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## **Education Unit Strategy to Implement Healthy School Programs**

**Nanik Nadhifah<sup>✉</sup>, Lita Latianah**

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Universitas Negeri Semarang, Semarang, Indonesia

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### **Abstract**

Kartini Early Childhood Education (PAUD Kartini) implements a healthy school program by developing six aspects of the development field, including learning development, infrastructure development, employment development, partnership development, school management development, and funding development. This research aims to find out the strategies used by PAUD Kartini in implementing healthy school programs. Research methods used is qualitative research method. The results of the study show that there are several factors supporting the implementation of healthy school program including the involvement of other parties, adequate infrastructure, the existence of health services and the existence of health education. Inhibiting factors include student health habit is still lacking, the teachers still need to learn about health, and large funding problem. The conclusion of the study is that PAUD Kartini has a strategy to implement a healthy school program and the presence of supporting factors and inhibitory factors that arise.

## INTRODUCTION

Educational institutions are expected to be able to have a positive impact on their students. If an educational institution has good quality in its implementation, students will also get good benefits for their development. According to Nabila, et al. (2020), educational institutions are a place to build people, leading to a better future. Everyone who is in the container will experience changes and developments according to the color and pattern of the institution.

One of the strategies that can be done by early childhood education institutions is to create a safe, clean, comfortable, and attractive school environment. Teachers can be models and provide education to students, as well as all school residents to always maintain environmental cleanliness. The strategy carried out can run smoothly if there is a compact cooperation in all residents of the school and the community around the school. Agencies outside the school such as public health center and the government can participate in helping the school's efforts in creating health culture.

In line with this, Khoirunisa (2020) in his research on healthy school programs in optimizing school achievement stated that the implementation of good healthy schools and meeting existing criteria can be achieved by using good strategies. So that it can produce school achievements such as being a pilot in healthy school competitions, then the number of students who enroll every new school year. In addition, the monitoring process also affects the level of school achievement and becomes a benchmark for follow-up that can be done from healthy school programs. The school environment, especially at the paid level, is expected to be a good place for the health of students who are still at an early age. Healthy school environment conditions will improve health and help optimal development for learners. Conversely, unfavorable environmental conditions will cause problems for a child's behavior. Unhealthy environmental conditions can cause disease and reduce the quality of human resources (HR). In line with this, Notoatmojo (2012: 173) argues that the degree of health is influenced by four factors, namely the environment, behavior, health services and heredity.

As the government's effort in spurring institutions to create a healthy school environment, the government created a healthy school program. Healthy schools are able to create human resources that are sensitive to environmental hygiene conditions and self-health. Healthy schools can be an example for the community

in prioritizing lifestyle according to health standards. According to Arthur and Barnard in Zubaedah (2017: 73) healthy schools always strive to build physical health and spiritual health through responsible cultivation, ability, and behavior, the best decision-making for the creation of health independently can be realized.

Healthy school programs urgently need to be implemented at all levels of education. Given that school-age children are susceptible to exposure to diseases. Because of the lack of knowledge of healthy lifestyles and also dirty environmental conditions. In addition, the foods that children like are usually less healthy foods such as sweet foods and ready meals that can trigger the onset of disease. Based on basic health research in 2013, the results of 10 risky behaviors in school-age children are less consumption of vegetables and fruits, excessive consumption of salty foods, defecation not in latrines, lack of exercise, and not rubbing teeth before bed.

Healthy school programs are implemented from the scope of regency, provincial, to national levels; Kendal Regency is no exception which also holds a healthy school program. Kendal Regency Government through Kendal Regency Education Office formed a committee team to carry out the healthy School Competition. also supports this program. This was conveyed by the secretary of Kendal Recency Health Office, Dr. Budi Mulyono, in the rakor event for the formation of a healthy school model. He said, "With the support and efforts made by Kendal Regency government, there is no reason for us not to immediately actively manage school health unit as well as possible to realize healthy schools. Because of the health of our children, our young generation is an asset in creating quality human resources born and inner."

