

HEALTHY SCHOOL MANAGEMENT: PLANNING MODEL IN ELEMENTARY SCHOOL

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Abstract

The purpose of this study was to determine the management of healthy elementary schools in terms of planning aspects. This study uses a mixing method approach by using a concurrent embedded design or a combination of quantitative qualitative models. Data collection techniques were carried out by interviews, participant observation, documentation, and questionnaires. The validity of the questionnaire used expert judgment while the validity of the data used triangulation and informant review techniques. Data analysis for the qualitative approach uses an interactive analysis model and the quantitative approach uses descriptive statistics. The results showed that the healthy school planning model is systemic-collaborative, namely by involving stakeholders to collaborate involving students in compiling habituation activities/activities that are integrated with socio-cultural values in the classroom and build awareness of the school community.

Keywords: Management; Healthy Schools; Planning.

INTRODUCTION

Schools as educational institutions are obliged to educate children and provide a conducive atmosphere for learning and developing their potential (Arianti, 2019). Students can develop their potential supported by a conducive culture at school (Suyitno, 2012). This condition will be formed with the school climate supporting students to be more active, healthy, and comfortable in the school environment. The school climate describes the state of the school community as a cheerful and friendly state of caring for one another (Mulyanto et al., 2021; Susanto & Mattalata, 2018; Choiriyah et al., 2017). One of the consequences that arise from the existence of conditions or school environments that are not conducive is that students tend to be lazy in developing their potential because students feel uncomfortable.

Along with the swift global challenges, the challenges in the world of education have

become very large. Currently, the phenomena of dishonesty, distrust, and violence in education are the three biggest challenges in developing school culture (Sugiyatno, 2010). This issue needs to involve all parties in the educational environment as a whole, namely through behavior, attitudes, thoughts, and contributions to create a school culture that is healthy, and morally friendly (Koesoema, 2018). Education is a process that takes place in life as an effort to balance the inner conditions with the outer conditions (Nurkholis, 2013; Allejar, 2017). This balancing process is a form of survival that is carried out so that one can follow every activity that takes place in life.

A conducive school climate is a climate that is truly appropriate and supports the smoothness and continuity of the teacher's learning process which includes the physical environment (Arsil et al., 2018), social environment (Nur, 2018), and cultural environment (Yuliejantiningasih,

2013). The creation of a "familiar" learning environment between educators and student subjects allows for the growth of a sense of security, and a sense of trust, so that by being free from fear for the growth of creativity (Subiyantoro, 2013). The creation of a learning environment that is not restrained leads to the growth of 'self-actualization', not the accumulation of knowledge (Subiyantoro, 2013). In addition to these physical things, it is also necessary to have the values of courtesy, shame, hard work, honesty, trust, and others that are formed, strengthened, and maintained, especially through formal education, namely school. Aspects of the physical environment include adequate and adequate learning infrastructure, this aspect is able to provide opportunities for movement and all aspects related to refreshment efforts. Aspects of the social environment relate to the pattern of interpersonal interactions that exist in the school environment in general (Safitri & Furqon, 2018). The cultural environment provides a pattern of living conditions that are in accordance with the pattern of life of the school community, meaning the pattern of life that is carried out by each person in their daily lives.

The cause of the emergence of discomfort in schools from physical health conditions, for example, schools have not managed waste properly, there is no green space and there is no good health and environmental management, and so on. This is what makes students uncomfortable, resulting in students tend not doing much activity and just staying in class. This is in line with the opinion that primary schools are universal institutions governed by law and which have longer interactions with children and adults than any other public institution. Schools, in general, change the school structure starting from something concrete that can be observed, including physical facilities, such as building layout, classroom conditions and facilities, availability of storage places and cupboards, and availability of trash cans for cleanliness.

The results of preliminary observations found at Tegalrejo State Elementary School 1 Yogyakarta based on interviews with the

Principal, one of the problems related to the implementation of the healthy school program has obstacles in the lack of awareness of school residents and the community about the health of the healthy school environment. So far, the school has also been supported by cooperation and communication with school residents and the external community, human resources have been involved in line with the program but after the healthy school competition ends, the continuation of the program has not been maximized into a healthy culture. The school has also been supported by financial resources from various sources, commitments from all parties, and the bureaucratic structure of the institution.

