



Analysis of School-Based Management (MBS) On School Health Business Activities (UKS) In Utara Sumedang District

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ABSTRACT

Enhancing student health and improving the quality of education are the core objectives of the School Health Program (UKS). However, its implementation continues to face several challenges, including inadequate facilities, limited student awareness of health, and low parental engagement. This study aims to evaluate the application of School-Based Management (MBS) in supporting the effectiveness of the UKS program. A qualitative approach with a phenomenological design was used. Data were gathered through interviews, observations, and document analysis, involving school principals, physical education teachers (PJOK), and students as participants. Data analysis was conducted using NVivo 12 software to explore relationships among variables. The findings reveal that the implementation of SBM within the UKS program has yet to be fully optimized. Schools struggle to provide adequate health facilities, develop student health cadres, and coordinate with community health centres (Puskesmas). Limited human resources and a lack of parental involvement also remain significant barriers. In addition, UKS policies in some schools are not yet systematically structured, leading to less effective implementation. Nevertheless, the UKS program holds strong potential to enhance the quality of health education. Ensuring greater effectiveness and sustainability requires more focused policies, adequate resource support, and strengthened collaboration with external health professionals.

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INTRODUCTION

Every citizen has health as one of their top priorities. Achieving a good level of public health is the goal of health development initiatives. The goal of national health development is to raise awareness of the importance of living a healthy lifestyle (Stiyawan & Ainy, 2023). In formal educational institutions, children's attitudes, characters, and developmental stages are formed in the school environment. Children can learn from teachers' lessons in a fairly directed way through the school environment (Fatimah et al., 2024). Improving the quality of education is crucial along with the growth of Indonesian education. This is because



education affects the quality of human resources which are the main driving force of development in the future. "Protecting students from various actions that can hinder the teaching and learning process, health, development and providing a sense of security for students" is the content of article 2 paragraph 5 of the Student Protection Law which was ratified at the 21st Indonesian Teachers Association Congress in 2013. Teachers are fully responsible for providing a sense of security and paying attention to the health of students while in the school environment (Pratama et al., 2020).

The teaching and learning process will be hampered by students' health problems. Children at an early age or those who attend school are affected by the habit of not implementing a healthy lifestyle (Prestasi & Pendidikan, 2020; Utami & Burhanuddin, 2022). The tendency to protect the environment is fading without us realizing it. The government has started the UKS program to promote and improve healthy living habits by integrating health services and educational initiatives in schools (Hidayati, 2021). The ability of schools to organize school business activities is hampered by inadequate facilities and infrastructure (UKS). In addition, schools do not yet have a special room to manage UKS facilities and infrastructure (Ernawati et al., 2023). There are several reasons why UKS management fails, such as teachers' lack of knowledge about how to use UKS and link learning to school health (Umaroh et al., 2024).

However, teacher education often leaves educators feeling unprepared in this regard. Therefore, for teachers to be able to carry out their role as information agents in implementing the UKS program in schools, they must have a deep understanding of how to develop their abilities effectively to provide interventions through effective Professional Development (PPRO) (Dinnen et al., 2024). Teachers still must help students understand the importance of implementing the UKS program and implementing it in class, even though it is not a scheduled course (Aminah et al., 2021).

In addition to having adequate access to educational resources, healthy children will perform better. When individuals are happy and everything goes as it should, they live in a healthy condition (Sulistya, 2024). By providing health education, especially to children, schools can successfully promote healthy living behaviours in general. Therefore, the management of special services in schools—especially special health services, which include the development, implementation, and evaluation of school health programs—is an important part of educational institutions' efforts to improve student health and shape their character for healthy living (Suharmita & Hariawan, 2024). One approach to building a relationship between health and education in schools is through the School Health Program (UKS). With good management, every activity can be planned, coordinated, directed, and managed efficiently. UKS management is needed to maintain the smooth operation of all components involved in various UKS activities. To assist the educational process and meet the unique needs of each student, this unique school management organization was formed (Sekolah et al., n.d.).

Meeting the needs of each student and enhancing learning are the primary goals of special services administration in schools. This enables students to live healthy lives in an environment that supports their achievement and overall development (Dinatha et al.,

2023). A healthy school climate, health care, and health education are the other three goals of the school health triangle. To date, many schools have not implemented School Health initiatives in a focused, organized, and planned manner (Afrizal & Anisa Sukma Ningsih, 2021). The goal of school health initiatives is to help children develop, learn, and become better individuals while enhancing their ability to live well in a healthy environment. Encourage students to make adjustments by planning follow-up activities (Kariyanti & Indrawati, 2023).

