

Policy and Implementation of Three Main Program Of School Health Units (Trias Uks) In Primary Schools Of Aceh Selatan District In 2021

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Abstract

The research about the policies and implementations of Three Main Program of School Health Unit (Trias UKS) at The Primary School of Aceh Selatan is an action to deeply evaluate the required steps that should be taken by the stakeholders to implement the School Health Unit (UKS) at every school. This research aims to determine the policies, organizations, facilities availability and fund sources of the Trias UKS implementation in Primary School of Aceh Selatan. This research uses qualitative and quantitative approach with a descriptive research. The subject of this research include Education Service, head of Public Health Service, headmasters, School Health Unit's teacher, school committee and students. Observation and interview are implemented as data collection technique. Reduction, presentation and verification are applied as qualitative technique and percentage calculation are applied as quantitative technique. The study on the implementation of Trias UKS at primary schools of Aceh Selatan shows that: (1) Policy implementation was not as expected from the existed provision. (2) UKS organizing was conducted through resource formation, however the implementation was not in accordance with the stipulation. Hence, improvement is required to have a good School Health Unit implementation in schools. (3) The Trias UKS was not equally implemented at all primary schools particularly in rural and underdeveloped area. It is caused by the unavailability of all supporting indicators to improve students' understanding on the implementation of health education, health service and healthy school environment. (4) The availability of facilities and supporting indicators were very limited, particularly in schools within a remote area, even some of schools did not have School Health Unit. (5) The fund was also limited. Schools were only depended on School Fund Aid (dana BOS) and did not have adequate plan to seek support from government in term of sufficient fund, facilities and UKS's tools.

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I. Introduction

Health development is an effort carried out by every nation's component to increase awareness, willingness and ability to live healthy hence the degree of public health can be high. To achieve this goal, it is necessary to carry out health efforts that are comprehensive, integrated, equitable, acceptable and affordable for all society levels. Health and education are the two pillars of human development to live fully. The common

problems faced nowadays is that children and adolescents are a vulnerable age exposed to the risk of disease during the period of growth and development towards adulthood (WHO, 2018).

Health development among students is crucial because it determines the degree of student's health. One of the strategic efforts to increase human quality in Indonesia is education and health. Therefore, these strategic efforts are most appropriate to be carried out through educational institutions in order to improve the health status of students and all elements in the school environment.

One of the health indicators for students at various school levels is the fulfillment of their physical health. Student's physical health has a positive relation to their emotional maturity. Teachers or parents need to provide important provisions for students, namely creating social-emotional maturity in order to allow them to face all kinds of challenges successfully, including challenges to succeed academically. Students will also be able to control their stress, because if stress is not controlled it will cause various diseases and will be an obstacle to successful learning. To face various challenges that can threaten their physical and mental health, schools have an important role to create and improve the students' health. One of the efforts that can be made, among others, is by creating a "Health Promoting School/HPS" environment through School Health Unit (UKS).

Health Promoting School is a school that has implemented School Health Units with the characteristics of involving principals, teachers, students, health centers and all parties related to school health problems, creating a healthy and safe school environment, providing health education in schools, providing access to health services, establishing policies and efforts to promote health and involving actively to improve public health (Indonesian Health Department, 2004). The roots of a healthy school are health education and a healthy school environment.

School Health Unit is a means to improve the students' ability to live healthy, the health status and to create a healthy environment, hence the School Health Unit (UKS) has three main programs (Trias UKS) including health education, health services and fostering a healthy school life environment (Effendy, 2007). 2008:78). Therefore, in fostering and developing the School Health Unit as an educational and health effort must be carried out in an integrated, planned, directed and responsible manner to plant, grow, develop and guide the healthy living in students' daily life (Indonesian Health Department, 2002:16).

School is considered as a formal institution that aims to prepare students in obtaining education, skills and expertise so that students are able to be independent in society. School Health Unit (UKS) is one of the school activities that aims to shape students to be physically, mentally, and socially healthy so that they can become potential human resources. Health education is one of the 3 pillars of UKS which has the aim of making a dynamic behavior change process, not only a process of theory transfer, nor is it a procedure, but these changes also occur because of self-awareness from within the individual, group, community and society.

The upon improvements must be supported by the availability of adequate School Health Units funds. In addition, schools must have a dedicated School Health Units (UKS) room and other equipment such as: medicines for headaches, medicines for skin allergies and eye drops that are already available. Likewise, medical equipment that is not yet fully available, such as: sphygmomanometer, thermometer, height and weight measuring device, first aid kit, such as cotton, scissors, bandages, and sanitary napkins for female students, are also not available. Health counseling activities involving health workers from the public service institution as partners in the School Health Units are also rarely carried out. Based on the observation results, health education and campaign are still very limited and there are even areas that have not implemented it at all as a result of limited funds provided by schools for School Health Units (UKS) activities.