Another school that also has advantages in the healthy school program is Elementary School Muhammadiyah Condong Catur, based on information from the school principal, many healthy school program innovations have been carried out such as the Jumantik program, the Clean Expression Wednesday program for the environment, zero-waste program, environmental policy, and greenhouse and toga. The healthy school competition has representative character at the national level from being a means of cultivating healthy living with the existence of a school health business by obtaining the title of Best Character champion, namely the Best Student Development Champion at the National Level. In 2021, he also won an achievement in a healthy canteen, namely as a pilot for a healthy canteen at the Southeast Asian level. Previously, he also won an achievement in the form of the National Food Safe School Award from the Food and Drug Supervisory Agency.

One of the schools that has a commitment to making state Elementary School 1 Tegalrejo Sleman a healthy school is by integrating the healthy school program into the extracurricular integration curriculum. The school also has a special program, namely habituation in the form of counseling, such as the habit of washing hands with soap, sorting garbage, brushing teeth together, and several health service activities at School Health Ventures.

One of the important pillars in the School Health Ventures triad is health education, this is very useful for students to be able to live healthily and keep their lives healthy. If students are healthy, their activities will not be disturbed, it is even better if the students are able to maintain their health. The results of the study at State Elementary School Tamanan Bantul showed that there was a relationship between knowledge of Clean and Healthy Living Behavior and healthy lifestyles of students, namely if the value of Clean and Healthy Living Behaviors knowledge was high then the value of healthy lifestyle was also high, and if the value of healthy lifestyle was high then the value of healthy lifestyle was high. the value of Clean and Healthy Living Behaviors knowledge is also high. This shows that knowledge of environmental health is needed to support the formation of a healthy lifestyle for all school residents.

The healthy school program is a school that always strives to ensure health through programs to maintain the smooth learning process at school so that it remains comfortable, safe, and healthy by implementing clean and healthy living behaviors for all school members. The healthy school program is a program that requires the cooperation of all school members, such as committees, principals, teachers, education staff, and students.

The healthy school program is the school's commitment to improving the quality of services, one of which is fostering students and the school environment through a clean and healthy lifestyle. Schools realize the importance of collaboration between agencies because collaboration is a way to realize a big goal and will facilitate the smooth running of a program and can strengthen relations between institutions.

So far, the assessment instrument for healthy schools, especially in elementary schools, is still directed at evaluating clean and healthy schools, and its implementation is still partial, which includes aspects of infrastructure and healthy and clean culture so that improvements to the management system are needed so that

healthy schools can be achieved maximally through the model. comprehensive healthy school management covering physical and non-physical aspects. The non-physical aspects, namely social and cultural aspects of the healthy school program, will create a high sense of mutual trust and belonging to the school and have one goal of creating a feeling like one family.

This benefit is not only felt in the school environment but everywhere because it is shaped by personal norms and not by rigid rules with various penalties if a violation is committed. The healthy school management model in elementary schools needs special attention in handling improvements in its management so that this research is expected to be able to produce a more comprehensive model of healthy school management.

Healthy school planning from the non-physical aspect needs to be directed at the concept of learning as a process of environmental regulation that is directed to change behavior in a positive and better direction in accordance with existing potentials and differences. Learning in the classroom is the task of the teacher to regulate the environment which includes human elements, materials, facilities, equipment, and procedures regularly and systematically according to the needs of students to achieve learning objectives.

Planning a physically and physically healthy school requires careful preparation and coordination to run well. Schools strive to build strong and good relationships between teachers and students as well as staff-student relationships to support the success of healthy schools.

METHOD

This research approach uses a combination of Embedded models, which combines the use of qualitative and quantitative research methods together with different weights of methods. In this model, there are primary and secondary methods. The primary method is used to obtain the main data, here the researcher uses

interviews, observation, and document scrutiny. While the second method is used to obtain data to support the data obtained from the primary method, namely the questionnaire instrument. This study uses a qualitative-quantitative method (mixed methods), the approach used in this research is a sequential explanatory design or a combination research model, namely research that combines qualitative and quantitative research methods.

This research was carried out at three elementary schools in the Yogyakarta area, namely Elementary School Muhammadiyah Condongcatur in Sleman which has many achievements in healthy school competitions and represents the DIY province at the national level in 2019. The second school is State Elementary School Tegalrejo 1 which also has many achievements in the field of clean elementary schools. and healthy and, become a pilot elementary school in the city of Yogyakarta. The third school is State Elementary School Tlogo which is preparing to take part in a healthy school competition in 2020 representing elementary schools in the Bantul area.

