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Healthy school behaviour in public elementary school in Sanden Bantul

S.N. Isvandari & C.S.A. Jabar

Educational Management, Postgraduate Program, Yogyakarta State University, Yogyakarta, Indonesia

ABSTRACT: Healthy behaviour is the outcome of developing a healthy school behaviour that is consistently implemented for a school. School behaviour in elementary schools assists develops students' potential to be healthy individuals, both physically, psychologically and socially. Several schools have implemented healthy school behaviour, but only some of them have not been able to develop it. This is proven by the number of children who have unhealthy behaviour. This objective of the study is to explore healthy behaviour in elementary schools that may be sustainable be implemented for other schools. Data were collected through indepth interviews and observations. The data were analyzed by using qualitative analysis of Miles, Huberman, and Saldana. This study reveals that SD 2 Sanden and SD 2 Gadingharjo have been able to develop a clean and healthy life according to healthy school standards, they were able to provide facilities according to standards, providing nutritious healthy food, creating a healthy, clean, and conducive environment, providing counselling, and having effective waste management. This behaviour is formed through clean and healthy living habits with the implementation of the School Health Unit (UKS) TRIAS code of conduction. This implementation is supported by facilities that lead to habitual hygiene and healthy living behaviour for students and is supported by commitment and coordination between school as well as collaboration with related institutions. It may create a high sense of mutual trust and belonging to the school and has an aim in creating feelings as a family. This feeling will lead to an intimate, conducive and more responsible collaboration.

1 INTRODUCTION

The era of globalization made challenges for children that can threaten their physical and mental health if they are not developed of positive characters from an earlier age. Schools as educational institutions are responsible for educating, developing potential, and creating the positive characters of children (Wiyani, 2013: 21). Character is essential to build strong human beings. This character needs to be created as early as possible through family education and also developed through basic education. The basis for the implementation of character education is stated in Law Number 20 of 2003 concerning the national education system in article 3. One of the objectives of character education is to develop the potential of students to become healthy humans, both physically, psychologically, and socially. As a follow-up, it takes a strategic and planned role from schools for character building that can instil

support civilization, and the acquisition of skills that enable it to support behaviour change. So that, cultivating healthy schools will train people to develop and empower themselves so that they can improve their quality (Passmore & Donovan, 2014; Lee et al., 2003). Increasing the quality of self will have an impact on improving the social-economic performance of modern society (Lee et al., 2003). Therefore, this behaviour needs to be implemented as early as possible and carried out comprehensively through basic education (Passmore & Donovan 2014). Basic education is a place or foundation to introduce and develop a healthy life both physically, mentally and socially (Warwick et al., 2005; Passmore & Donovan, 2014).

This healthy school behaviour has been implemented in many countries for example in England, Australia, Poland, Czechoslovakia, New Zealand, Canada, and Indonesia (Warwick et al. 2005; Lee et al., 2003). However, in the implementation of this healthy

role from schools for character building through an insitu understanding and healthy living behaviour through healthy school behaviour.

Healthy school behaviour is behaviour from the government to put into functions of improving children's knowledge, abilities, attitudes, and health as a provision for improving the standard of living in a future life (Warwick et al., 2005; Lee, Tsang, Lee, & To, 2003; Passmore & Donovan, 2014). In its implementation, the development of healthy schools must include the provision of information, the formation of values and attitudes, the creation of activities that

(2005). However, in the implementation of this healthy school behaviour, there are several obstacles encountered. They are lack of infrastructure, funds, time, knowledge, lack of self-confidence from schools, and policies that are still weak and incomprehensive to develop this culture (Eggert et al., 2018). In supporting the behaviour of healthy schools, schools need curriculum adjustments, complete infrastructure, and collaboration with external partners (Passmore & Donovan 2014; Warwick et al., 2005; Lee et al., 2003; Mensink, Schwinghammer, & Smeets, 2012; Yun et al., 2017). Also, in implementing this behaviour,

classroom teachers are the main character to creating learning opportunities internally and externally of the classroom and developing children's future capacities to grow (Lee et al., 2003). Teachers will assist children to develop positive self-esteem and personal and social skills. Therefore, teacher training is essential.

Indonesia, as one of the countries that has implemented this healthy school behaviour, has also experienced several similar obstacles. Some schools can implement and develop this behaviour well, but many of them are not yet able to develop it. Also, in this era of globalization, there are many challenges for children that can threaten their physical and mental health. Not a few children have unhealthy behaviour (Zubaidah, Ismanto, & Sulasmono 2017). Departemen Kesehatan (2010) also states that many health problems in elementary school-age children are usually caused by inadequate personal hygiene, a slum environment, and an unhealthy lifestyle. This statement is reinforced by the results of research by the Food and Drug Supervisory Agency in 2014 which also showed that 60% of elementary school-age children snack carelessly and do not meet safety quality standards. Research data also found the emergence of various diseases that often attack school-age children, among them is diarrhea (Maryuani, 2013). This is an indication of the importance of exploring a clean and healthy culture in elementary schools. SDN 2 Gadingharjo (1st place in a healthy school competition in 2017) and SDN 2 Sanden (1st place in a healthy school competition in 2016) can be used as a pilot of public elementary schools to give impact to other schools in Sanden.

