

Evaluating the School's Healthy Character Program in Strengthening Students' Environmental Awareness at SMPN 1 Kerinci

Anisa Pebriani

Program Pascasarjana IAIN Kerinci

anisa93@gmail.com

Novri Pahrizal

Institut Agama Islam Negeri (IAIN) Kerinci

pahrizal.novri@gmail.com

Pristian Hadi Putra

Program Pascasarjana IAIN Kerinci

pristianhp87@gmail.com

Abstract: This study evaluates the Healthy Character School Program at SMPN 1 Kerinci using the CIPP (Context, Input, Process, Product) evaluation model to examine its effectiveness in fostering students' environmental awareness and healthy behaviours. Employing a qualitative descriptive approach with data collected through interviews, observations, and document analysis, the research involved principals, teachers, coordinators, and students as key informants. The findings reveal that contextually, the program is strongly aligned with the school's vision, mission, and policy directives, demonstrating high relevance and stakeholder support. Input evaluation shows inclusive planning and resource mobilisation through collaboration among school leaders, teachers, students, and committees, though challenges remain in scheduling and infrastructure, particularly in the School Health Unit (UKS). Process evaluation highlights the consistent integration of health education, services, and environmental activities across curricular and extracurricular programs, reinforced by partnerships with health centres and student organisations, despite limitations in participation, facilities, and waste management practices. Product evaluation indicates that the program has successfully embedded clean and healthy living behaviours (PHBS) and environmental care into students' daily routines, contributing to improved academic and extracurricular achievements. The study concludes that the program has effectively cultivated sustainable health and character values. At the same time, it recommends strengthened financial planning, systematic monitoring, facility improvement, and broader stakeholder collaboration to ensure sustainability and replicability in other schools.

Keywords: Healthy Character Program, Environmental Awareness, Character Education, CIPP Model

Abstrak: Penelitian ini mengevaluasi Program Sekolah Sehat Berkarakter di SMPN 1 Kerinci dengan menggunakan model evaluasi CIPP (Context, Input, Process, Product) untuk menilai efektivitasnya dalam menumbuhkan kesadaran lingkungan dan perilaku hidup sehat pada siswa. Penelitian ini menggunakan pendekatan deskriptif kualitatif dengan teknik pengumpulan data melalui wawancara, observasi, dan analisis dokumen, serta melibatkan kepala sekolah, guru, koordinator, dan siswa sebagai informan utama. Hasil penelitian menunjukkan bahwa secara konteks, program telah selaras dengan visi, misi, dan kebijakan sekolah, sehingga memiliki relevansi tinggi dan dukungan dari berbagai pemangku kepentingan. Evaluasi input memperlihatkan adanya perencanaan yang inklusif serta mobilisasi sumber daya melalui kolaborasi antara pimpinan sekolah, guru, siswa, dan komite, meskipun masih terdapat kendala pada aspek penjadwalan dan

infrastruktur, khususnya pada Unit Kesehatan Sekolah (UKS). Evaluasi proses menunjukkan integrasi pendidikan kesehatan, layanan kesehatan, dan pengembangan lingkungan sehat yang konsisten dalam kurikulum maupun kegiatan ekstrakurikuler, diperkuat dengan kerja sama bersama puskesmas dan organisasi siswa, meskipun masih terbatas pada partisipasi, fasilitas, dan pengelolaan sampah. Evaluasi produk mengindikasikan bahwa program berhasil menanamkan perilaku hidup bersih dan sehat (PHBS) serta kepedulian lingkungan dalam rutinitas siswa, yang berdampak pada peningkatan prestasi akademik maupun ekstrakurikuler. Penelitian ini menyimpulkan bahwa program telah efektif membentuk nilai kesehatan dan karakter berkelanjutan, dengan rekomendasi penguatan perencanaan keanangan, monitoring yang sistematis, peningkatan fasilitas, serta perluasan kolaborasi dengan pemangku kepentingan untuk menjamin keberlanjutan dan replikasi di sekolah lain.

Kata Kunci: Program Sekolah Sehat Berkarakter, Kepedulian Lingkungan, Pendidikan Karakter, Model CIPP.

INTRODUCTION

Character education has been a cornerstone of Indonesia's educational policy since 1964, comprising a deliberate effort to develop character-focused human resources within the national education framework. The robust emphasis on character education has been elevated through various regulations, particularly Presidential Regulation No. 87 of 2017 and Minister of Education and Culture Regulation No. 20 of 2018. These frameworks delineate a clear pathway for the cultivation of noble values among students, including significant attention to environmental awareness, which is crucial in the context of contemporary global challenges

The School Health Unit (UKS) initiative significantly contributes to fostering a holistic educational approach, emphasising the link between health and academic performance. This unit is part of the broader revival of the "Healthy School" program initiated in 2022, aiming to integrate health education within school curricula to promote students' well-being and academic success¹. Effective implementation of this program is intended to elevate the health status and quality of life for students, thereby embedding health literacy and proactive health behaviours among young learners. The UKS initiative is crucial in shaping a school environment that fosters health awareness and encourages students to adopt healthy habits, ultimately impacting their academic performance positively.²

¹ Siti Aminah, Yayah Huliatusnisa, and Ina Magdalena, "Usaha Kesehatan Sekolah (Uks) Untuk Meningkatkan Perilaku Hidup Bersih Dan Sehat (Phbs) Siswa Sekolah Dasar," *Jurnal JKFT* 6, no. 1 (2021), <https://doi.org/10.31000/jkft.v6i1.5214>.

