management in improving a healthy lifestyle at SDN Jakarta, c. To find out the implementation of UKS management in improving a healthy lifestyle at SDN Jakarta, d. To find out the assessment of UKS management in improving a healthy lifestyle at SDN Jakarta. e. To find out the problems of UKS management in improving a healthy lifestyle at SDN Jakarta f. To find out UKS management solutions to improve a healthy lifestyle at SDN Jakarta. The philosophical basis of this research is the philosophy of constructivism, while the theoretical basis used is the management theory by GR Terry (2009), the theory by UKS Notoatmodjo, et al (2012) and the theory of healthy lifestyles by Kus Irianto (2004). qualitative. Data collection is done through: Documentation studies, observations, interviews, and triangulation. The results of the research include: planning, organizing, implementing, assessing, problems and solutions for UKS management to improve a healthy lifestyle at SDN Jakarta, requires visionary leadership, responsibility, and upgrading human resources with all supporting facilities so as to produce graduates who care about healthy lifestyles, healthy lifestyles, both in terms of input, process, output and outcome. Conclusion; UKS management to improve healthy lifestyles for SD Negeri DKI Jakarta students which has a positive impact on increasing healthy living behaviors both at school and in their environment.

Keywords: Management, UKS and Healthy Lifestyle.

I. INTRODUCTION

Health education is a very important effort as an early stage in changing behavior towards a healthy lifestyle. Schools are one of the parties that play an important role in providing health education for children which aims to instill healthy living habits for children, this is in line with [1] Law of the Republic of Indonesia Number 35 of 2014, that: "School health is held to improve the ability to live healthy students in a healthy environment, so that students can grow and develop harmoniously and optimally into quality human resources". School health is a UKS program, to improve students' ability to live healthy lives, so that students can grow and develop optimally into quality human resources, this is in line with [2] Joint Regulation of the Four Ministries, namely the Ministry of Education and Culture, the Ministry of Health, the Ministry of Religion and the Ministry of Home Affairs Number 6/X/PB/2014; Number 73 of 2014; Number 41 of 2014 and Number 81 of 2014, this mandates all parties involved and involved in implementing the Joint Regulations of the Four Ministries in Schools/Madrasah and educational institutions in accordance with their respective authorities. In the Joint Regulations it is stated that: Fostering, developing, improving clean and healthy living behavior for students is carried out in a planned and responsible manner through educational programs, namely curricular, extracurricular activities, and through other efforts outside of school that support clean and healthy living behavior.

Healthy School health efforts in building healthy habits are very necessary for good education and learning, in shaping healthy living behavior and students are able to digest and practice it in everyday life, this is in line with the opinion [3] Notoatmodjo, et al (2012: 51), that: The School Health Business Program (UKS) is an integrated cross-programme and cross-sectoral effort to improve health status and shape clean and healthy living behavior for school-age children who are in public schools and schools with a religious pattern. The School Health Business Program (UKS) is implemented through three main programs which are often referred to as the UKS TRIAS, namely Health Education, Health Services, and Healthy Environment Development. Elementary school is the most appropriate place to distribute guidance and lessons about health

because: (1). School is a place for students to learn which aims to educate children in all fields. (2). School is a place and place for children to learn about health. (3) UKS being accepted in an educational environment is a very good thing because UKS is an important education for distributing knowledge about health to children. In its implementation, UKS, which functions as the main channel for health development for students, is still not very specialized in forming healthy habits. Almost all elementary schools in the area have not been serious in implementing UKS in a planned and directed manner. In addition, some schools have not been able to organize UKS properly, there has been no good cooperation with related parties such as the Health Service, National Education Office, parents of students and with other organizations, so it is impressed that the health of students is the responsibility of parents. only.