Kendal Regency Government through the education and culture office and the health office strives to optimize the implementation of healthy school programs. Meanwhile, the designated school must also be ready to run the program to the maximum. For this reason, the government conducts socialization through the district level coordinator to appoint schools. So that schools can know what are the criteria that must be met to implement a healthy school program. According to the Section Head of early childhood education and character development of Kendal Education and Culture Office, Elvi Sahara, quoted from swarakendal.com she said "preferably the teacher's room, the principal's room, the classroom itself is not in one room. The school health unit must be equipped with body weights,

thermometers and drugs that do not expire.”

Based on the guidelines for the implementation of healthy schools (2017: 56), the implementation of healthy schools carried out health service activities, health education, and healthy environmental development it is combined with daily activities in schools. The criteria of the healthy school program are not easy for institutions to meet. Institutions need guidance and assistance from various parties. Schools need the right strategies to meet the needs of appropriate facilities and places to meet the criteria of healthy schools. In addition, principals and teachers still need knowledge related to the school's health program. The need for regular habituation of students to carry out healthy living behaviors. The results of an interview with one of the heads of kindergartens in Rowosari Subdistrict said that to advance the healthy school competition, they objected because it requires a large cost to meet school facilities and narrow land so that it is not possible to create a school garden.

Although there are institutions that object to the criteria for healthy schools, but in Rowosari District there is one early childhood education institution that becomes a pilot for healthy schools, namely PAUD Kartini. Based on data from swarakendal.com, several institutions that pilot healthy schools in Kendal Regency such as PAUD Kartini, TK Pertiwi, TK Al Ihsan. These kindergarten have implemented a healthy school program and have won the Kendal Regency healthy school competition in 2018. These institutions have their own strategies so that they can win the district healthy school competition and one of them represents Kendal regency to the Provincial level, namely PAUD Kartini as the first winner. The strategy of institutions that win healthy school competitions can be an example for other PAUD institutions to realize healthy school programs.

Rowosari subdistrict has 44 PAUD institutions consisting of 25 kindergartens and 19 playgroups. Based on observations made by the researcher, it was found that most of the early childhood education school environment in Rowosari Subdistrict still looks to have a healthy and safe school environment. In line with this, Nugraheni (2018: 149) stated that the main criteria for healthy schools are five aspects, including the existence of education programs and health services, healthy food, sports education, mental education, and healthy and safe environmental programs.

The purpose of this study is to describe the unit strategy as well as inhibiting and supporting

factors in the implementation of healthy school programs in PAUD Kartini, Rowosari Subdistrict, Kendal Regency. It was different from the previous research that was conducted at SD Negeri Kutowinangun 04 Salatiga. The results showed that the evaluation of the context of healthy school programs needed by school stake holders is a policy from the government.

## METHODS

Research methods used is qualitative research method. The researcher uses a qualitative approach because it adjusts to the characteristics of the problems that will be discussed in this study, namely how PAUD Kartini strategy in realizing a healthy school. Discussion of this problem does not prove or reject hypotheses but rather processes data and analyzes a problem not in the form of numbers. Based on this, researcher describes in depth to know about the strategy of healthy schools by PAUD Kartini in Rowosari Subdistrict, Kendal Regency.

The place selected in this study is conducted at PAUD Kartini which is located at Jl.Taruna RT 02 RW 01 Sendangdawuhan Village, Rowosari Subdistrict, Kendal Regency. Researcher choses the location because the school has implemented a healthy school program and has won a healthy school competition at the Kendal district level.

The primary data source of the interview is conducted to the main informants, namely the principal and triangulation informants, namely teachers, parents of students, and school cleaners. While the primary data source in the form of observation looks directly at the learning process at PAUD Kartini. From these sources, researcher can have data on the strategy of education units in the implementation of healthy schools in PAUD Kartini in Kendal Regency. Secondary data sources are obtained by researchers indirectly to informants such as documentation of activities, documentation of infrastructure facilities, documentation of learning plans.

In this study, interview techniques are used to reveal data on strategies carried out by paud kartini institutions in the implementation of healthy school programs, as well as supporting factors and obstacles in the program. Observation is carried out directly by observing the learning process at PAUD Kartini. In addition, researchers also noticed the behavior of children and teachers in healthy school programs. Researchers also noted the necessary rights related to healthy school programs at PAUD Kartini. The

documentation used by researchers to complete the data is in the form of activity documentation, documentation of infrastructure facilities, documentation of PAUD Kartini learning plans.