In this study, the informants were three principals and teachers from three schools. The selection of informants in this study used a purposive sampling method.

Research data sources are divided into two, namely primary data and secondary data. Primary data sources are the main data sources. The primary data sources in this study were the principal and teachers of three schools, namely Elementary School Muhammadiyah Condong Catur, State Elementary School Tegalrejo, and State Elementary School Tlogo. Secondary data sources are data sources that support primary data sources. Sources of data in this study include the School Health Ventures Trias implementation document in three elementary schools, namely Muhammadiyah Condong Catur Elementary School, Tegalrejo State Elementary School, and Tlogo State Elementary School as well as other healthy school program documents such as my health report card.

Data collection techniques used in this study were carried out by in-depth interviews, observation, document techniques, and questionnaires. The data analysis technique was carried out by qualitative data analysis and quantitative analysis. Qualitative data analysis techniques are carried out for the sake of meaning by analyzing the resulting data. The analytical technique used in this research is interactive analysis. In this analysis model, the three components of the analysis are data collection, data presentation, data condensation, and drawing conclusions or verification. The activities are carried out in an interactive form with the data collection process as a continuous, iterative, and continuous process to form a cycle. All quantitative data were processed with descriptive statistics through SPSS version 17.00. Therefore,

RESULTS AND DISCUSSION

Research result

Management activities consist of coordination meetings and incidental meetings conducted by the School Health Ventures Elementary School Muhammadiyah Condongcatur implementation team. The purpose of this activity is to develop a School Health Ventures work program. In this activity, the school was guided and accompanied by the School Health Ventures TP, Depok District, School Health Ventures TP, Sleman Regency, and the School Health Ventures TP, Special Province of Yogyakarta.

This is in accordance with the statement from the Principal who conveyed the process of planning a healthy school in his school as follows:

We make work programs in accordance with existing programs in the School Health Unit, form a healthy school implementation team and coordinate the distribution of tasks from each field, manage the costs needed, plan socialization and cooperation with internal and external parties, and prepare supporting programs in fulfilling aspects of healthy schools, allocate time to coordinate and report

on school activities related to the healthy school program.

Based on data from the work program plan for School Health Unit Ibnu Sina Elementary School Muhammadiyah Condong Catur in 2017/2018 and 2018/2019, it can be seen that planning activities are carried out by coordinating with the School Health Unit administrators. This coordination aims to discuss and develop School Health Unit activity programs and program evaluations. This coordination activity is carried out twice a year and is supported by school budget funds in its implementation.

The principal also added in his statement regarding the time and what had been prepared in the planning so far at the school as follows:

At the beginning of the new school year, the budget and work program have been designed simultaneously to support the healthy school program, the realization of which is adjusted to the program that is running on time and targets. Preparation of supporting facilities for the healthy school program, determination of a team in charge of program support, budget planning and determination of proposal sources, preparing program collaboration plans, determining media for program socialization, and preparing facilities for discussion/sharing on healthy school programs. Schools also carry out healthy school program planning through coordination meetings with relevant agencies, such as Puskesmas, District School Health Unit TP, and District School Health Unit TP. This coordination activity is carried out in order to prepare for healthy school competitions both at the provincial and national levels.

The LSS team formation meeting was also held by schools in a special coordination meeting to determine which personnel were responsible for preparing for healthy school competitions at the national level. The person appointed to the LSS team has a tough task, namely preparing work programs that will be carried out to participate in healthy school competitions at the national level.

The personnel involved in preparing a healthy school according to the Principal's statement are as follows:

Teachers, the School Health Unit management team, the principal, and the school committee, there are two School Health Unit officers, there are also some the teachers there are who help also three people, and the school committee, basically all school members maintain, maintain, improve the health of the school environment with Clean and Healthy Living Behaviors

So it can be concluded that the planning of the healthy school program has taken place, namely (1) Coordination with the School Health Unit management, their duties are to prepare the School Health Unit activity program and program evaluation; (2) Coordination meeting with related agencies (Sub-district School Health Unit TP, Regency School Health Unit TP, Puskesmas). This activity involves several agencies in the four ministries in charge of the School Health Unit as well as agencies that support the implementation of the School Health Unit Trias; (3) Planning for the administration of School Health Unit Activity Reports; (4) Coordination meeting for the formation of the National Healthy School Competition Team, coordination meeting for the formation of the LSS team coordinated by Management with the declaration of Elementary School Muhammadiyah Condongcatur as the winner of the Provincial Healthy School Competition; Designing a healthy school program integrated into everyday life.

