



The Development of Health Service Program in Indonesian Preschool: Prospect & Challenges

Amirul Mukminin[✉], Septo Pawelas Arso

DOI 10.15294/ijeces.v4i1.9455

Department of Early Childhood Teacher Education, Faculty of Science of Education,
Semarang State University, Indonesia

Article Info

Received April 2015
Accepted May 2015
Published June 2015

Keywords:
management; UKS

Abstract

UKS (Usaha Kesehatan Sekolah) is very important as a learning media to improve healthy life ability and to build healthy life behavior of students at the school. UKS program management has not been maximal, including planning, organizing, operating, and evaluating. The aim of this study is to explain the functions of planning, organizing, operating, and supervising in UKS at preschools in Semarang City. This study used observational research method with a qualitative approach. The data collection used the deep interview to four UKS trainer teachers at preschools, with the criteria: the school having good and fair UKS programs as the main informants, and three employees of UKS Puskesmas (Pusat Kesehatan Masyarakat), and one employee of UKS Education Service as the triangulation informants. The result of the study showed that the UKS program management had not run well because many schools did not make the planning of activity type, activity schedule, fee, tool needs, and medicine. However, all of the schools made the planning of the number of the employee. The function of organizing had not run well although they had done the activity of resource decision, authority delegation, and coordinating. However, not all of them had done the job description of working group. The function of UKS program implementation was not also good enough. Although all schools had employees and students preparation as well as the service, many schools had not given the service maximally. The service was only given when there was a program from Puskesmas. The function of supervision was not good because many schools had not received supervision, there was no evaluation and did not report the UKS program. It is suggested that the head and the UKS Trainer Board supervise intensively to the UKS program implementation so that it can motivate the schools to do UKS program in a good and proper way.

How to cite

Mukminin, A., & Arso, S. (2015). Building Center Health Program at Indonesian Preschool (Prospect & Challenges). *Indonesian Journal Of Early Childhood Education Studies*, 4(1), 57-63. doi:10.15294/ijeces.v4i1.9455

© 2015 Semarang State University

[✉]Corresponding author:
Gedung A3 Lantai 1 FIP Unnes
Kampus Sekaran, Gunungpati, Semarang, 50229
E-mail: mir.poerdjo@yahoo.co.id

INTRODUCTION

Education is children maturation through any program and activities both formal and informal education. Hence, the education must empower all students to be mature, independent, and responsible for the nation (Suyanto, 2006).

In reaching the maturation, school is an institution where students get education and subjects taught by teachers. Schools prepare the students to have knowledge and skills for being independent in society. In nation building, the attention to children's life cannot be denied. Children are infestations in labor field and nation heir in the future, so the building of this age can be started earlier. It is important because the infestation in education cannot be fruitful in a short time.

Based on the explanation above, education and health fields have great deals in creating the national education aim. That is why the government issued Surat Keputusan Bersama (SKB) four Ministry Number 0408a/U/84/319/Menkes. SKB/1984, 74/year 1984 and number 60 the year 1984 about the main points of development and construction authority of UKS, which was renewed in 2003. The construction and development of UKS belong to Department of Education, Department of Health, Department of Internal Affairs, and Department of Religious Affairs who are responsible for students' health and education. The departments' roles are significant because the human resources are determined by two factors which are connected, linked, and dependent each other: education and health.

Health becomes the main requirement to succeed education, on the other hand; education achieved will support the success of someone's health status increase. That's why UKS is very important as a learning media to improve healthy life ability and to build students' healthy life behavior at school. UKS program implementation at schools focuses on promotive and preventive efforts supported by qualified curative and rehabilitative. Those become important and strategic for reaching the highest health degree. The programs of UKS construction and development based on SKB four Ministry article 4 are health education, health service, and environmental construction of healthy school life.

Puskesmas as the technical unit in Health Service of Regency/City which is responsible for doing the health building in a working area and it is a government health service functioning as basic health service to society. Its responsibility has the main duties, they are efforts to health promo-

tion, environmental health, mothers and children health, family planning, nutrient betterment for society, prevention and treatment of disease, and medication. Besides those duties, Puskesmas also has three activities development efforts: school health, school teeth health, and laboratory.