School Health Units is very crucial in improving students' education and health, hence health workers have a very important role to realize it. The intensity of School Health Units (UKS) needs to be increased so that the health status of students and school environment are achieved through health education, health services and fostering a healthy environment, considering the function of the health worker's duties and obligations as community servants in addition to teachers who face students every day (Indonesian Health Department, 2002:25).

The observation on School Health Units was conducted from 12 to 15 February 2021 in several Elementary School of Aceh Selatan, namely: (1) State Elementary School 5 Tapak Tuan (city center); (2) MutiaraSawang State Elementary School (western part of Aceh Selatan); and (3) LadangLuahKluet Utara State Elementary School (eastern part of Aceh Selatan). During the observation, the researcher met directly with the principal and teachers responsible for School Health Unit (UKS). The indicated problem found include: (1) Not all schools conducted School Health Unit (UKS) in accordance with the available syllabus or curriculum. (2) The current school health service program was only carried out in a perfunctory manner, it was proven by the fact that many schools did not have a dedicated UKS room or space. (3) The ability and knowledge of physical education teachers or School Health Units (UKS) coordinators was still lacking which affected school health services to students. (4) Based on the observation, School Health Units (UKS) activities, in term of facilities, infrastructures, knowledge, students' attitude toward health matters, canteen, daily food or nutrition, and

personal health, showed that the principles of healthy living and the health status of students have not reach the expected level.

Based on the above explanation, a binding policies from regional leaders, especially Education Service, is required so that the School Health Units (UKS) activities can be conducted as expected. Therefore, the title of this research can be formulated, namely: "Policy and Implementation of Three Main Program of School Health Units (Trias UKS) in Primary Schools of Aceh Selatan District in 2021".

II. Research Methodology

This research is a descriptive research with qualitative and quantitative approaches which is in accordance with the aim to acquire the complete data as expected.

Azwar (2003:5) explained that research with quantitative approach emphasizes the analysis on numerical data (numbers) that are processed by statistical methods. According to Arikunto (2006:12), quantitative research is required to use numbers, starting from data collection, data interpretation, to the result presentations.

III. Results And Discussions

1. Results

a. Leader's policy in the implementation of Health School Units (UKS) at the Education Office of Aceh Selatan

The UKS policy at the Education Office of Aceh Selatan District began with the formation of the School Health Units Development Team (TP-UKS) based on the Regent's Decree. The TP-UKS is an institution that carries out various efforts to foster and develop School Health Units in an integrated and coordinated manner, has a tiered organizational structure as stated by Mr. MH as the coordinator of the secretariat of the UKS Development Team for Aceh Selatan District.

Based on the discussion with Head of Education Office of Aceh Selatan District, Mr. AZH, he said that there are several level of School Health Units Development Team (TP-UKS), starting from the national TP-UKS team, provincial TP-UKS team, district TP-UKS team, sub-district TP-UKS team, and the lowest is UKS team at school level. Each level of the TP-UKS team has different level of responsibilities, from national to school level. The School Health Units (UKS) at school level has never been separated from the TP-UKS team at the district level, which is an extension of the provincial and national TP-UKS team. While under us (TP-UKS Aceh Selatan district level) is the sub-district TP-UKS team.

According to Mr. AZH, the guidelines of the UKS development clearly state that the UKS implementation system needs to be organized in stages or levels, starting from the national level which is form by The Minister of Education, the Minister of Health, the Minister of Religion, and the Minister of Home Affairs (Joint Decision by 4 ministers). Then the Provincial TP-UKS Team, formed at the provincial level, is determined by the Governor. TP-UKS team at district level is formed at district/city level by the Regent/Mayor and the sub-district TP-UKS team is formed at the sub-district by sub-district had. In addition, the School Health Units Implementation Team at school level is form at school by the school principal.

In addition, Mr. AZH mentions that the School Health Units programs can include; the healthy school competition is one of the work program of the Aceh Selatan District UKS development team (TP-UKS) which is supervised by the District Education Office. This program is conducted to assess the implementation of School Health Unit (UKS) and healthy living style in the real life, whether this has been internalized within the school society. In addition, to provide motivation to schools in the UKS program and to create a healthy school environment and the cultivation of Clean and Healthy Living Behavior (PHBS). Through this program, the assessment of the UKS program implementation can be conducted. The assessment includes the way of this program is implemented, whether it is in accordance with policies or the implementation is only in term of available UKS room without The three UKS program (Trias UKS). However, the researcher realizes that this implementation was not optimal because there are several schools that only implement the UKS program if there is a competition conducted by the Education Service or other parties. Unless the competition is conducted, many schools were not implemented the UKS program. Therefore, the Education Service is required to emphasize that UKS program is mandatory for every school and the Education Service needs to regularly control it.