The data collected in each live meeting is analyzed by systematically searching and disseminating previously obtained data. Miles and Huberman in Sugiyono (2010: 337) in conducting qualitative data analysis must be done interactively and continuously. Until it is completed, so that the data becomes saturated. There are four stages carried out in analyzing data, namely data collection, data reduction, display data, and conclusion drawing / verification. Triangulation techniques carried out by researchers are source triangulation and triangulation techniques. Source Triangulation, done by checking data obtained from several sources, namely principals, teachers, parents, and cleaning personnel. Triangulation technique, done by checking data to the same source with different techniques. The data obtained from the interview technique is then checked with observation techniques and documentation and vice versa. If you get different results, then have further discussions with the sources to ascertain the truth from several points of view (Sugiyono, 2019: 369).

## RESULTS

At this time, physical and mental healths of learners are something that needs to be considered. Considering many diseases that can threaten a child's health due to unhealthy behavior and environment. The government issued a policy in an effort to overcome the problem by holding a healthy school program. According to the guide to the healthy school model in Indonesia (2016: 14) the benefits of this program are for the community as a producer of students with healthy living character, for the government, namely as a quality learning place that can be an example for other schools, and for the private sector can participate in developing healthy schools.

This research aims to find out the strategies or ways carried out by PAUD Kartini institution units in implementing healthy school programs. In implementing a healthy school program, there needs to be a role from various parties. This is in line with Suprawito's explanation in kendal regency which states that healthy schools should be in one institution only as an example but supported by various parties who are models not only of school physical but students are also part of school health. In this study PAUD Kartini received assistance from the village government,

education office, health center and parents of students. This study looks at how the strategy used by PAUD Kartini so that it can realize healthy schools in its institutions is a challenge for other schools in order to model what PAUD Kartini has tried. The research data was taken from interviews about healthy school implementation strategies in PAUD Kartini Kendal Regency. PAUD Kartini strives to develop learning by providing physical health education to students. The school has a daily program, namely the habituation of clean life such as washing hands using soap, throwing garbage in its place and, tidying up the environment by putting and cleaning play tools and learning tools into place, then there is a weekly program that is physical activities such as gymnastics, playing ball and healthy walking. while the monthly program is gardening, the practice of brushing teeth, swimming or cooking and eating together. Schools have ways to build the mental health of their students. by providing education in accordance with the stages of child development, providing fun activities, providing playground tools, giving affection and attention, being a good example for students. Based on the results of the interview, the teacher seeks to build the social soul of the child. In this case, the teacher builds jiw cooperation, tolerance to friends, getting along well with friends, sharing and helping friends who need help.

Based on the results of the interview, it can be concluded that the school is planning to develop infrastructure. In planning the principal with the teacher identify the needs of the school. Checking the financial situation whether it can support the development plan of the presaran facilities. Procurement of infrastructure is carried out in accordance with the planning of the principal. This will facilitate the procurement and management process. Procurement of infrastructure is expected to not occur errors so that it cannot be utilized optimally. PAUD Kartini strives to develop physical and infrastructure to become better and more complete. Maintenance of infrastructure is also considered important to avoid early damage. The maintenance of infrastructure at PAUD Kartini is carried out by cleaners. Infrastructure facilities in good condition can provide benefits for schools in the implementation of learning. Presaran facilities can launch and facilitate the process of receiving students' knowledge. To maintain ready-made infrastructure for the implementation of activities, maintenance is needed. Maintenance of infrastructure can be done together with all school residents in the hospital with the janitor.

Educators strive to obtain information about healthy schools. The ways that educators do include reading, finding out through the internet, discussions with fellow teachers or supervisors, and learning a healthy school grid. This is very necessary for teachers to have good knowledge in the implementation of healthy school programs. Teachers have a strategic role to shape the knowledge, skills, and character of learners. For this important role, teachers need help from the school through the principal's policy in order to improve their competence. Principals as leaders need to intervene in teacher quality improvement programs. The process in developing employment, schools have an important role. The school through the head policy seeks to develop teacher competencies. Efforts are made, namely providing motivation, encouraging teachers to participate in training and be active in the organization, providing additional tasks, and carrying out evaluations of teacher performance. The school carries out management in the planning stage. So that the school has a healthy school program design. The planning prepared by the school is planning the procurement of facilities, managing school health unit, designing resources, planning for activities, and analyzing needs. The planning is the first stage carried out to facilitate the implementation of the program so that it achieves the goal of becoming a healthy school predicate.