Health for preschool students is an aspect which is must be paid attention because they are the education success pillars in the future. Preschool education is carried to develop the behavior and ability and also to give knowledge and basic skill which is needed to live in society and to prepare the students meeting the requirements to face the next education levels.

The UKS activities in preschool refer to TRIAS UKS, containing health education implementation, health service implementation at school, and school life environmental construction physically, mentally, socially, and environmentally. The success level of UKS program can be seen from the students and the school environment. From the students, it can be viewed through the conditions that they have healthy behavior, free from infectious disease, drugs, and the level of sickness falls. Besides, the students' growth and development are properly with their ages.

The success of UKS program can also be seen based on the reaching target which has decided in health service implementation as teeth and mouth examination and also students' health examination. The achievement of UKS program at preschools in Semarang City has not reached 100%. It can be seen based on the achievement of preschools students' health examination implementation in 2009. It was 96.66% of 29.398 students (Health Service of Semarang City, 2010).

In reaching the aim of UKS program, the significant factor is the input in the UKS program. The input in UKS program implementation is a set of the part within in the program and which is needed to run that UKS program. From the result of the previous study conducted by the researcher, it can be described that trainer teachers' skill and knowledge about UKS were still limited. The fund availability was also limited, the UKS program had not had a special fund to support the activity. Meanwhile, the UKS instruments at schools were not standardized although many schools had had the UKS operational standard.

The previous study conducted by the researcher in January 2012 by having an interview with ten teachers in preschools located in six sub-districts in Semarang City also viewed how the process of planning, organizing, implementation, and supervision became focuses of the study.

The first, planning, in program planning, was not good. It is proofed by six trained teachers of UKS stated that they did not do planning. However, four trained teachers stated that they had done the planning but did not cooperate with other institution as planning the activity funding, arranging the resource need, arranging the instrument need also arranging the cooperation.

The second, organizing, in organizing was not run well because 1) all trained teachers stated that in deciding the resource, they had not cooperated with a related institution so every activity was a responsibility of the UKS teachers. 2) they also stated that the working group division had not been done because of the limited resource, 3) all of the UKS trainer teachers stated that did not do working group division, 4) the coordination had not been done maximally, it can be seen from eight teachers stating that they did not cooperate with related institution, 5) the authority delegation did not run well because the other teachers involvement, students involvement and employee involvement from other institution which is minimum.

The third, implementing, in activity implementation had not run well because 1) all the UKS trainer teachers stated that there was no special employee preparation, 2) all trainer teachers stated that in the students preparation could run well relatively because the students were easier to be managed, 3) all trainer teachers stated that in service giving especially which was related to the Puskesmas programs as teeth and mouth examination and preschool students' health examination, 4) all trainer teachers stated that the regular meeting was not done regularly and if it is done, only several members came.

The fourth, supervising, the result of interview also shows that the supervision implementation had not run well: 1) all teachers stated that they had not been supervised, 2) based on five UKS trainer teachers, the supervision was not done in every activity, 3) all trainer teachers stated that activity evaluation had run well although for only several running activities.

Perceiving those conditions, it is clear that the UKS management in preschools is still far from the perfect because the program implementation was not good enough. Some of the factors are the seriousness of an institution having responsible for doing construction and development, the Head of UKS was also not serious to conduct his duty, the fund resource which can not cover the activity continuity, minimum human resources, and also the minimum instruments so they cannot function as they do. The school principle

as a person who is responsible the UKS program has to manage the program and the achievement of UKS program aim. In conducting the duties, the principle need to apply the UKS management function because 1) the management is needed to reach the organizational aim, 2) the management is needed to keep the balance of the aims, visions, and activities which are contradictive from the parties having an intention in organization, 3) the management is one of the ways to measure the efficiency and activity of the organization. Based on R. Terry (1986), management is a science or art how to use resource efficiently, effectively and rationally to reach the decided aim, which is later divided into four management functions in health field relating each other, they are the function of planning, organizing, activating and implementing, and also supervising and evaluating (Terry, George, 2006)

Based on the background, it is known that although the Health Service of Semarang City had done the health examination and examination of teeth and mouth for preschool students as one of UKS activities, however, it has not reached 100 %.