2 METHOD

The study uses qualitative research methods with a phenomenological approach. This qualitative study was conducted to explore the meaning of the experience of independent healthy schools at SD Negeri 2 Sanden and SD Negeri 2 Gadingharjo. These two schools are schools that have successfully implemented the behaviour of healthy schools in Sanden District, Bantul Regency. They got awards for winning the regency level healthy school competition and being able to develop and maintain a culture that has been embedded. The participants of this study were the principal, teachers, school committee, parents of students, students, and health centres at SD Negeri 2 Sanden and SD Negeri 2 Gadingharjo. Data was collected using

form that is in school. So, schools need to prepare rules, activities and supporting facilities that lead to the behaviour of students' healthy hygiene behaviour. Based on the results of interviews and observations that have been carried out, it appears that the school has been able to develop a healthy school culture. School members must have healthy behavior, physically, psychologically and socially. Schools have established rules and supporting facilities. Moreover, the most important thing is that there is a strong commitment from the school in cultivating a healthy school. All the parties I interviewed felt that they had many positive things that they got from this culture. They also feel that this civilization has made schools more active, productive, and increased school performance. Further, the manifestations of the school culture at SD 2 Sanden and SD 2 Gadingharjo will be explained below.

3.1 *Healthy school rules*

SD 2 Sanden and SD 2 Gadingharjo are two schools in Sanden Sub-District that have been able to develop a healthy school behaviour. These two schools have their motto and slogan in developing a clean and healthy life. As for SD 2 Sanden's motto, "tesamatesa," find trash, put it in the trash can. Meanwhile, SD 2 Gadingharjo sparked the school's slogan, namely: "Clean my school, green my environment, healthy my body and soul, succeed in my achievement." This can remind and encourage children to always get used to a clean and healthy life.

Furthermore through mottos and slogans, the school also made a rules in written. These healthy school rules are made by the school together with the school committee and approved by the parents of students. These healthy school rules are not only applied at school but home as well. The school coordinates with students' parents through class teachers. So, the communication between the class teacher and the parents of the students is quite good. This communication is usually done using a book or direct communication. Parents feel it's very helpful in directing their children. Similarly, the teachers, through this cooperation the teacher feels that it is not in vain because the directions that are given at school are also controlled at the home.

3.2 *Healthy school physical environment*

Based on the results of the assessment of the healthy school competition, there is no doubt that the school

in-depth interviews and observation techniques. The instruments used were interview guidelines and observation guidelines. Data analysis was performed using the data analysis model Miles, Huberman, and Saldana which consisted of data reduction, data presentation, and conclusion.

3 RESULTS AND DISCUSSION

Generally, the form of school behaviour can be analyzed by the behaviour, behaviour habits, and physical

has facilitated its citizens to live healthily, following existing standards. The observations also reveal that schools have a physical environment that supports a healthy school culture. The environment looks clean, comfortable, and conducive to teaching and learning activities. Schools have air circulation, adequate lighting and there are abundant sources of clean water. This school is also provided with UKS, healthy canteen, counseling room, life shop, living pharmacy, play area, hand washing area, sanitation, sortable trashcans and processing. Its supportive physical environment cannot be obtained instantly but through the hard

work of all parties. The school collaborates with parents, health centers, alumni and other related parties to provide additional material, training, and other donations.

3.3 Healthy school culture activities

Activities in health culture at SD 2 Sanden and SD 2 Gadingharjo are carried out through the School Health Unit (UKS) culture (TRIAS School Health Unit (UKS), through health education, health services, and environmental development. Health education is carried out in learning physical education, sports and health. Healthy learning activities are allocated as 1 lesson hour per week for each class. Health services are implemented in schools to assist dealing with students who experience illness at school, however, if the School Health Unit (UKS) is not capable, they are referred to the public health center accompanied by the teacher's behaviour of healthy living habits and socialization are conveyed in the class involved in the subject and outside the classroom. Fostering a healthy school environment is carried out through environmental maintenance and maintenance of plants around the school which is carried out in collaboration with BPPT Sanden and the Women's Farmers Group (KWT). The form of cooperation is socialization and assistance in plant maintenance both from BPPT Sanden and from KWT. More specifically, habituation is carried out through the following activities.