Planning a healthy school program at Elementary School Muhammadiyah Condongcatur refers to a healthy school program that is integrated into everyday life. These activities include the following based on a statement from the Principal:

Activities of Health Education are carried out by integrating health education in subjects, namely Penjasorkes, Cultural Arts and Crafts, Science/Thematics. Apart from that, what is being promoted understanding and awareness of the importance of clean and healthy living?

One of them is the Shining School (Drug Clean) and includes a No-Smoking Area

Based on the information obtained from the report document for the preparation of a healthy school competition, the following are the targets for implementing School Health Unit Ibnu Sina activities at Elementary School Muhammadiyah Condongcatur: (1) Achievement of the implementation of Clean and Healthy Living Behavior and Community Movements Healthy living as a culture that is inherent in every citizen school wherever and whenever located; (2) The achievement of prevention of 8 School Health Unit indicators through socialization and counseling, namely: Washing hands with soap, Consuming healthy food and drinks, Not spitting carelessly, Eradicating mosquito larvae, Using healthy latrines, Disposing of garbage in the trash, Not smoking, and not consuming drugs (narcotics, psychotropics and other addictive substances.

Selain penerapan perilaku hidup bersih dan sehat pada semua warga sekolah. Hal tersebut sesuai dengan pernyataan Kepala Sekolah yang menjelaskan mengenai rancangan program sekolah sehat terintegrasi dengan mata pelajaran di kelas yaitu sebagai berikut.

Iya ada salah satunya ada tema menghemat energi dalam pembelajaran tematik kami coba integrasikan diterapkan dalam kegiatan di kelas seperti menggunakan air bersih secukupnya, menggunakan listrik seperlunya dan lain-lain. Kegiatan pendidikan kesehatan yang terintegrasi disampaikan dengan penanggung jawab guru mapel yang terkait.

The teachers in the class also set rules or make rules to support the class to be orderly, clean, and comfortable. In the school environment, students are involved in the family medicine garden program, students monitor larvae (semantics) and environmental policy. This is very useful so that students get direct experience from these activities for education as well as habituation. This is in accordance with the statement of the Principal as follows.

Yes, all teachers apply discipline in maintaining cleanliness with a class picket schedule and carried out at the beginning

before and after the lesson is over. Yes, we have records of children's behavior observed by teachers in the 5S culture as well.

The design of the health literacy program is one that is favored by the school. This program instills in students the importance of searching for useful information in health to support knowledge and continue to be applied in children's daily lives. This is in accordance with the statement from the Principal regarding the health literacy program as follows.

Schools use leaflet media to meet the needs of health information and we also use social media to convey important information needs, the school also has a health education corner that is useful for educating school residents in general about cleanliness and health, besides that we already have a mini library at School Health Unit which specifically providing literature or books that support students' understanding of the importance of health. The school created a Health Book Corner. This work program collaborates with the Hamka library to provide health books in school corners, making it easier for school residents to obtain health information.

Activities of Health Education at Elementary School Muhammadiyah Condong Catur are carried out by integrating health education into subjects, this is done to increase understanding and awareness of the importance of clean and healthy living. The thing that has been prepared by the school to support this activity is health literacy.

Another health literacy activity designed by Elementary School Muhammadiyah Condong Catur is the PUTRI (girlhood) activity. This activity is interactive media and children's creativity in digging information from resource persons who convey material on feminine health and healthy behavior and train them to be creative in making a variety of healthy foods. This is in accordance with the Principal's statement that this program is useful in the daily lives of female students to be applied and accustomed to at home, namely as follows ".

Female students have a program called PUTRI (Keputrian) activities, namely as a vehicle for

Health Literacy to provide health education, religion, or practice making healthy food. One of the superior products at Elementary School Muhammadiyah Condongcatur is TAJE, which is a ginger plant that is processed into ginger powder as a drink to prevent obesity and increase endurance. This ginger powder drink was successful thanks to the collaboration with health literacy which has the task of providing health information to all school residents.

Based on reports on the preparation of healthy schools at the national level, schools design programs that are supported by the active role of the TP School Health Unit Ibnu Sina, namely Health Literacy, First Aid for Diseases, First Aid in Accidents, Family Medicine Park (Toga), Environmental Police, Nutrition, Students Monitoring Larvae, Non-Smoking Areas, Washing Hands with Soap and Processing Used Goods.