The result of pre-survey done by the researcher on January 2012 through the interview to ten preschools teachers in Semarang City about the management of UKS at preschools, they are: planning, six UKS trainer teachers stated that did not do planning, however, four trainer teachers stated that they had done the planning without other institution involvement. Organizing, ten trainer teachers stated that in deciding the resource, they had not involved the related institution, the working group division had not been done, did not divide the working group. The eight teachers stated that they did not do coordinating with the related institution and also the authority delegation was not good. Implementing, all UKS trainer teachers stated that there was no special preparation from the employee, all trainer teachers stated that in students preparation was relatively good, all trainer teacher stated that the service giving especially which is related to the Puskesmas programs were not based on the activity schedule, all the teachers also stated that the regular meeting was not done regularly. Supervising, all teachers stated that they had not been supervised; five teachers stated that the supervising was not done in every activity; all trainer teachers stated that activity evaluation has run well.

Based on the explanation above, it can be assumed that the UKS program management had not been maximal as we hope; the causal factors were the process of planning, organizing, imple-

menting and supervising had not run well.

Thus, the objective of this research was to know prospect and challenges of building center health program at Indonesian preschool.

RESEARCH METHOD

This study used the observational method with the qualitative approach in order to understand the phenomenon about what occurred by the study subject descriptively. The time approach of data collecting used cross-sectional. The primary data collecting done by deep interview and the secondary data collecting got through the observation in Puskesmas and school administration. Based on the subject of this study, hence, the population was UKS program team of preschools in Semarang City. The procedure of sample selection and research sample derived purposively so that the informants of the study were four UKS trainer teachers of preschools, which were chosen based on representing the UKS trainer teacher of preschools whose UKS program was good and not. The qualitative data were processed based on its research characteristic with content analysis containing: data processing, observation and documentation study, data reduction with coding and category, data presentation, and drawing a conclusion.

RESULTS AND DISCUSSION

General view of research location

Semarang City has 16 subdistricts and 177 villages with the total area 373.70 km². In 2009, the total number of population in Semarang City reached 1.506.924 Jiwa, containing 748.515 men and 758.409 women. However, the general view of education participation level in Semarang City becomes one of the important aspects of social life which can improve life quality. It means that higher the education participation level, better the human resource quality.

The characteristic of informants

The informants in this study were eight teachers, four teachers as the main informants and the rest became the triangulation informants. From the four main informants, the two representing the UKS trainer teachers in preschools whose program was good and the rest representing the UKS trainer teachers whose program was not good. However, from the four triangulation informants, the three of them were the UKS employee of Puskesmas and the other was the UKS employee of Education service in Semarang City.

The analysis of UKS program Management The function of planning in UKS program

The analysis of planning function sees how far the UKS trainer teachers did planning in preparation of UKS program management for one year later. In this program, planning was used as a process to formulate the health issues in society, to decide the available need and resource, and to arrange the steps in reaching the decided aim. From the result of the deep interview to the main and triangulation informants, it can be described that the function of planning in UKS program was still bad. It can be seen on:

The planning of activity type

The planning of activity type made as a guide to UKS program implementation. From the UKS trainer teachers' answers supported by the UKS employee of Puskesmas and Education Service, it can be concluded that many schools did not make the planning of activity type. It happened because the planning is stated in the UKS guide book so the schools just run it. Besides, there were schools only had activity if the Puskesmas had the activity at school. However, there was a school whose the UKS program run well in making the planning of activity type to decide the activities in one year later, which was made by the UKS trainer teacher.

The UKS activity type is what Trias UKS spells out containing health education, health service, and healthy school environmental construction. The activity of Trias UKS can be divided into four categories; they are promotive, preventive, curative, and rehabilitative.

The planning of activity schedule

The planning of activity schedule becomes a guide of UKS program implementation. From the answers of UKS trainer teachers, Puskesmas employee, and Health Service employee, it can be summed up that not all schools made activity type planning in UKS program management. It occurred because many schools whose the UKS program was not good besides the activity would run if there was a suggestion from Education Service and Health Service. However, there was a school which the UKS program was good in making the activity schedule planning although the schedule was not permanent because it was adapted to each other.

The activity schedule planning is very important as a guide and also activity controller. The schedule or time is very dependant with the planning type made and also, the activities decided in order to reach the goal¹²

The planning of activity fund

The planning of activity fund is made as

a basic how big the fund collected to handle the UKS program implementation. From some informants' answers, it can be concluded that not all of the schools made the fund planning in a proper way. This condition was caused by the schools, Health Service, and Education Service did not have a special fund for UKS program implementation. This condition made the UKS trainer teachers or employees were reluctant to make the fund planning.