The organizing stage in the school has been implemented. The division of duties to teachers and employees aims to launch the process of implementing healthy schools. With good cooperation teachers and employees together realize a healthy school program. therefore, the school organizes by utilizing the resources it has to be involved in healthy school programs. The principal as the leader conducts supervision by monitoring whether the program is up to its standards. When there is a shortage, the principal discusses with the teacher to determine the way out. The way out that was decided was done by correcting the existing shortcomings. In addition, the principal also gives instructions to teachers if in carrying out tasks have not been optimal. PAUD Kartini built a partnership with the government, especially Sendangdawuhan Village government in terms of repairs and additions of infrastructure. Sendangdawuhan village government contributes to the implementation of a healthy school program at PAUD Kartini by providing infrastructure assistance and providing direction for the good of the school. The school builds cooperation with public health center. The cooperation carried out is to check the growth and development of

children, provide vitamins, provide healthy living counseling, and also receive referrals from schools. The school's cooperation with puskesmas aims to improve students' health and reduce the risk of disease.

One of the ways that schools can get funding is with dues from parents of students. Schools do not only rely on the government but student's parents are asked to help run educational programs at school. PAUD Kartini asked for parents' dues without burdening them because the amount requested was not much of a directive from sendangdawuhan village. Sendangdawuhan Village Government provides services to its people, especially in the field of education. The village government strives to realize quality education from an early age by establishing PAUD. The Sendangdawuhan Village Government provides support for PAUD Kartini in the form of physical school and non-physical such as directions in the implementation of education. The school has a financing program of some funds from the village government to carry out healthy schools. Assistance from the village is physical assistance in the form of infrastructure development as well as non-physical assistance such as paying non-permanent teachers and school security honors.

PAUD Kartini receives operational funds (BOP) from the government annually. It is one of the sources of funds owned by PAUD Kartini. Schools absorb the funds for the purposes of healthy school programs. BOP are utilized by complying with existing provisions. For healthy school programs, BOP are used by schools for the purchase of school health unit needs such as child growth and development detection devices, medicines, cleaning tools, soaps, hand sanitizers, and provide transport teachers for improvement of their competence. Supporting factors are factors that facilitate the behavior of individuals or groups. In implementing a healthy school program, schools need supporters to facilitate the steps that will be passed. Schools have a big role to play in the introduction of healthy living. School is a place that supports the growth and development of children where children can gain a lot of knowledge, especially about health. Implementing a healthy school program certainly requires effort that is not easy. Therefore, supporting factors are needed so that healthy school programs can run well.

PAUD Kartini has the support from related parties such as Sendangdawuhan Village government, public health center of Rowosari I, and students' parents. They are working together to create a healthy school environment at PAUD

Kartini Sendangdawuhan. PAUD Kartini already has adequate and feasible facilities to implement healthy school programs. Facilities include buildings that meet standards, have school health unit, Musala, library. Facilities also increased such as playground facilities, handwashing places, children's toilets, school gardens. In addition, for school cleanliness also has supporting tools. Health care in school is very important. School is where children grow and develop in addition to home. Health care is a supporting factor for healthy school programs. Because with the existence of health services in schools, it is expected to maintain and improve health for students. PAUD Kartini provides services to its students.

Similar to health services, health education is also very supportive of realizing healthy schools. Schools that carry out education about health will provide knowledge to children about how to maintain health. So it is expected that children and teachers can behave healthily both at home and at school. PAUD Kartini carries out health education in the implementation of healthy school programs. Inhibitory Factors are anything that has the property of preventing or even inhibiting and holding work so as not to happen. In this research, what is meant by work is a program to realize healthy schools in PAUD Kartini Kendal Regency. The healthy school program at PAUD Kartini has been going well, making it an achievement for PAUD Kartini. But in the implementation of healthy school programs, it is certainly not easy and the tone of many obstacles encountered.