The focus of this research is on the theory of school health efforts which refers to the development of understanding values where human relationships cannot be separated from social-ecological values. This step is taken in order to improve a healthy lifestyle which will be realized and can be seen from the aspect of quality / quality of health degrees and good healthy living behavior. An important step in school health efforts is in accordance with this understanding and understanding to show that relationships are built and developed for together. Support and develop school health efforts specifically to improve healthy lifestyles in accordance with the basic scientific disciplines developed to show that the value of understanding the scope that must be built in understanding the value of health is to understand and understand the values of the meaning of health. Therefore, various parties must seek resources for the purposes of implementing UKS, considering that UKS is very important for the success of students in school. Because in reality there are not a few schools that cannot carry out UKS due to the lack of available funds. With all the complex limitations, the UKS program in elementary schools should still be pursued as optimally as possible. Because children are the nation's capital and assets which are very important as the nation's next generation.

II. METHODS

The research method uses a qualitative descriptive method, which describes all the symptoms and facts in the field and relates and analyzes all these symptoms and facts with the problems that exist in the research and then adjusted to the conditions that occur in the field. Descriptive research method is a method that aims to make a systematic, factual, and accurate description of the facts and characteristics of a particular population or area. Data Source: (a). Research Locations: Public Elementary School 02 Jakarta and State Elementary School 10 DKI Jakarta. (b). Subject Research: Research subjects are sources that can provide information on the problems studied by the author. (1). Supervisors, from the two primary schools studied; (2). Principal, (3). Deputy Head of Curriculum, (4). Teachers, (5). Students (6) Puskesmas.

To obtain data, three techniques were used, namely: (1). Observations or observations that use the type of structured non-participant observation in which the researcher has formulated guidelines for limiting the focus and subfocus of the research. The purpose of the observations made by researchers by observing is to obtain data about how the implementation of PJOK learning and extracurricular activities at SDN 02 and SDN 10 (2). In-depth interviews (in depth interviews). With in-depth, detailed interviews, researchers are trying to find information experiences from the topic being studied, namely UKS Management to improve a healthy lifestyle. With the informant is (a). Supervisors, from the two State Junior High Schools studied; (b). Principal, (c). Deputy Head of Curriculum (d). Teachers, (e). Supervisor.

III. RESULTS AND DISCUSSION

In the school health business program to improve health degrees, a healthy lifestyle in the family is needed, and fostering a healthy environment, this is in line with the opinion [4] Irianto (2004:22,25), that: A healthy lifestyle is the practice of clean and healthy living habits in everyday life both when students are in class and outside the classroom. "Basic things that need to be pursued in fostering healthy living for elementary school students are: (a) Washing hands and brushing teeth cleanly (1) Telling how to wash hands, before and after doing activities (2) Delivering good brushing techniques and That's right, twice a day. (b). Consuming Nutritious Food (1) Advise to be careful in consuming snacks, food and drinks. (2) Encouraging students to consume a balanced diet. c. Keeping the School Environment Clean (1) Disposing of garbage in

the available trash bins (2) Carrying out cleaning efforts in classrooms and around the school yard d. Doing Sports Regularly (1) Through guidance by UKS teachers, students carry out physical fitness exercises (SKJ). Managing Rest Time Well (1) Get used to rest and sleep regularly at night”.

Thus a healthy lifestyle here can also be called a good habit of maintaining health, where the habit has been running for quite a long time, so it seems as if it has become an inseparable habit of the person. So that patterns or healthy living habits should be instilled as early as possible. Based on the findings that UKS management begins with planning, organizing, implementing, and evaluating, in determining various aspects to be implemented, this is in line with the opinion [5]GR Terry (2010:16) that: Management is a unique process, which consists of planning, organizing, mobilizing and monitoring actions, which are carried out to determine and achieve the goals that have been set through the use of human resources and other resources. other sources.