However, there were schools whose the UKS program run well in making the fund planning although the program funded by the government. The fund planning was made by the trainer teachers who had a meeting with the institution and students' parents. Based on one of the main duties and institution function, that funding of UKS program is a responsibility of Department of Internal affairs/Local Government/City (Bureau/Social Division), Health ministry/ Health service of regency/City, National Education Ministry/Education Service of Regency/City, Ministry of Religious Affairs in Regency or City. Besides, the funding can be from the schools and social participation.⁸

The planning of employment

The planning of employment is made as a basic to know how many employee or resource needed and who are involved in UKS program implementation. Based on the information, although all schools did the planning of employment to decide the employee or UKS trainer teacher, there were many schools whose stagnant UKS activity. In other words, there was employee or trainer teacher but the UKS activity program as stagnant because there was no fund to handle.

The employment is a significant part in every UKS activity, so the employment planning is an activity which is done because an organization will be able to compete with the same institution if the employment planning is really conducted. In employment planning is described the duties and authorities of each personnel.¹²

The planning of activity number

The planning of activity number is made as a basic to decide how big the fund, the total number of employee, the needed medication in UKS program implementation. Based on the information, it can be assumed that each school conducted a planning of activity number although there were some of them started in an early year. In other words, when the Puskesmas will have an activity at school, the school party decided the activity and the number based on the recommendation from Puskesmas.

The UKS target was the students of

preschools, basic until middle educational level (SD, SMP, SMU/SMK) and Muslim boarding school including the students in Islamic university and around. Meanwhile, the UKS construction target is: students, technical trainer (teacher and health practitioner), non-technical trainer (education manager and school staff), education instruments and also the health service, school environment, family, and social environment around 500 m.

The planning of instruments and medication need

The planning of instruments and medication need to be made by UKS by seeing the number of program target so that in the implementation, all students will get sufficient service and medicine. The interview result shows that in UKS program management, not all of the schools made the planning of instruments and medication need. The schools having a bad program only bought the instruments and medication if they were needed for activity implementation. Hence, specifically, the school did not make the planning for one year later. However, there were schools whose good made the planning by coordinating with Puskesmas. The school made the arrangement of instrument and medication needed in one year later, then it was given to Puskesmas to be corrected previously before those were bought.

Each UKS must have had a set of medication as a first aid effort containing:⁸

- a) Kassa cloth (for covering wound): a package of any type of Kassa cloth, sterile Kassa cloth box 5x5 cm
- b) Bandage (for wrapping wound) as one roll of plaster, elastic bandage roll, bandage cloth roll 2.5 cm
- c) other tools like: thermometer, scissors, sterile cotton, cotton bud, needle, and clip
- d) outer medicine: anti-itchy cream, menthol balsam (ointment), and mouthwash
- e) inner medicine: antacid, morality, cough medicine, paracetamol, antiseptics

The function of organizing in UKS program
The analysis of organizing function sees how far the UKS trainer teachers organize for the UKS program management in a year later. Based on the information, it can be concluded that all schools have had an activity of resource decision, both in the new academic year and in the early activity. Those who decide the resource are the school principle and UKS trainer teacher. In deciding the resource, the activity types are observed so that the resource really appropriate with the activity.

Teachers, school UKS staff, the school

principle, students' parents, institution and also UKS instruments are the resources had by the school UKs. In deciding the resources, the school principle or UKS trainer teacher cooperate with Puskesmas so there is a balance between the resource and the UKS activity.

The success of an organization aim is really affected by the resource. One of the organizational resources which are very important is human resources or individual who will have the activity.⁷

If people, individual or organization member want to work initiative with a good dedication, it can be hoped that all of the activity will guarantee the aim of the organization. The organization head must find, decide, train, and develop the resources' ability in order to have a responsibility in conducting the organization activity.⁷

The resource decision is a process of finding, locating, training, and human resources development in an organization environment so that it can have many activities to reach the aim of organization.⁷

The function of UKS program implementation

The analysis of implementation function is about how far the UKS trainer teachers conducted the program in managing the UKS for a year later. The implementation is a very important function in the management and it is a basic for leadership ability of the head of UKS program. The result of this study by deep interview to the UKS Puskesmas trainer teachers and staff and also an employee of the Education Service shows that in UKS program at preschools, the activity implementation has not run maximally. It was caused by the programs were from Puskesmas, as health examination, teeth and mouth examination, as well as immunization.