Health problems in students still exist such as coughing colds, toothaches, diarrhea. This problem is certainly related to health behaviors that are still lacking for children. Children still need to be given knowledge about proper brushing, personal hygiene and washing hands using soap in running water. The formation of student behavior is an important thing to be implemented in the school institution. Because children are still susceptible to behavior that does not reflect health and it will be at risk of causing disease in children. Financing is needed to advance the school by realizing complete and adequate infrastructure. A little source of financing will certainly hinder the smooth running of the program. While many needs must be met to realize healthy schools.

## DISCUSSIONS

Based on the results of observations, children enter the school by being greeted by the

teacher and checked their body temperature, and asked to put their shoes on the shelf, then before entering the gymnastics class while doing gestures and songs, before eating the children's supplies wash their hands first. After playing children in the urge to clean the toys back to their place is also encouraged to throw the garbage into place. In addition to school, children are also expected to habituate healthy living at home. So that these habits become a character for the child. Cooperation from parents is also needed related to health education carried out at home. . This is in line with the opinion of Sinaga et al (2021: 3) which states that health education with the aim of instilling health behavior must be supported by all parties concerned, especially the community.

According to the results of the interview, PAUD Kartini made efforts to procure physical and infrastructure to be better. Efforts are made including making school gates and fences safer, making school gardens, pharmacies live and parks, adding children's toilets and improving playgrounds to make them safer by filling sand on the playground floor. This is in line with Indrawan's opinion (2015: 9) which states that the management of educational infrastructure is a process of preparing and utilizing components directly or indirectly in the learning process to realize educational goals.

Infrastructure facilities in school are provided to be used properly, so as to facilitate teachers, students and tendiks in carrying out activities at school. The use of good infrastructure will raise enthusiasm for students, while poor utilization will reduce the enthusiasm of students during their learning activities in school. In line with this according to Jannah (2018: 66) infrastructure is an important factor that cannot be ignored because it can encourage students' motivation to learn better, fun so that it is easier to get knowledge.

Teachers are required to have qualified knowledge and abilities as provisions in teaching. To gain the ability and knowledge of teachers continue to learn not only silently teachers can look for the latest information so as not to be left behind with the times. Because science is always evolving with the times. therefore the teacher must have the motivation and desire to improve his quality. In line with this Nurdin (2019: 52) argues that professional teachers generally have high motivation as an encouragement to develop self-quality so that it will give birth to an achievement.

In the scope of school management, the first thing to do is the planning stage. Before carrying out a healthy school program, the school

first prepares a plan. This is in accordance with the opinion of Mentari (2020: 15) planning is a thought or idea of the actions that will be taken to achieve the goal. Organizing aims to group the resources owned by the division of tasks. The division of tasks will lead to good cooperation if human resources in schools can have responsibility for their respective duties. This is in line with Herlina's opinion (2020: 16) which is the stage of organizing healthy schools related to classifying existing forces by being given roles according to ability with a sense of responsibility in order to create good mutual cooperation.

School residents already have their own plans and roles to carry out healthy schools. The implementation stage is an important element in a healthy school program. From the implementation, it aims that students can get knowledge about healthy lifestyles so that they can apply it into their living culture. According to Utama (2018: 244) the implementation of healthy schools in order to create an understanding for students of the importance of healthy living so that it will form habituation of clean and healthy living behaviors.

The school carries out a healthy school program with various activities. The main activities based on the school health program include health education, health services and healthy environmental development. This is in accordance with the guidelines for the implementation of school health program (2014: 5) that the scope of the implementation of school health program there are three so-called *trias school health program*, namely health education, health services, and the development of a healthy school environment. The principal takes control when there is a program implementation that is not in accordance with established standards. According to Yahdiyani, et al. (2020) the control function is carried out by the leadership to realize the achievement of an organization's goals.

PAUD Kartini itself is an institution under the management of Sendangdawuhan Village Family Welfare Program (PKK). So that in this case the village government has the right to help and direct schools in the implementation of education. In line with this, Bahri (2020: 57) mentioned that the government and local governments are required to be able to provide services and facilities and ensure quality education for all communities without discrimination.

The school establishes partnerships with other institutions, namely public health center. Partnerships with health centers are useful to facilitate the implementation of healthy school programs. The statement is in line with the views

of Rahmat et al (2021: 66) the school establishes partnerships with other relevant institutions, with regard to the input of the output process, and the placement of graduates. Government and non-governmental agencies can establish partnerships with schools. According to Fatah's opinion in Nugraheni (2018: 156) states that if schools cannot rely entirely on government subsidies, schools can ask for help from the community or parents of students. But in absorbing funds from the community should not incriminate learners from underprivileged backgrounds. Therefore, the head and treasurer of the school must be good at absorbing and using the existing budget for the implementation of healthy schools as well as possible.