1. Mosquito Nest Eradication Activities by SICANTIK (student larvae search and eradication)
This activity is carried out by a little doctor who has been assigned to monitor larvae and their nesting sites, as well as to mobilize their friends to carry out the eradication of mosquito nests. This activity was motivated by the large number of people affected by dengue fever around the school.
2. PKS (School Security Patrol)
The School Security Patrol is assigned to regulate the course of traffic near the school before coming and after school. The two schools are directly adjacent to the main road, therefore this activity is helpful.
3. Canteen "AMANAH"
AMANAH canteen (safe, tasty, and halal) provides healthy and safe and halal snacks. It has been tested by the Bantul District Health Office and gained a certificate of good hygiene. The canteen man-

area around the school where the majority of the population is farmers.

6. Making Healthy Snacks for DONU Schools (purple sweet potato doughnuts)
This activity is an activity to familiarize students with processing healthy snack foods according to food ingredients around the school.
7. Manufacture of Healthy Drinks DALIYA (DAWET ALOE VERA)
This activity is an activity to familiarize students with processing healthy snack foods according to food ingredients around the school.
8. Making DANGSERA Healthy Drink (Red Lemon-grass Drinking)
This activity is an activity to familiarize students with processing healthy snack foods according to the food ingredients that are around the school.

All activities can be carried out well with the commitment, coordination and cooperation of school members. Furthermore, to support the achievement and smooth running of activities, the school also maintains a harmonious relationship with student guardians and school committees, the community around the school, and related government agencies. As has been implemented by SD 2 Sanden and SD 2 Gadingharjo, they have collaborated with community health centers, health offices, BB POM, BMT, PMI, waste managers, police, military, agricultural services, farmer groups, BLH, and local health colleges.

Table 1. Indication of the success of the habit of healthy behaviour in SD 2 Sanden

SD 2 Sanden

1. Teachers and employees are actively involved in assisting health services.
2. Decreasing Dengue Fever sufferers in the environment around SD 2 Sanden.
3. The implementation of the civilization of the doctors who monitor school children's snacks and the high interest of students to become cadres of "little" doctors.
4. The civilization of little dentists was implemented as evidenced by the decrease in dental problems of students at SD 2 Sanden.
5. Physical and spiritual cultivation starting with a handshake has been cultured.
6. The culture of 3R waste management independently by students and school residents has become a culture.
7. Students of SD 2 Sanden are ready, alert, and

- ager has obtained a health snack training certificate from the Bantul Health Office. The provision of a healthy canteen in schools is supportive for children learning to choose healthy snacks.
4. Checking nails and hair lice
It is carried out by little doctors, sports teachers, and UKS teachers on Mondays for grades 1 to 3, and Wednesdays from grade 4 to grade 6.
 5. Pen Gayur
It is an acronym for herbal and Vegetable Growers, created to provide knowledge and habituation to students about agriculture. This is following the

- responsive to disasters.
8. A clean and healthy lifestyle has become a habit.
 9. UKS services are carried out excellently.
 10. The health status of SD 2 Sanden students increases.
 11. Increased concern for the environment.
 12. The use of medicinal plants is increasing.
 13. The existence of a healthy canteen which provides nutritious and healthy food.
 14. Clean and shady environment.
 15. The realization of a clean and well-maintained bathroom.
 16. Utilization of school land maximally by healthy school teams.
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Table 2. Indication of the success of the habit of healthy behaviour in SD 2 Gadingharjo

SD 2 Gadingharjo

1. Decreasing Dengue Fever sufferers in SD 2 Gadingharjo.
2. The waste sorting and disposal process has been carried out at SD 2 Gadingharjo.
3. Checking hair and nail lice is a routine at SD 2 Gadingharjo
4. Implementation of PKS becomes routine every day
5. All students have a sense of belonging to the plants in the school, so as not to destroy them.
6. The percentage of students who were admitted due to illness decreased.
7. Students are accustomed to snacks in the school canteen rather than buying snacks outside of school.
8. Bathrooms are clean and well-maintained.
9. The environment is shady and comfortable.
10. Teachers and employees are actively involved in health services.

All parties said they were happy and lucky with the behaviour of healthy living in this school. There are so many benefits they get from this culture. They admit that students rarely get sick, students understand the importance of health and hygiene, student skills improve, the school environment becomes more conducive and comfortable for learning, creates a culture of healthy and clean living at home, and communication between parties becomes more intensive.

4 CONCLUSION

The result of developing healthy behaviour is a consistent increase in healthy behaviour. The development of healthy behaviour is carried out by making behavioral rules, supporting physical facilities, and habituating healthy living habits through activities that support health. These activities need to be supported by commitment, coordination and cooperation from school members in realizing a healthy culture. Also, there is a need for cooperation with related government agencies. In creating a healthy culture, it needs to

be accompanied by a high sense of mutual trust and belonging to the school and to have a goal of creating feelings as a family. With this feeling, an intimate, conducive and more responsible collaboration will emerge. All parties said they were happy and lucky with the culture of healthy living in this school.

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