Based on the results of previous studies, the effectiveness of UKS implementation has not been fully implemented. Seeing the phenomena that occur in the field, UKS has not been able to overcome the various challenges that exist. The ability of schools to carry out school business activities is hampered by inadequate UKS facilities. In addition, schools need a special room to maintain the facilities that are currently available in England. The absence of a separate notebook for UKS facilities leads to poor maintenance practices. The purpose of this study is to help compile UKS evaluation and management strata. UKS must be implemented in schools to maintain children's health so that they remain stable and provide the best education for their growth. The purpose of this study is to provide knowledge and insight to instructors and students on how to maintain health, especially in the classroom, so that both parties can be fully involved in the learning process. To improve student health standards, this study also seeks to manage school health initiatives effectively. This management contributes to improving education standards in Indonesia and helps maintain infrastructure, facilities, and other elements that improve student health in schools.

METHODS

This study uses qualitative methods. Qualitative research methods are approaches used to deeply understand social phenomena and human behaviour (Firmansyah et al., 2021). Collecting descriptive information, both verbally and in writing, through direct interaction with study participants, is the main objective of qualitative research (Azzahra et al., 2023). Qualitative research approaches include phenomenological research designs. The primary goal of phenomenology is to investigate and understand the meaning of each person's subjective experiences (Helaluddin, 2018). Another way to describe phenomenological research design is as a method that seeks to understand people's subjective experiences by exploring the deeper meanings of the things they encounter (Shafira & Minsih, 2022).

This research was conducted in 6 schools in the Sumedang Utara District. The research was conducted in January 2025. This study involved various types of participants. Using a cluster random sampling procedure, 15% of the total sample was randomly selected from predetermined schools to participate in the study. Based on the function and criteria of the subjects studied, in this study informants were categorized into three groups. 1) PJOK teachers as key informants who are often involved in the implementation of UKS, 2) Principals as key informants who know in general about the

facilities in schools, the programs implemented, and how to manage and implement existing policies and, 3) Students as supporting informants who receive health services through UKS or are involved in health coaching programs at school.

Data collection techniques in this study used observation, interviews and documentation. Data analysis was conducted using NVivo 12 to identify patterns and relationships between variables through the coding process, Word Frequency Query, and Matrix Coding Query. The results of the analysis were visualized in the form of Thematic Models and Relationship Diagrams to understand the relationships between variables.

RESULTS AND DISCUSSION

Result

Based on data analysis, this study found that School Health Efforts (UKS) have not been implemented optimally. The research findings show that there are still schools that are constrained by various factors in the implementation of MBS in UKS activities. Ideally, an effective UKS program not only improves students' understanding of health but also forms a healthy lifestyle in the school environment. Schools that are active in organizing health education through UKS can increase students' awareness of maintaining cleanliness, adopting a healthy lifestyle, and recognizing signs of disease early on.

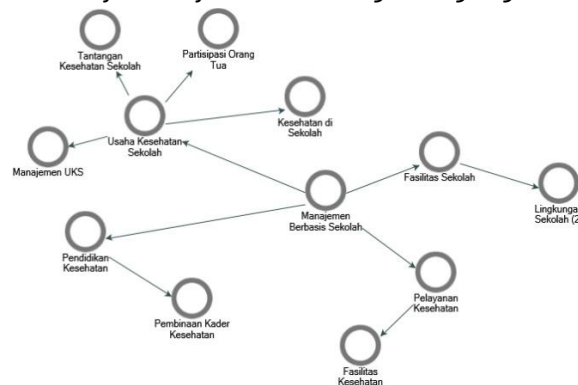


Image 1.

School-Based Management Project Map, Researcher Process, 2025

School-Based Management (SBM) has a significant influence on the success of UKS in improving the quality of health education. Well-implemented SBM can ensure the availability of adequate health facilities, such as UKS rooms, good sanitation, and a clean and healthy school environment. In addition, SBM also plays a role in increasing the effectiveness of health services in schools, including regular check-ups, handling minor health cases, and health education for students. Schools that have clear policies in UKS management tend to be more successful in achieving the goals of the school health program.

Informant 1: "We try to integrate the UKS program into the school curriculum so that students not only learn theory but also apply it in everyday life."

Informant 2: "With the presence of health cadres, students become more aware of the importance of maintaining cleanliness and implementing a healthy lifestyle in the school environment."

