

## Implementation of Health Promoting School Management at SD Negeri 01 Pesantren, Pemalang Central Java: Toward a Whole-School Approach

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**Abstract:** The quality of learning plays a crucial role in determining the overall standard of education. One of the key factors influencing learning quality is the presence of a healthy and comfortable school environment. SDN 01 Pesantren has been designated as a pilot school in the Healthy School Movement program, which aims to foster a safe, clean, and supportive environment to improve learning outcomes. This study focuses on the principal's management strategies in implementing the program. A descriptive qualitative approach grounded in phenomenological research was employed, utilizing interviews, observations, and document analysis for data collection. The findings indicate that the implementation of the healthy school program was managed through four main stages: planning, organizing, actuating, and controlling. In the planning phase, the school conducted a needs assessment and set measurable goals related to student health and environmental hygiene. Organizing involved forming collaborative health teams, including teachers, health workers, and parents. Actuating was reflected in the implementation of regular health checks, hygiene education, and clean-up campaigns involving the school community. The controlling phase included ongoing monitoring of student health indicators, school cleanliness audits, and evaluation meetings. These core management functions enabled SDN 01 Pesantren to carry out the program effectively and efficiently. Furthermore, the results align with previous research by Herlina, who investigated the application of healthy school management at SMP Islam Cendekia Cianjur (SICC) Boarding School. Her findings underscore the critical role of management functions in organizing, directing, and optimizing resources to achieve organizational or programmatic goals effectively and efficiently.

**Keywords:** Healthy-promoting school; Management of school; Healthy education.

## INTRODUCTION

Education plays a central role in achieving national development goals, with its quality directly influencing the well-being of future generations. Globally, initiatives such as the Health-Promoting Schools (HPS) framework, as endorsed by the World Health Organization (WHO) and UNESCO, highlight the importance of creating healthy school environments to enhance learning outcomes. The Gerakan Sekolah Sehat (Healthy School Movement) is

Indonesia's national effort to integrate health promotion within educational settings, emphasizing both the physical and mental well-being of students.

In line with these global and national initiatives, SDN 01 Pesantren in Pemalang Regency stands as the only elementary school in the region designated as a model school for the implementation of the Healthy School Movement. This distinction provides an ideal case for exploring the role of school leadership in successfully managing health-promoting school programs. Previous research, such as that by Herlina et al. (2020), has examined the broader application of health promotion in schools, yet specific studies on school management strategies, particularly within the Indonesian context, remain limited.

While effective school management is known to be essential in realizing educational objectives, there is a notable gap in understanding the specific leadership practices and organizational strategies that support the integration of health promotion into daily school life. This study aims to fill this gap by analyzing the management strategies employed by the principal of SDN 01 Pesantren in implementing the Healthy School Movement. By focusing on the practical application of health-promoting principles in a real-world setting, this research seeks to contribute valuable insights into the intersection of educational management and public health within the context of Indonesian schools.

Based on the preliminary observation conducted on July 30, 2024, SD Negeri 01 Pesantren was designated as a model school for the implementation of the Healthy-Promoting School 2024. This designation was formalized through the Decree of the Head of the Central Java Provincial BBPMP No. 0051/C7.3/DV.02.02/2024, issued on January 15, 2024. SD Negeri 01 Pesantren is located in the Ulujami District of Pemalang Regency and stands as the sole elementary school in the region selected for this initiative. SD Negeri 01 Pesantren is the only elementary school in Pemalang Regency designated as a model school for the implementation of the healthy-promoting school.

This healthy school program aligns with several missions of SD Negeri 01 Pesantren, namely to cultivate students who are religious and healthy, as well as to promote sensitivity and care for the school environment. To achieve these two missions, SD Negeri 01 Pesantren implements various programs. One of the programs aimed at fostering awareness and concern for the school environment is the promotion of the Adiwiyata school program. This program has been implemented for three years, and in 2022, SD Negeri 01 Pesantren won second place in the Adiwiyata school competition at the district level. As for achieving the second mission, which is to cultivate religious and healthy students, the school has implemented the Healthy-Promoting School.

Based on the research conducted by Herlina, et.al in 2020 on school management in realizing a healthy-promoting school at SMP Islam Cendekia Cianjur (SICC) Boarding School, it shows that in achieving a healthy school, there needs to be planning, organizing, implementation, and supervision within effective school management. As a result of good school management, the implementation of the healthy-promoting school program at SMP Islam Cendekia Cianjur was able to run smoothly.