The basic concept of UKS management that will be implemented to improve a healthy lifestyle includes six things, namely:

School Health Business management planning is an initial activity and a design that will be carried out by describing and formulating activities to realize reliable and achievable goals. The UKS program in its implementation cooperates with health institutions, namely; health centers in order to improve a healthy lifestyle. Planning is made jointly between the school, the school committee and the Puskesmas, in this case the South Jakarta Health Center so that an agreement is formed with the puskesmas. One of the UKS planning activities is the formulation of the work program as outlined in the MoU (Memorandum Of Understanding). The above is in accordance with the theory and is stated in the [6]Government Regulation number 19 of 2006 states that "learning planning includes a syllabus and lesson plan (RPP) at least covering learning objectives, teaching materials, teaching methods, learning resources, and assessment of learning outcomes"Organizing the UKS management is the determination, grouping, and preparation of various activities needed to achieve goals, and cannot be realized without having a relationship with others and without assigning certain tasks to each unit. The organization carried out in UKS activities at Elementary Schools (SD) with Puskesmas is to form a team in charge of relations with the Puskesmas and have their own main tasks and functions. In developing the UKS organization a structure is needed, this is in line with the opinion [7]Noya (1983: 27-29), that: "The UKS organizational structure follows the organizational structure of the Indonesian Ministry of Health, in accordance with the Decree of the Minister of Health No. 125/IV/Kab/BU/1975 dated April 29, 1975. The organizational structure is divided into the Central level, Provincial level, City or Regency level, Puskesmas or District level and School level". With the UKS organizational structure, it will facilitate the division of tasks in the implementation of the UKS program which is one of the Puskesmas programs. "Puskesmas are the leading health care organizational units. One of its missions is to develop health services and has the task of carrying out comprehensive and integrated health development and services for the community in its working area. [8](in Muninjaya, 1999).

In the implementation of UKS management, it is the most important management function. In the planning and organizing functions, they are more related to the abstract aspects of the management process, while the actuating function is more concerned with the implementation activities. The implementation of the UKS program can be done through socialization of plans, program plans, technical plans, implementation, monitoring, and supervision, to achieve educational goals and improve the quality of graduates who care about health. The logical consequence is that school health business providers must prepare reliable educators in implementing quality programs in the field so that the effectiveness of their implementation is guaranteed. The development of life values has implications for changes in the way of thinking, behaving, and behave based on the values that are held permanently so that they become morals. In addition, institutions must prepare various tools and situations that can encourage the effectiveness of developing the values of caring for health. In its implementation, assessment or supervision is a process of gathering information. To achieve the goals to be achieved, it is very necessary to provide guidance, this is in line with the opinion [9]Selvia (2009:5) explains that: "There are 4 (four) targets for UKS development, namely: (1) students, (2) UKS coaches, (3) health education facilities and infrastructure, and (4) the environment. To achieve the target, school is the right media or place to convey all information about education so that it is

more easily embedded in children, both clean and healthy living behavior and everything related to one's health which includes physical, mental and environmental health.

Thus, it is hoped that children who have gained knowledge about health can have a little influence on the family environment in a small environment and the surrounding community in a wider environment. With this clear target, it is hoped that UKS can actually carry out the program to its target, so that in the future they can be useful and have the attitudes and habits to implement a healthy lifestyle in their environment.

This is in accordance with one of the concepts of the main task [10] The School Health Business Development Team (2012: 3), which explains that: "The scope of UKS is the scope that is reflected in the Three Main Programs of school/madrasah health business (called the UKS Trias) which includes the provision of health education, the provision of health services and the development of the school environment. healthy madrasa. ation or evidence to make a decision, what must be achieved, then the scope of the UKS program assessment is between the school and the health center. The purpose of the assessment of learning outcomes is to determine the absorption of the material provided in the aspects of knowledge, aspects of attitudes and aspects of skills. While the benefits are for students to gain knowledge from various aspects, while for teachers to find out whether or not they are successful in the teaching and learning process. Therefore, it is very necessary to have human resources for educators who have high loyalty, accountability, and transparency in carrying out their duties; leadership commitment to quality improvement; and the educational environment is very conducive because educators and students live in their environment.