In his interview, Mr. AZH added that the healthy school competition program is not only a competition that people already know, but the Mr. AZH hoped that the winner of the competition could be the role model of other school in term of UKS implementation. Then, a healthy school community could be build based on the discipline behavior.

As mentioned by Mr. AZH, the education office of Aceh Selatan only acted as an implementer in Little Doctor Competition program because the series of event and other rules are determined according to the guidelines for national level competition. We are a facilitator that helped by Health Office of Aceh Selatan

Regency. This activity program is not just a competition, it contains useful meanings for all relevant parties, especially for schools and students who are the main targets of this program, for example to have a clean behavior anywhere, not only knowing about the behavior but also interpreting and applying it in daily life.

The results of the interview with Mr. AZH also mentioned that the milk provision program for elementary school children is also one of the work programs of the South Aceh District UKS Development Team (TP-UKS) under the responsibility of the Education Office. The provision of milk for elementary school children is slightly different from the little doctor competition program or the healthy school competition program. This program is special because it is actually a work program of the Aceh Selatan Regency government attached to the TP-UKS under the auspices of the Education Office.

b. School Health Units (UKS) Organization at the Elementary School Level in Aceh Selatan

According to Mr. AZH and Mr. SJ, organizing UKS requires the forming or rearrangement of the available resources at each level particularly at Education Office, Public Health Unit and schools. Furthermore, the arrangement of implementing units and the methods used are required to explain and implement the program so that all UKS activities in order to improve the implementation of the Three Programs of School Health Units (TRIAS UKS) can run optimally. Organizing budget determination (how much budget is needed, where does it come from, how to use it, and how to account for it). Furthermore, determining what facilities and infrastructure are needed to implement policies, determining work procedures, and determining policy implementation management, including determining leadership patterns and coordinating the implementation of each policy related to the implementation of the Three Programs of School Health Units (Trias UKS) in the Education Office area. The Education Office of Aceh Selatan Regency carried out the organizing stage for the implementation of three main programs, namely the Healthy School Competition Program, the Little Doctor Competition, and the Provision of Milk for Children.

Principal of underdeveloped or rural area schools, namely Mr. AB, Mr. FZ and Mr. HW, further explained that the coordination between district and sub-district administrators is very rare, if any, only in certain schools. Therefore, it is hoped that the committee that has been formed will be able to carry out its duties and functions properly, so that the coordination and implementation of the Three Programs of School Health Units (Trias UKS) in the area can be conducted properly.

To conclude, the organization of the UKS implementation starting from the district to the implementers at schools has been in a clear structure. It only requires policies of the regent, head of services, coordinator of public health unit, and school principal to perform their duties and policies so that the implementation of the Three Programs of School Health Units (Trias UKS) can be run from upstream to downstream.

c. Implementation of School Health Units (UKS) programs in Elementary School of Aceh Selatan Regency

Based on the interview with Mr. AZ, Mr. ND and Mr. DS, who are Physical Education teachers at the city center of Aceh Selatan, the implementation of Trias UKS related to education service is conducted well either in term of curriculum and syllabus available for each class and each semester. Teachers also create health education lesson plans and in the planning and implementation process teachers have handbooks and references on health education. In all schools located in developed areas or district capitals, the learning process is carried out by physical education teachers.

Furthermore, the respondents also state that education service is also implemented well through a good coordination between teachers and public healthcare unit's staff in term of education on children's health and screening, measurement of body height and weight that carried out regularly, and education on first aid and first treatment on disease (P3K and P3P), as well as supervision on school's canteen to ensure the food safety and its nutrition (as mentioned by Mr. JK, a staff in public healthcare unit).

Overall, especially in developing and underdeveloped areas, there are still educational services that have not been maximized and even teachers do not prepare planning and implementation of health lessons. Learning process only focuses on the physical education practice material stated in the syllabus. This was stated by Mr. FZ, Mr. SF and Mr. RD who are UKS teachers in developing and underdeveloped areas, that the education service process has not been fully carried out in accordance with expectations, teachers prefer sports practice to health learning in class.