The design of these activities that support the implementation of clean and healthy living behavior at Elementary School Muhammadiyah Condong Catur are activities related to physical aspects (cleanliness and personal health) as well as the health of the school environment. The work program in a healthy school that covers the physical aspects of Elementary School Muhammadiyah Condong Catur includes washing hands with soap. This has become a daily habit for all school residents to be able to prevent the entry of diseases into the body by maintaining cleanliness, washing hands before and after eating, and washing hands in the right way using soap as education for students in maintaining personal hygiene. This corresponds to K1's statement as follows:

The mission carried out by School Health Unit is to instill the habits of students and all school members to live a clean and healthy life, the realization is that students are accustomed to washing their hands after and before activities. We complete hand washing at every point outside the classroom as well as in other strategic areas such as School Health Unit, canteen, and latrines. A total of 48 sinks are found in every classroom and room as well as in the field or playground as an effort to get

used to washing hands before and after activities.

Another activity that supports body health is the GEMAK SAWAH (Fruit and Vegetable Eating Movement). K1 stated the importance of this movement being implemented at school and at home as follows

We held a rice field exercise for children, a movement to eat vegetables and fruit, which is a movement that familiarizes students with eating vegetables and fruit at school and is applied every day as one of the school programs that is expected to make students familiar with various kinds of vegetables and fruits and can maintain health. This movement is also implemented during this pandemic, children are required to bring healthy food supplies, namely fruit, and vegetables to their lunch menu.

The design of a healthy school that is integrated into everyday life is also carried out in the form of fostering a healthy school environment at Elementary School Muhammadiyah Condongcatur. This activity is carried out by all school residents by jointly maintaining the cleanliness of the school environment. Keeping the environment clean is done by disposing of garbage in its place, regularly cleaning areas that are prone to germs such as the cleanliness of the school kitchen and canteen, cleanliness of school toilets/latrines, and cleanliness of the classroom and its surroundings. This is in accordance with the statement regarding student involvement as follows:

We have a joint agenda to protect the school which is carried out by all school residents, namely by taking care of the school environment from damage to school infrastructure, and caring for gardens and plants in the school environment. Plants that are treated also include the medicinal plants of the family. In the class, we establish shared responsibilities with class pickets and students also bring plants for school gowns. The program prepared for the procurement of a beautiful green park is green open space in collaboration with the Sleman Regency Environmental Service.

The school's target is not only on cleanliness in the school environment but also on student involvement in how to take care of gardens and plants that exist in the school environment. Another healthy school program that is also integrated into everyday life is safety, namely maintaining the safety and security of students in the classroom. The principal conveyed this with the aim of students having a sense of responsibility for the safety and security of themselves and together, namely as follows:

This security and safety program has become a culture for us to implement by involving students to participate in maintaining laboratory security from the risks posed by each laboratory. Students are accustomed to reading and understanding instructions and procedures for using tools in the laboratory before using the tools used for learning.

Activities that have also been integrated into daily life are programs to sort waste, coordinate waste, and process waste that can be recycled. This activity is called PERAS (Used Goods Processing) which is the processing of used goods. The following is the Principal's statement regarding PERAS activities as follows:

An activity that is no less important that we continue to carry out until now and has more benefits for students is the processing of used materials so that they can be used as goods that have more use-value in their use. This activity supports students to be creative and innovative in using used goods and supports the formation of skills in SBK (Art, Culture, and Craft) subjects.

Healthy schools contain two aspects, namely physically and non-physically. The non-physical aspect contains social values in the formation of attitudes and habits of clean and healthy living at school. There are several programs to support social values and healthy culture in the Muhammadiyah Condongcatur Elementary School environment, namely the No Smoking Area. This program was created based on the Principal's Decree 062/IV.4.AU/H/2018 concerning No Smoking Areas in the Elementary School

Muhammadiyah Condongcatur area. The following is K1's statement that conveys this program as follows:

One more thing that I think is important is that schools need to provide education so that students have the knowledge, attitudes, and skills to implement the principles of healthy living, and actively participate in efforts to improve health in schools and the community. It is also important to give an understanding of the bad effects of abuse of narcotics, drugs and harmful substances, alcohol, cigarettes, and so on. The form is in the form of leaflets, outreach activities, and outreach through social media.