Agreeing with the findings of the aforementioned research, the implementation of the healthy-promoting school, according to the principal of SD Negeri 01 Pesantren, needs to be planned, organized, implemented, controlled, and supervised through proper management. The management activities at SD Negeri 01 Pesantren in the implementation of the healthy-promoting school program have become an interesting subject for the researcher to conduct a more in-depth study. The aim of this research is to describe how management functions, such as planning, organizing, implementation, and supervision, are applied in the Healthy-Promoting School to ensure that the objectives of the program are achieved.

A healthy school is a resource for training that currently serves as a fundamental element in enhancing comprehensive education for students, particularly in the area of health (David, P. et al., 2021). A healthy school is an educational institution capable of creating a clean, safe, comfortable, and representative environment to optimize the implementation of teaching and learning activities for all components within the school community (Nugraheni, H. et al., 2018). According to Herlina, et.al (2020), a healthy school is essentially focused on efforts to create a learning environment that is physically and mentally sound (not in a state of illness). Based on the aforementioned opinions, it can be concluded that a healthy school is one that is capable of creating a clean, healthy, safe, and comfortable environment to support optimal teaching and learning activities, as well as to promote the physical and mental well-being of students.

Efforts to realize a healthy school consist of several stages. In implementing healthy school management, educational institutions must go through a series of management processes. Management can be defined as the achievement of objectives through the execution of specific functions. According to Henri Fayol, as cited in Mustofa and Hasan (2015), the main functions of management are planning, organizing, coordinating, commanding, and controlling.

## **RESEARCH METHODOLOGY**

This study employs a qualitative descriptive approach to explore the implementation of healthy-promoting school management at SD Negeri 01 Pesantren, located in Ulujami Subdistrict, Pemalang Regency. The qualitative method was chosen to gain a deep understanding of management functions—planning, organizing, implementation, and supervision—in the execution of the Healthy-promoting School program.

The data sources in this study include the principal, teachers, and school committee members who are directly involved in the planning and implementation of the program. Data were collected through interviews, observations, and documentation. Interviews were conducted to obtain direct information from informants regarding their experiences and perspectives on the management process. Observations were carried out to capture real conditions in the school environment, particularly activities related to the healthy school program. Documentation was used to collect supporting evidence, such as planning documents, health activity reports, and school awards or achievements.

Data analysis followed Miles and Huberman's interactive model of qualitative data analysis (Miles, M. B., Huberman, A. M., & Saldaña, J., 2014). This model involves three main stages: data reduction, data display, and conclusion drawing/verification. Initial coding was performed on interview transcripts, observation notes, and documents to identify recurring themes and patterns related to the research questions. These themes were further refined and organized into categories that reflect the key aspects of the school's management strategies and their impact on health promotion.

To enhance the credibility of the findings, several validity techniques were employed: (1). Triangulation was used by incorporating multiple data sources (interviews, observations, and documents) to verify the consistency of the findings. (2). Member checking was conducted by sharing preliminary findings with participants to ensure accuracy and to gather additional feedback on the interpretation of data. Prolonged engagement was ensured through sustained interaction with the school over a period of several months, allowing for deeper immersion in the setting.

## **RESULTS AND DISCUSSION**

The findings of this study indicate that SD Negeri 01 Pesantren has implemented the Healthy School Movement program through a series of structured management functions, namely planning, organizing, actuating, and controlling.

### **Planning**

Planning is the initial preparation toward achieving a goal. It is the process of preparing systems, tactics, techniques, methods, personnel, and facilities that will be used in carrying out activities.(Amalia, G.A.F. et.al, 2025). Planning is the most fundamental function of management. From this function, it is derived that management must be able to plan the objectives and the steps that will be implemented to achieve the predetermined goals. (Nurmalasari, N.et.al, 2022). Planning at SD Negeri 01 Pesantren begins with the identification of school needs related to health and environmental conditions. The principal, together with teachers and the school committee, formulates the vision, mission, and objectives of the healthy school program in line with national policies and the school's context. Annual and semester-based health programs are prepared and integrated into the school work plan (RKAS). These include initiatives such as hygiene campaigns, nutritional monitoring, physical exercise, and environmental cleanliness activities. Planning is carried out collaboratively through school meetings to ensure shared understanding and commitment from all stakeholders.

Planning was conducted collaboratively among the principal, teachers, and school committee members. The process began with the identification of the school's health-related needs, such as improving sanitation facilities, promoting nutrition, and enhancing the learning environment. These needs informed the development of the school's vision and mission for the Healthy School Movement, which were aligned with both national policy and the local context.

Annual and semester-based health programs were incorporated into the school's work plan (RKAS), including hygiene campaigns, physical activities, and school-based nutrition monitoring. Planning meetings involved all school stakeholders to ensure shared understanding and commitment.