The school receives monthly funds from parental dues of thirty thousand rupiahs. The funds are used to pay non-permanent teacher honors as well as school employees. Support from parents is useful for the implementation of education so that the program can run well. In line with this, Siswanto (2018: 44) explained that with the support of funding according to school needs, educational programs will be achieved.

PAUD Kartini receives operational funds (BOP) from the government annually. It is one of the sources of funds owned by PAUD Kartini. The BOP funds are used to improve the quality of schools, one of which is by utilizing BOP funds for the purposes of healthy school programs but still with the provisions of the technical directions. BOP funds are used by schools for operational costs for consumables and program financing. This is in line with the explanation from Lalupanda (2019: 57) that operational costs are costs to provide consumable educational materials and equipment and are used for the cost of organizing education indirectly.

Carrying out a healthy school program, of course, requires support from other parties such as the village government, parents of students, and health centers. Dwiyanto in Nugraheni (2018: 156) stated that it is expected that the government can provide services to the community, especially educational institutions related to the implementation of programs run by the community or educational institutions. Support is needed so that the implementation of healthy school programs can run smoothly. According to Nugraheni (2018: 150) Some of the means of supporting cleanliness that can be owned by schools are garbage bins, brooms, mops, hygiene posters. The availability of these means will make it easier to maintain the cleanliness carried out by all school residents. In carrying out healthy school programs, the school is expected to cre-

ate a healthy and safe environment. This can be achieved by the provision of adequate facilities and infrastructure so that it can be used to support activities in the school. The state of infrastructure facilities in PAUD Kartini can be said to be adequate and feasible to carry out healthy school programs.

A supporting factor for the implementation of healthy school programs is the existence of health services carried out by schools and collaborating with health centers. This is in accordance with the opinion of Manurung (2017: 78) which explains that health services in healthy schools are carried out together with health centers. There is a division of roles for schools and health centers in periodic inspection activities and health coaching. Good cooperation between PAUD Kartini and Public Health Center of Rowosari I runs well and is in harmony to realize health in the school environment. The services provided are detection of child growth and development, and routine health checks.

The implementation of education to children is carried out not only in school but also at home. This is done so that healthy school programs can run well because children get maximum health education. This is in line with the opinion of Sinaga et al (2021: 3) which states that health education with the aim of instilling health behavior must be supported by all parties concerned, especially the community. Health behavior in students becomes an inhibitory factor in realizing a healthy school. Because children still need habituation and understanding more related to the importance of body health and the importance of a clean environment. The development of a healthy school environment is carried out through curricular and extracurricular activities (Drs.Susanto et al, 2017: 35).

The limited ability and knowledge of teachers about health efforts in schools is certainly one of the inhibiting factors. If the teacher has good knowledge and abilities by attending seminars and training, the success of healthy schools will be easier to obtain. Drs.Susanto et al (2017: 35) explained that the important role of teachers in fostering a healthy school environment includes practical knowledge about the development of a healthy school environment, guidance, examples and tauladan, encouragement and making observations and supervision to students to be willing and able to apply in everyday habituation. Large financing for the needs of making infrastructure becomes an obstacle factor in the implementation of healthy schools. Indrawan (2015: 9) explained that the management of infrastructure facilities

is something that must be done by the school, because with the infrastructure will support the success of the learning process at school.

## CONCLUSION

Based on the research results and discussions that have been outlined, it can be concluded as follows:

The strategy used by PAUD Kartini in implementing healthy school programs is to develop 6 aspects in the field of development, including learning development, infrastructure development, employment development, partnership development, school management development, and financing development.

There are supporting factors and inhibiting factors in the implementation of healthy school programs at PAUD Kartini. The supporting factors are the involvement of parents, village governments and health centers, facilities owned by PAUD Kartini, the implementation of health services and health education. In addition to supporting factors, there are also inhibiting factors that affect the implementation of healthy schools, namely student health behavior is still less than optimal, the capability of teachers in health services and education is still less than optimal, and large financing factors.

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