UKS management constraints/problems are unpreparedness to accept changes in the management paradigm, and lack of knowledge about health and experience in managing UKS programs, resulting in the low quality of graduates who care about health and should minimize weaknesses and strengthen competitiveness, especially now that conditions are still not safe with the Covid-19 problem. 19. UKS management solutions can be implemented through integrating all school components, compiling all school guidelines, upgrading human resources and all supporting facilities, and building organizational culture/environment and partnerships. Through partnerships, schools prepare students to have superior, creative, innovative competencies, understand the digital world (science and technology). It aims to increase the knowledge of educators,

In practice, UKS management efforts at two research loci at SDN Jakarta are correlated with learning. PJOK is an institution that has a high correlation with health education development through the UKS program. In the sense that the higher the quality of graduates, the more graduates who have a healthy lifestyle and healthy lifestyle. Then the better the image of basic educational institutions and the higher the public's interest in becoming customers. To analyze good cooperation, the authors can use the health and UKS program at SDN DKI Jakarta, consisting of;

(1) Health education and health services, which are one of the activities so that students have knowledge of health sciences including healthy and regular ways of living. Meanwhile, health services in schools are carried out by means of counseling activities and skills training. Implementation is carried out through increasing knowledge of inculcating values and positive attitudes towards the principles of healthy living and increasing skills in carrying out matters relating to health care, assistance and care. Health education materials consist of: (a) maintaining personal hygiene; (b) recognize the importance of immunization; (c) recognize healthy food; (d) recognize the dangers of diarrhea, dengue fever and influenza; Covid (e) keeping the environment clean (school and home) and placed in physical education subjects;

(2) A healthy school environment is a condition where the school environment can support the growth and development of a healthy lifestyle. All implementations are quite optimal, although there are still many programs that have not been realized, both in service and in implementing a healthy environment. Findings in fostering a healthy school environment are carried out in many ways, including the presence of clean water in front of each room in the school. The existence of toga plants planted by students next to the school, as well as school cleaning carried out by school guards;

(3) The training of tiwisada cadres or what is meant by little doctors, these cadres are selected students who are selected based on students' abilities and then fostered by the UKS Guidance Team from the Pesanggrahan District and Kelurahan, even the Mayor of South Jakarta participates in fostering. The

important role of tiwisada cadres or small doctors in schools is to help carry out vaccine activities that are required for all students and immunizations, routine activities on Mondays are tasked with helping students who are sick, and setting an example for other students to live healthy lives at school. by the local government because there is a harmonious relationship between the school and the local government.

(4) Fostering school health in the community is an activity for fostering a healthy environment for the community. The process of fostering the community by means of a visit to the school UKS team by bringing little doctors down to the community around the school to conduct socialization of healthy living properly.

(5) Procurement of UKS facilities and infrastructure, facilities and infrastructure used in UKS are complete, starting from the UKS room and health equipment that already exists and can be used properly. The procurement of this tool has been carried out since the early 2000s so that it is now complete. The implementation of UKS runs optimally even though rules have been made in the room to make it easier and obey the rules that are made. The rules for the UKS room at SDN are as follows; (a). The UKS room and the PMR secretariat must be maintained and clean. (b). The UKS room can only be used by school residents. (c). Patients can only be accompanied by a maximum of 2 people with the approval of the PMR coach/teacher who is on duty that day. (d). When the patient is resting, the officer is not allowed to enter the UKS room but the PMR secretariat unless there is an emergency and with the approval of the PMR supervisor/teacher who is on duty that day (e). Not allowed to do anything that is against the school rules. (f). If the UKS room is not available, the patient must be maintained, while the UKS daily picket officer is only allowed to maintain security. (g). The UKS daily picket officer must come to the attendance list for all incidents and their solutions while on duty. (h). Both the UKS room and the PMR secretariat have to be closed again and locked. (i). In particular, the secretariat room can also be used to receive guests, health posts, special meetings for core management with the coordination of supervisors and unit coordinators. (o). Other things will be arranged later (p).