## **Organizing**

Organizing is the process of grouping necessary activities, such as determining the organizational structure and the duties and responsibilities of each unit. To ensure the implementation of effective and successful activities in achieving the established goals, organizing can also be associated with the overall management activities of grouping people and assigning tasks, functions, authority, and responsibilities to each individual. (Ulyani, A.S. et.al, 2023). Organizing is done by forming specific teams or working groups responsible for various components of the healthy school program. These include the hygiene and sanitation team, the health education team, and the environmental awareness team. Each team has clear roles and responsibilities, with coordination led by the school principal. The involvement of external

stakeholders such as Puskesmas (community health centers), local health offices, and parents enhances the effectiveness of program organization. Tasks are delegated based on teachers' competencies and availability, ensuring that the workload is evenly distributed.

### **Actuating**

The actuating of the Healthy School Movement program at SD Negeri 01 Pesantren is integrated into both curricular and extracurricular activities. Health-related themes are embedded in various subjects, and students are encouraged to participate in school-wide activities such as clean-up days, school garden maintenance, and regular exercise routines. The school also facilitates routine health check-ups in collaboration with health institutions. Additionally, a healthy canteen policy is enforced to ensure that the food provided at school supports students' physical well-being. These activities are monitored continuously to ensure consistency and alignment with the program's objectives. For the successful implementation of the healthy school movement program, the principal needs to develop collaborative leadership to enhance cooperation with various relevant parties, including students, other educational personnel, parents, and external partners. This agrees with the statement by Albert, Lee et al. (2020), who emphasize that schools must move forward by developing collaborative leadership to improve the success of program implementation.

### **Controlling**

Control is one of the management tasks that involves monitoring in the form of evaluation and, if necessary, correction, to ensure that subordinates' actions are directed in accordance with the originally outlined objectives (Hamidu, H. et.al, 2023). Controlling is carried out through both internal and external evaluations. Internally, the principal monitors the implementation of each program component by conducting regular classroom visits, observing student participation, and holding evaluation meetings with staff. Externally, the school receives supervision and guidance from the local education office and health-related institutions. Feedback from these evaluations is used to improve program quality and address any challenges encountered during implementation.

According to Aponi (2021) and Herlina et.al (2020), the indicators of a healthy school can be observed through changes in both the physical environment and the behavior of school members. Changes in the physical environment include the condition of classrooms, the state of the toilets, the number of handwashing facilities, the availability of adequate trash bins, and the presence of a school health unit (UKS) equipped with sufficient medical supplies. Meanwhile, behavioral indicators are reflected in habits such as regular handwashing, nail trimming, consuming nutritious food, maintaining

environmental cleanliness, engaging in physical exercise, drinking water regularly, and students maintaining an ideal body weight.

Based on the analysis of research data, the implementation of management within the healthy school program at SD Negeri 01 Pesantren has had a positive impact on both the physical environment and the behavioral changes among school members. These changes can be observed through:

**Table 1. Enviromental Change**

No.	Environmental Change Indicator	Descreption
1	Classroom Environment	Classrooms are cleaner and more organized, equipped with adequate ventilation, a drinking water dispenser for each room, and dry waste bins.
2	Toilet Condition	Toilets meet the appropriate ratio: 3 for boys (1:40) and 4 for girls (1:25), in line with the number of male (119) and female (114) students.
3	Handwashing Facilities	Handwashing stations are available on every classroom terrace and in the teachers' office, promoting hygiene practices.
4	Availability of Trash Bins	Trash bins are provided for organic, inorganic, and hazardous waste (B3), placed along classroom corridors for proper waste sorting.
5	Waste Processing Facility	The school has a waste processing area where waste is sorted and converted into crafts, compost fertilizer, and eco-enzyme products.
6	Greenhouse	A greenhouse is available for plant propagation, supporting a wide variety of greenery around the school.
7	School Health Unit (UKS)	The UKS room is equipped with health tools such as scales, thermometers, first aid kits, and a bed for sick students.
8	Healthy Canteen	The school does not have a formal canteen, so students are encouraged to bring healthy meals from home.

The findings from SD Negeri 01 Pesantren demonstrate that structured and participative management practices are essential for successfully implementing the Healthy School Movement. The use of planning, organizing, leading, and controlling (POLC) functions aligns with classical management

theory and is consistent with findings from Herlina et al. (2020), who observed that strategic planning and collaborative implementation are critical in managing school-based health programs.