Other respondents, Mr. HB and Mr. JL, also stated that in their area there are teachers who are not giving health service to students. They added that it requires a good coordination between public healthcare unit and coordinator of UKS at school. Assertiveness from the district officers is also required as it affects the health service at schools so that this service can run well.

d. The Availability of School Health Units (UKS) Facilities in Elementary Schools of Aceh Selatan

The result of the research shows that the availability of School Health Units (UKS) facilities at the elementary school of Aceh Selatan is not as optimal as expected. This is according to the results of interviews

and check lists at the level of 40-50%, especially those that are almost fulfilled only in developed areas. In detail, it is known that no interviewee stated that the completeness of the UKS facilities and infrastructure was optimal because all the indicators that should exist have not been fulfilled or even missing. The completeness of the UKS facilities and infrastructure is not optimal due to many factors including the completeness or data collection of facilities and infrastructure that has not been properly prepared by the School Health Units Implementation Team (TP-UKS), so that schools are hampered in developing the completeness of UKS facilities and infrastructure. This is due to the lack of guidance from the District School Health Units Implementation Team (TP-UKS) and the concern of the Principal in improving the completeness of UKS facilities and infrastructure. (Results of interviews with Mr. SB, Mr. WY and Mr.FR, teachers)

On the other hand, Mr. SY and Ms. WY stated that the completeness of UKS facilities cannot be achieved unless it received supports from all parties including the regent, schools and etc. Several inhibiting factors identified based on the survey include: a) no careful planning is carried out in each fiscal year, b) lack of interest in this sector (UKS sector), c) Limited fund or allocation of funds for the provision of UKS facilities and infrastructure, d) the inactivity of the school and committee in following up on UKS facilities and infrastructure problems.

Generally, the observation results through check-list sheet for the availability of UKS equipment and supporting indicators in each research location are below average. It can be said that many schools are still do not have room for UKS and its supporting equipment. Besides, the infrastructure and supporting facilities of UKS are also lacking.

Table below is the observation result through checklist on the availability of School Health Units (UKS) equipment and supporting indicators in each school:

Table 1. The Availability of Equipment and Supporting Indicators of School Health Units (UKS)

NO	SCHOOL	AREA (LEVEL)	KS (%)	K (%)	S (%)	B (%)	BS (%)
1	SDN 3 Tapaktuan	Developed	2(8)	-	1(4)	8(32)	14(56)
2	SDN 5 Tapaktuan		1(4)	-	-	-	24(96)
3	SDN Damatutong		1(4)		4(16)	17(68)	3(12)
4	SDN TriengMeuduroeTunong	Developing	3(12)	-	-	7(28)	15(60)
5	SDN Mutiara		2(8)	3(12)	1(4)	11(44)	8(32)
6	SDN 3 TarokMeukek		2(8)	-	-	13(52)	10(40)
7	SDN 1 Terbang	Underdeveloped	2(8)	5(20)	7(28)	6(24)	5(20)
8	SDN 3 Kota Fajar		7(28)	7(28)	4(16)	6(24)	1(4)
9	SDN LadangTuha		6(24)	2(8)	9(36)	6(24)	2(8)
TOTAL			26(12)	17(8)	26(12)	74(33)	82(36)

Based on the above table, it can be concluded that the availability of UKS equipment and supporting indicators in developed area is very well. While in developing area, the availability is in good level and the availability level is bad or not adequate in underdeveloped area. These can be seen in all indicators. However, if it is seen on primary indicators for underdeveloped area, the condition is very poor as there are some school that do not have UKS room and have inadequate equipment.

e. The Availability of Funds to Implement the School Health Units (UKS) programs in Elementary School of Aceh Selatan

Research results shows that funding for UKS in Elementary School of Aceh Selatan at specified Public Healthcare Units is determined by government's fund. None of the schools have healthy funds through other funding approaches. Not all schools have other supporting source of funds because the schools are located in suburbs where the majority of the community have low income. There is a need for interventions related to funding through advocacy and equalizing perceptions to school principals in order to know the role of fulfilling infrastructure facilities in the sustainability of the UKS Program. Advocacy is a basic strategy to promote health. Advocacy is a science and art that is designed systematically. If it is done correctly, the results of advocacy will be effective and good. The purpose of advocacy is the creation of changes in policies, regulations, resource support, and so on to solve certain problems. Advocacy efforts are aimed at policy makers in order to create awareness and actions that support the realization of a society with healthy behavior. If this advocacy pattern runs, then the need for funds and infrastructure to support UKS will be fulfilled and all the Three Main Programs of School Health Units (Trias UKS) implementation activities will run as expected.

A good attitude of students and coordinators of UKS is able to make the UKS programs run well but they need to be supported by sufficient funds. This will have an impact on UKS services running according to

the program, so the health status of students and the school community will increase hence it can reduce morbidity and student achievement will also increase.