At SDN Jakarta, the School Health Business Development Team stated that in order to get good results in school health services, achieving optimal health status includes:

a. Promotional Activities (Promotional). Promotive (improvement) activities are carried out through health counseling activities and skills training carried out extracurricular, namely: (1). Technical skills training in the context of health maintenance, and the formation of active participation of students in health services, including: (a). Little Doctor (b). Youth Health Cadre (c). Youth Red Cross (d). Saka Bhakti Husada. (2) Fostering exemplary facilities in the school environment, including: (a). Healthy School Canteen Development (b). Fostering a school environment that is maintained and free from disease-carrying factors (c). Fostering exemplary clean and healthy living behavior (PHBS).

b. Preventive Activities (Preventive). Prevention activities are carried out through activities to increase the body's resistance, activities to break the chain of disease transmission and activities to stop the disease process at an early stage before the onset of disease, namely: dengue fever, worms, vomiting. (2) Health screening for children who have just entered school. (3) Periodic health checks every 6 months. (4) Following (monitoring/monitoring) the growth of students. (5). Vaccine for covid-19 condition (6) Immunization of class I and class VI students in elementary schools. (7) Efforts to prevent disease transmission by eradicating the source of infection and supervising the cleanliness of the school environment.

c. Healing and Recovery Activities (Curative and Rehabilitative). Healing and recovery activities are carried out through activities to prevent complications and disabilities due to the disease process or to improve the ability of students who are injured or disabled to function optimally, namely: (1) Early diagnosis (2) Mild treatment (3) First aid for accidents and first aid first in disease (4) Medical referral. The implementation of health services is carried out in an integrated manner, both between the main activities of the Puskesmas and in an integrated manner with educators, supported by the participation of students and parents in the community. Improvement activities (Promotive), Prevention Activities (Preventive) and Healing and Recovery Activities (Curative and Rehabilitative) have been going well although not yet optimal, because there are still not enough teachers who have knowledge about UKS and

the Head of Puskesmas and community leaders are still not fully available. involved in the process of realizing the program. The budget for BOS and BOP funds for the implementation of programs such as little doctors has run optimally and has become a flagship program at the school. It is very necessary to supervise and foster health education or UKS in healthy schools because it is one of the most important elements in fostering health in schools, to increase students' behavior in healthy lifestyles.

The upgrade of human resources at SDN DKI Jakarta is carried out by carrying out management functions in the process of planning, organizing, implementing and evaluating the UKS program to improve health education for students and teachers. Educators are the main supporters in the health education process. Healthy teachers with certain qualifications will greatly determine the education process goes well. Based on this awareness, SDN DKI Jakarta tried to find alternative solutions in order to improve the academic quality of teachers. First, conducting regular health education training for teachers and employees; Second, providing opportunities to take part in formal education programs for those from D1 to S1 and S2 and S3, Third, preparing professional education personnel by implementing a "merit system" in the health sector; Fourth, encourage teachers to improve their skills regarding school health efforts. Sixth, teacher mentoring activities through curriculum workshops, syllabus and lesson plans, management and organizational workshops; and seventh, conducting comparative studies to schools that apply the school curriculum on school health efforts. The upgrade of supporting facilities for the implementation of the health education program is carried out by creating a clean, orderly, safe, and comfortable school environment and fulfilling various supporting facilities and infrastructure to support the mastery of "basic knowledge of science and technology" according to the standards specified in the [11] PPSN No. 19 of 2005 in conjunction with the Regulation of the Minister of National Education of the Republic of Indonesia No. 24 of 2007 concerning Standards for Facilities and Infrastructure.

IV. CONCLUSION

There are similarities in the objectives of the School Health Business (UKS) program, between DKI Jakarta State Elementary School 02 (SDN 02) and DKI Jakarta State Elementary School 10 (SDN 10), namely: To foster healthy lifestyle habits and enhance health status, which includes: (a) Have the knowledge, attitudes and skills to implement the principles of healthy living and students actively participate in efforts to improve health; (b) Healthy, physically, mentally and socially; and (c) Has the power to resist the bad influence of abuse of narcotics, drugs and hazardous materials, alcohol, cigarettes, and so on. In principle, the program of activities is summarized in a work program in the form of (a) health education and health services; (b) a healthy school environment; (c) training of tiwisada cadres or what is meant by minor doctors; (d) school health development in the community; (e) procurement of UKS infrastructure which has an impact on improving the quality of elementary school (SD) graduates in terms of input, process, output and outcome.

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