**Table 2. Behaviour Change**

No.	Behavioral Indicator	Description
1	Handwashing Habit	Most students at SD Negeri 01 Pesantren have the habit of washing their hands before and after meals, and after playing, as observed during break times.
2	Nail Cutting Habit	The majority of students have short and clean fingernails, indicating regular nail maintenance.
3	Drinking Water Habit	During break time, many students prefer drinking plain water over packaged beverages.
4	Enjoyment of Physical Exercise	Students are enthusiastic about group exercise sessions and prefer physically engaging games during their free time.
5	Preference for Healthy Food	Many students bring nutritious meals from home, including fruits, vegetables, and preservative-free dishes, avoiding ultra-processed foods.
6	Ideal Body Weight	Most students have an ideal body weight based on health records maintained by teachers.
7	Decrease in Bullying Cases	Records from teachers indicate a decrease in bullying incidents.
8	Environmental Cleanliness Habits	Most students regularly throw waste in the appropriate bins, sort trash by type, water plants in the morning, and clean toilets after use.

The school's approach to collaborative leadership mirrors the recommendations of Albert Lee et al. (2020), who emphasized that inclusive leadership and stakeholder involvement enhance the success of health initiatives in educational settings. In this study, strong partnerships with local health institutions and parental involvement were particularly influential in achieving program goals.

Moreover, the outcomes of program implementation at SDN 01 Pesantren correspond to healthy school indicators outlined by Aponi (2021) and Nugraheni et al. (2018). These include: (a). Environmental improvements: Clean

classrooms, sufficient sanitation facilities, and availability of handwashing stations. (b). Behavioral changes: Increased student participation in physical activity, improved hygiene habits, and greater awareness of nutrition.

These observations affirm the dual benefit of healthy school initiatives: improving academic engagement and promoting physical and mental well-being. However, sustaining these efforts requires continued stakeholder commitment, adaptive planning, and regular evaluation mechanisms.

## **Discussion**

The above research findings reinforce several previous studies, such as the study by Hamdani, F., et al. (2024), which found that the Healthy School Program positively contributes to increasing students' awareness of the importance of maintaining the environment. However, sustained support from schools and parents is needed to ensure that this awareness continues to grow and becomes part of students' daily habits.

The results of this study support the findings of Herlina, et.al (2020), which emphasize the importance of applying management functions in realizing a healthy school. SD Negeri 01 Pesantren demonstrates that through proper planning, clear organizational structures, consistent implementation, and thorough supervision, the Healthy School Movement program can be effectively executed. The school's success in achieving second place in the 2022 district-level Adiwiyata competition reflects its strong commitment to environmental and health-related education. Furthermore, the integration of religious and health values in the school's mission strengthens the holistic development of students, both physically and spiritually.

This study also aligns with the management theory of Henri Fayol, which highlights the importance of planning, organizing, coordinating, commanding, and controlling as key functions of effective organizational management. In the context of SD Negeri 01 Pesantren, these functions are applied adaptively to address the specific needs of a healthy school program within a primary education setting.

Furthermore, research by Aminah, H.K., et al. (2022) showed that the implementation of the Healthy School Program at SDN Cokrowati, based on George C. Edward III's implementation theory, successfully fostered an environmentally conscious character among students. This success was evident in students' behavioral changes in maintaining school cleanliness and adopting a healthy lifestyle.

A study by Suhartina, et.al. (2025) also indicated that implementing a character-based healthy school program through a structured management

approach improved students' clean and healthy living behaviors (PHBS) and helped create a cleaner and healthier school environment.

Additionally, research by Husna, K., et al. (2024) confirmed that school principals' and teachers' management in implementing PHBS plays a significant role in transforming students' behavior towards clean and healthy living and enhancing the cleanliness of the school environment.

Finally, the findings from Takain, G.N., and Iriani, A. (2022) revealed that effective management of the Healthy School Program contributes to increasing students' awareness of the importance of hygiene and health, as well as creating a healthier school environment.

## CONCLUSION

The implementation of the Healthy School Movement program at SD Negeri 01 Pesantren demonstrates the effective application of fundamental management functions: planning, organizing, implementation, and supervision. These management functions are carried out systematically and collaboratively by involving all school components, including the principal, teachers, school committee, students, parents, and external stakeholders such as health institutions and local authorities. Through structured planning, the school is able to design health-related programs that align with its vision and mission. Clear organizational structures and role assignments ensure smooth coordination and execution of program activities. The implementation phase is marked by the integration of health initiatives into daily school routines, both inside and outside the classroom. Meanwhile, supervision is conducted regularly to monitor progress, provide feedback, and make necessary improvements. The success of SD Negeri 01 Pesantren in becoming a model for healthy school implementation, including its achievement in the district-level Adiwiyata competition, reflects the effectiveness of its school management practices. This study confirms that a healthy school can be realized through strategic and consistent management efforts, which in turn contribute to the holistic development of students in terms of physical health, mental well-being, and environmental awareness.■

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