IV. Discussions

a) **Leader's policy in the implementation of Health School Units (UKS) at the Education Office of Aceh Selatan**

The implementation of The School Health Units Main Programs (Trias UKS) in Elementary Schools of Aceh Selatan Regency has not been running as expected. This is proven by the lack of proper and equitable implementation of activities such as socialization of health issues such as PHBS (Clean and Healthy Living Behavior), sexual dangers and ways to prevent them, adolescent health, hand washing. Therefore, the three School Health Units (UKS) pillars that must be conveyed and implemented have not been realized properly in every elementary school in the area of the South Aceh Education Office.

b) **School Health Units (UKS) Organization at the Elementary School Level in Aceh Selatan**

The organization of the coach and implementer of the School Health Units (UKS) has generally been carried out in accordance with the rules set by the UKS at national level. However, in reality it still requires extra attention, so that the goal achieving process can be conducted in accordance with each person duties and responsibilities. This is very different compared to underdeveloped area where the proper planning and movement on the implementation of School Health Units (UKS) is not existed, especially Trias UKS.

c) **Implementation of School Health Units (UKS) programs in Elementary School of Aceh Selatan Regency**

Implementation of three main program of School Health Units (UKS) must be conducted through a good planning, because if students have good health values, it will have an impact on learning achievement and physical and mental development as well as their future. The three pillars of UKS must be implemented well in every school, namely: health education, health services, fostering a healthy school environment

d) **The Availability of School Health Units (UKS) Facilities in Elementary Schools of Aceh Selatan**

Based on the research results, there are many schools that do not have UKS room and supporting equipment, as well as the availability of other facilities or equipment, so it can be said that the school does not carry out the Three Main Programs of School Health Units (Trias UKS) activities.

According to Mattin, (2016:143), The success of educational programs in schools is strongly influenced by the condition of the educational facilities and infrastructure, as well as the optimization of their management and utilization. Likewise, the implementation of the UKS Program in schools whose success requires the support of facilities and infrastructure.

e) **The Availability of Funds to Implement the School Health Units (UKS) programs in Elementary School of Aceh Selatan**

The implementation of school health units is constrained by the availability of funds or the allocation of funds available every year which only comes from the government. It is can be seen from the interviews conducted in the field with related parties. Budget planning is not carried out properly in each budget year, affecting the procurement of facilities, infrastructures and supporting equipment of UKS activities in schools.

V. Conclusions And Suggestions

1. Conclusion

a. The implementation of the policies on the three main program of The School Health Units (Trias UKS) in elementary school of Aceh Selatan is not as expected by regulation or provision. The field manager of UKS hopes that there will be a regent's decree on the application of UKS at schools, so that the tasks and functions of each level will be formed and carried out.

b. The organization of the three main School Health Units (Trias UKS) programs is structurally very clear. However, the formation or arrangement of resources and its units has not been in accordance with the rules and method. It needs to be addressed so that the Trias UKS program can be running at each elementary school of Aceh Selatan.

c. The implementation of the School Health Units three main programs (Trias UKS) has not been applied in all elementary school of Aceh Selatan, especially in underdeveloped area. This is due to unavailability of all supporting indicators that can increase the knowledge and understanding of students in term of health education, health service and healthy environment.

d. The availability of facilities, infrastructures and supporting indicators of UKS implementation is inadequate, especially in underdeveloped area. In fact, many schools do not have UKS rooms and other supporting equipment as well as unsuitable school environment with the existed regulations.

e. Funds are still very limited as schools only utilize School Operational Fund (BOS) to fund the UKS program without any planning to propose to the government for adequate budget to develop facilities and equipment of UKS at schools under the Education Office of Aceh Selatan.

2. Suggestions

From the results of the study, some suggestions can be put forward as follows:

- a. It is necessary to have a policy, in this case is the regent and his elements, related to the implementation of Trias UKS at schools and the policy must be determined through a decree.
- b. It is necessary to build solid cooperation between the elements of the coordinators and implementers in the field from various determining indicators to the implementation of the three main programs of School Health Units (Trias UKS) in every elementary school in the area of the Aceh Selatan District Education Office.
- c. It is necessary for the principal as the person in charge for every school and coordinators of UKS to have a careful planning related to budgeting and the need of UKS facilities and infrastructure for each year.
- d. It is necessary to increase the human resources of UKS teachers through trainings and other activities in each period, so that each school has a teacher as a coordinator that understand the three main programs of School Health Units (Trias UKS) very well and is able to implement it.

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