The goal is to create a healthy school environment free from cigarette smoke which has an impact on the health of the lungs and other organs of the body. This education continues and is supported by slogans that are displayed in public areas so that there will always be aware for all school members to participate in keeping the school a smoke-free area.

Another program of activities that supports the running of healthy schools that are integrated with social and cultural values is Mass Gymnastics, which is a gymnastics activity that is participated by all teachers, employees, and students. According to the statement from the Principal, "To maintain togetherness and intimacy, teachers and students carry out mass gymnastics every Friday which we hold to maintain physical fitness as well as establish intimacy and social interaction in the school environment.

Activities that are also supported by schools in supporting health for school residents are in the form of screening services/routine examinations for teachers or employees to prevent severe illness. This program is called the Integrated Guidance Post, which is a screening or health check for teachers and employees to avoid non-communicable diseases. This is in accordance with the explanation of the Principal as follows:

Teachers have been guaranteed and facilitated by the school for health checks and can also directly consult with our doctors and get

prescription drugs if there are complaints of serious illness, we immediately refer them to PKU or JIH Hospital because there is already cooperation, we hope teachers are encouraged to always maintain the pattern eat healthy, accompanied by a nutritionist and have regular health checks to avoid non-communicable diseases.

Healthy school activities that are integrated with social and cultural values are the spirit of gotong royong built by the school to invite the community around the school together to maintain and clean the home environment around the school environment. This reflects a culture of mutual cooperation and cooperation that strongly supports the success of a healthy school without physical means. This activity has been going on for quite a long time according to the Headmaster's statement as follows:

The plan is to involve together with school residents to clean, maintain, and caring for the cleanliness of the environment. The activity of fostering a healthy school environment is also carried out by collaborating with the environment around the 500-meter radius, by fostering a healthy environment and together with mutual cooperation and even involving related agencies to jointly clean the environment, as well as fostering healthy homes in houses around the school environment.

Schools also design healthy school activities that integrate non-physical aspects of social development and build social interaction, and togetherness that supports family relationships with teachers and other school members, one of which is social service and recitation. The following is the statement of the Head of School as follows:

It has been carried out well between teachers and parents through social services, regular recitations running 3 months, art performances, and school exhibitions. the need for facilities to support the work of teachers and other school members in supporting healthy schools has been fulfilled by means of communication, and

appropriate technology. Already fulfilled there is a wifi network, reading corner library

Schools also support the habituation of exemplary values/norms in the school environment through a system of punishment and reward as well as incorporating clean and healthy cultural regulations in school regulations. One thing that schools pay attention to is in supporting school order and security, the school builds cooperation with students in seeking a safe, orderly, and disciplined classroom situation. This is in accordance with KI's statement regarding schools creating security in the school environment as follows "There is a School Security Patrol, security, CCTV at several school points, school and class regulations, rewards and punishments to support school order."

Activities that support a harmonious relationship situation between school members are carried out by schools by supporting the habituation of values/norms and examples in the school environment through the 5S (Smile Sapa Salam Polite Santun) program. The same thing was done by the Head of the School as follows:

The school strives for the school community to create a happy and pleasant atmosphere through a fair and clear commitment/work contract, and an attitude of respect. We get used to the culture of smiling, greeting, greeting and there are rewards for students who can do the rules well

Discussion

The school as an organization has a culture and characteristics that are embraced and believed to be a guide for action. Healthy schools can become culture schools that have three main components attached, namely values, attitudes, and evaluation (Siswanto, 2017). According to Luth Gulick, the planning function is seen as a field of knowledge that systematically seeks to understand why and how people work together through ways of managing human resources. From this opinion, planning for healthy schools

is a part that must be seen as systemic, namely by setting values, attitudes, and evaluations in forming a culture, it is necessary to make efforts to understand why and how this is implemented, by regulating human resources in schools to cooperate.

According to Lohrmann, (2010) Healthy schools can be realized if creating and maintaining good cooperation between schools and stakeholders, and the community in realizing a healthy school community. This is conveyed as follows: Strong collaborations: Creating and sustaining strong collaborations between the school and community stakeholders and institutions. the implementation team that comes from school residents including parents, plans collaboration and support programs and arranges schedules and budgets.