The function of supervising in UKS program

The analysis of supervising function sees how far the supervision activity was done in UKS program management. It used to detect earlier that there was an error or deviation. Besides, the supervision activity also aims to use the resources more efficient and effective, and also the staff's duties to reach the aim. The result of the study by deep interviews with the UKS trainer teachers and employee of Puskesmas and Education service shows that the supervision done in UKS program at preschools has not run good enough.

CONCLUSION

This study description can be concluded that in UKS program, the function of planning

has not been done in a good way. Although all schools have made the planning of target number and employment planning, many schools did not make the planning of activity type; not all schools made the planning of activity schedule; many schools did not make the planning of fund and not all schools made the planning of instruments and medicine. Although all schools prepared the staff before UKS activity implementation; the students' preparation and there was a service given to all the school members, but many schools have not given maximal service. The service is given when there was a program from Puskesmas, as health examination, teeth and mouth examination, immunization, and health inspection. In UKS program, the function of supervising has not run well because many schools have not supervised, but there was a school rarely supervised but the UKS program implementation run well. It happened because there was teacher's participation, students' parents, school committee and also the big attention from the institution. Besides, many schools did not evaluate the program and did not report the UKS activity program.

REFERENCES

- Suyanto. (2006). *Dibelantara Pendidikan Bermoral*. Yogyakarta: Penerbit UNY Press.
- Pedoman Pembinaan dan Pengembangan UKS*. (2006). Pemerintah Provinsi Jawa Tengah.
- Profil Dinas Kesehatan Kota Semarang*. (2007). Dinas Kesehatan Kota Semarang.
- Profil Dinas Kesehatan Kota Semarang*. (2008). Dinas Kesehatan Kota Semarang.
- Petunjuk Teknis Pencatatan dan Pelaporan Program Imunisasi*. (2007). Departemen Kesehatan Republik Indonesia. Jakarta: Dirjen PP - PL dan Direktorat Sepim- Kesma Depkes RI.
- Handoko, H. (2001). *Manajemen Edisi Revisi*. Penerbit BPFE. Yogyakarta: Universitas Gajah Mada.
- Azwar, A. (2010). *Pengantar Administrasi Kesehatan Edisi Ketiga*. Jakarta: PT Binarupa Aksara.
- Pedoman Pembinaan dan Pengembangan UKS*. (2009). Dinas Kesehatan Provinsi Jawa Tengah.
- Endang S.S. (2009). *Manajemen Kesehatan*. Yogyakarta: Gajah Mada University Press.
- Joko, W. (1997). *Manajemen Kepemimpinan dan Organisasi Kesehatan*. Surabaya: Airlangga University Press.
- Siagian, S.P. (2002). *Fungsi-Fungsi Manajerial*. Jakarta: Bumi Aksara.
- Soekidjo, N. (2003). *Prinsip-prinsip Dasar Ilmu Kesehatan Masyarakat*. Jakarta: Rineka Cipta.
- Terry, G.R. (2006). *Prinsip-Prinsip Manajemen*. Alih Bahasa J. Smith. Jakarta: Bumi Aksara.
- Sigit, S. (2003). *Perilaku Organisasi*. Yogyakarta: Lukman Offset.
- Robins, S. P. (1996). *Perilaku Organisasi*. Alih Bahasa

- Hadyana Pujaatmaka. Jakarta: Ikrar Mandiri-abadi.
- Joko, Wijono. (1997). *Manajemen Kepemimpinan dan Organisasi Kesehatan*. Surabaya: Airlangga University Press.
- Denny, M. (2003). *Metodologi Penelitian Kualitatif*. Paradigma Baru Ilmu Komunikasi dan Ilmu Sosial Lainnya. Edisi II. Bandung: PT Remaja Indokarya.
- Wirawan. (2009). *Evaluasi Kinerja Sumber Daya Manusia*. Jakarta: Salemba Empat.
- Farida. Y. P. (2008). *Evaluasi Program dan Instrumen Evaluasi*. Jakarta: Rineka Cipta.