This shows that good management in the UKS will create awareness and health practices among students.

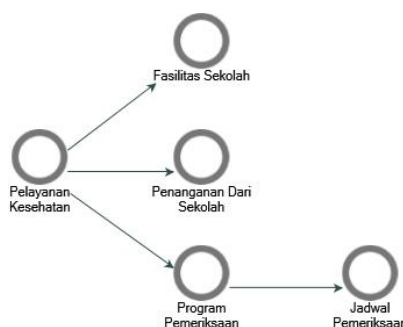


Image 2.

Project Map of Health Services for Students, Researcher Process, 2025

School health services play an important role in improving the quality of student health, which has an impact on the effectiveness of learning. Adequate health facilities, rapid handling of health cases, and regular health checks are the main indicators of the success of this service. Schools with good UKS facilities can provide optimal health services.

Informant 1: "We are trying to improve the UKS facilities so that students get optimal health services."

In addition, handling health cases in schools supported by health cadres helps to respond quickly to student complaints.

Informant 2: "Health cadres are very helpful in providing first aid before students are referred to medical personnel."

Routine health checks also allow early detection of health problems, as conveyed by a student,

Informant 3 "I can maintain my health thanks to routine checks at school."

Thus, good school health services will create a healthy environment and support optimal learning processes. Therefore, MBS contributes to the development of student health cadres who serve as health agents in schools. The presence of trained health cadres can help disseminate health information and increase student involvement in maintaining the cleanliness and health of the school environment. However, several challenges are still found in the implementation of MBS in the UKS, such as budget constraints and lack of parental involvement in supporting school health programs. Therefore, stronger policies, improved facilities, and synergy between schools, parents, and health workers are needed to ensure the sustainability of more effective UKS.

Discussion

The findings of this study support the idea that School Health Efforts (UKS) managed effectively through School-Based Management (SBM) can significantly improve the standard of health education in the classroom. This follows the research of Lumbanraja (2022) which found that one of the key factors in the effectiveness of school health programs is the participation of administrators and teachers in the development and implementation of UKS (Lumbanraja et al., 2022). In this case, schools with well-established policies and an

organized UKS management system are more successful in increasing students' health awareness. The study by Rahmawati & Hidayat (2021) also strengthens the findings of this study, which shows that the main barriers to adopting UKS are financial constraints and lack of parental involvement (Rahmawati et al., 2021). The importance of parental involvement in promoting health education in schools is emphasized by their study. This study supports this conclusion by showing that schools that involve parents in the UKS program are more successful in teaching students about health.

According to the SBM theory, this study shows that decentralization in school administration offers more freedom to implement health efforts that meet school needs and sanitation maintenance (Malau et al., 2024). Schools can more quickly adjust programs to student requirements and circumstances when they have the authority to organize UKS. This provides confidence that more targeted and locally based management can improve educational success through SBM. Schools with and without a student health care system have different approaches to UKS management, although the results of the study are in line with other studies. In terms of increasing student health awareness, schools that use active health cadres outperform schools that rely solely on teachers. This is the latest study to emphasize the importance of student responsibility for the long-term sustainability of school health initiatives.

Therefore, this study suggests that school administrative efficiency, assistance from medical facilities, parental participation, and the maximization of student health cadres are all necessary for UKS to be successful in improving health education standards. To further ensure the sustainability of school health initiatives, the government should enact more supportive regulations and engage more closely with external health professionals.

CONCLUSION

According to research findings, effective management of School Health Efforts (UKS) through School-Based Management (SBM) can improve student health and the quality of education. Schools can maximize the implementation of UKS if they have clear health policies, adequate facilities, and active participation from administrators and teachers. The effectiveness of this effort is further assisted by parental support and student involvement through health cadres. Although UKS has been proven to have beneficial effects, its implementation still poses difficulties, especially related to cooperation with external health workers and limited resources.

Based on the results of this study, several recommendations can be given. First, schools should improve the UKS management system by ensuring the provision of adequate health facilities and expanding health-related training for educators and students. Second, to encourage the continuation of the UKS program, cooperation with health workers from health centres or related organizations needs to be strengthened. Third, to ensure that health education is used in everyday life and not only at school, parental support for a healthy lifestyle at home must also be increased. Therefore, to offer more comprehensive policy suggestions, additional studies are recommended to

examine in more detail the success of UKS at various levels of education and its impact on students' academic progress.

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