Next Lohrmann, (2010) also explained that based on research on healthy school report cards that involve and empower the community in improving students' health and welfare problems, students become healthier, more active, and productive. Healthy schools that are built into a school culture are built by work patterns that are carried out by school residents every day. According to Siswanto et al., (2019) that the tradition of a healthy school which is carried out by the school repeatedly becomes a ritual and habit and then becomes a healthy culture that will be maintained by the school community from generation to generation and become a source of pride. In the research findings, healthy school planning has been carried out by setting targets in accordance with the achievements in my health report book which is used by students in achieving health development and healthy living behavior, but the health report cards issued by the ministry of health do not include health aspects in a wider scope.

This is in line with the opinion of Lohrmann, (2010) which states that healthy school report cards help a lot with school improvement problems that hinder learning, such as school climate and student health, safety, and welfare, so that students become healthier, more involved, and more productive students, active

in class, clearer focus and perform better. The following are the non-physical aspects that have been developed from research findings into a culture in schools, this culture can be developed in the form of planning as follows:

- 1) Leads to (programmed) ritual activities, for example, mass gymnastics, clean Fridays, hygiene patrols, eating together, community service, etc. Contains a hope that is improvement and change, for example, the 5S culture of smiling and greeting polite and courteous, anti-corruption culture
- 2) Have interactions in daily activities, such as discussion forums, sharing information, health literacy
- 3) Setting competitive targets, for example, a culture of achievement, participating in inter-class and inter-school competitions
- 4) Building cooperative habits, such as mutual cooperation, involving students in caring for medicinal plants, environmental patrols
- 5) Creating a competitive atmosphere, for example, a culture of achievement, being honest in doing exams
- 6) Rewarding achievements that continue to be developed over and over again, for example applying punishments and rewards

In building healthy conditions there are 3 (three) things, namely (1) schools are able to survive in facing environmental challenges; (2) schools continue to grow and develop to achieve long-term goals; and (3) schools are always effective in every process. Based on this theory, the non-physical aspects of planning found that (1) schools are able to survive in facing environmental challenges by setting competitive targets, creating an atmosphere of competition, and appreciating achievements that continue to be developed over and over again; (2) schools continue to grow and develop to achieve long-term goals by building cooperative habits and leading to ritual/programmed activities; (3) the school is always effective in every process by having

interactions in daily activities (Darna et al., 2018).

Based on the research findings above, several activities can be planned for the internalization of cultural values in healthy schools, including the following:

1) Family values are values that are formed in realizing healthy schools through efforts to maintain good and harmonious relations between school members and create an atmosphere of intimacy among teachers, create child-friendly schools, get used to smiling, greeting, and greetings.

2) The value of togetherness is the value that is maintained to support the goal of a healthy school through fostering a high sense of empathy between teachers and students in creating a healthy and comfortable school, as well as building friendly relations such as visiting sick friends.

1) The value of caring for the environment is the value that is instilled to support the goal of a healthy school through learning activities/learning experiences and the habit of caring for the environment, TOGA park

2) Entrepreneurship value is the value obtained to support healthy schools through the processing of waste that is used as handicrafts and briquettes.

3) The exemplary value is the value shown to support the success of healthy schools using principals and teachers both being active and participating directly in cleaning up trash in the school environment.

A healthy organization is an organization that not only survives in its environment, but continues to overcome long-term problems, and continues to develop and improve in a sustainable manner (Duchek, 2020). The long-term problem that needs continuous improvement in research findings is the value of role models and the value of togetherness (empathy) which has begun to fade in the school environment. School climate is a quality condition that describes routine behavior and affects attitudes and behavior at school (Saleh,

2020). Schools need community involvement in maintaining and maintaining positive cultural character values in the classroom and school environment. Based on the above theory, the routine behavior carried out by students to support a positive culture in the classroom becomes a school culture that needs to be maintained and maintained, including family values, environmental care, and entrepreneurship.

This is in accordance with the opinion Zamroni, (2000) adding that changing school culture requires actors, objects, good planning, and consistent execution, therefore it should be noted that changing a healthy school culture must be planned systematically, including determining targets whose success can immediately be seen. From this opinion, healthy school planning in creating a pleasant learning atmosphere and the process is by developing the potential of students in family values, togetherness, caring for the environment, entrepreneurship, and exemplary.

CONCLUSION

Based on the results of the study, it can be concluded that the healthy school planning model is systemic-collaborative, namely by involving stakeholders to collaborate involving students in compiling habituation activities/activities that are integrated with socio-cultural values in the classroom and build awareness of the school community.

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