² Mora Claramita et al., "Empowering Adolescents as Peer-Educators for Early Prevention of Non-Communicable Diseases," *Journal of Family Medicine and Primary Care* 10, no. 6 (2021), https://doi.org/10.4103/jfmpc.jfmpc_2613_20.

Moreover, the academic pursuit of character education is consolidated through community engagement programs and school-based activities that promote healthy practices and environmental stewardship. Research indicates that integrating ecological themes into educational activities—particularly through practical and community-centred approaches—substantially increases students' engagement and awareness regarding environmental issues. Educators are pivotal in this process, as their ability to model pro-environmental behaviours significantly influences students' attitudes and subsequent actions towards sustainability. The systemic implementation of such character education models attests to the integral role played by policy directives in shaping the educational landscape towards a more responsible and forward-thinking student body.

Research indicates that many students lack sufficient knowledge and attitudes towards environmental issues, which impairs their ability to engage with and address these challenges effectively. For instance, a study examining the ecological literacy of high school students reported a significant gap in understanding regarding environmental issues and disaster mitigation, emphasising the need for improved educational frameworks. This condition suggests that ecological awareness among students is not only a matter of knowledge transfer but also requires the cultivation of values, habits, and character that encourage responsible action. Schools, therefore, become strategic institutions for instilling environmental care through structured programs, integrated curricula, and character-based initiatives such as the Healthy School program. Strengthening this dimension is particularly urgent in regions like Kerinci, where ecological sustainability is closely tied to community welfare and the preservation of natural resources.

The integration of character education into environmental programs can significantly enhance students' environmental awareness and engagement. For example, educational programs that involve real-life learning situations have been shown to motivate students to act for sustainability, strengthening their content knowledge while also encouraging environmental stewardship³. This is echoed in research emphasising the significant role that awareness plays in mobilising student participation in environmental initiatives. Furthermore, as students develop a sense of ecological sensitivity, they are more likely to engage in sustainable practices, which depend on supportive educational environments that stimulate their interests and competencies.

³ Jan-Ole Brandt et al., "Becoming a Competent Teacher in Education for Sustainable Development," *International Journal of Sustainability in Higher Education* 20, no. 4 (2019), <https://doi.org/10.1108/ijshe-10-2018-0183>.

Previous studies have illustrated the role of schools in fostering environmental character, particularly through curriculum integration and innovative programs. For example, ⁴ the text highlighted how integrating environmental education aims to develop learners' awareness of their responsibilities as environmental citizens—subsequently affirming the positive impacts of embedding environmental awareness across school curricula, advocating interdisciplinary approaches to enhance community engagement. Similarly, ⁵ emphasized that progressive integration of ecological topics from early education is essential to improve learners' cognitive development and awareness. Their perspective aligns with ⁶, which underscores the importance of teachers' alignment with environmental objectives within the curriculum, highlighting that both content integration and the mindset of educational stakeholders are pivotal in cultivating ecological responsibility among students.

Despite the increasing body of research on environmental character education, most existing studies have predominantly focused on curriculum integration, teacher roles, and student engagement in sustainability initiatives. While these perspectives are valuable, they often overlook a holistic evaluation of school-based programs that systematically incorporate health, character, and environmental dimensions. The reviewed studies tend to emphasise outcomes—such as increased awareness and positive attitudes—without sufficiently examining the contextual factors, inputs, processes, and products that determine the effectiveness of such programs in different educational settings.

This gap underscores the need for a more comprehensive evaluative framework, such as the CIPP model (Context, Input, Process, Product), which allows for a multidimensional analysis of program implementation. By applying the CIPP model, researchers can assess not only the outcomes of environmental character programs but also their relevance to policy directives, the adequacy of resources, the effectiveness of implementation strategies, and the sustainability of results. In the case of the Healthy School program, this approach is particularly significant because it integrates the *Trias UKS*—health education, health services, and healthy environment development—into

Building on this problem and research gap, the present study aims to conduct a comprehensive evaluation of the Healthy Character School Program at SMPN 1 Kerinci using the CIPP model. Specifically, this study seeks to answer four key questions: (1) How is the context of strengthening students' environmental caring character evaluated through the Healthy Character School

⁴ Obasi and Osah (2022)

⁵ Pellín-Carcelén et al. (2021)

⁶ (Saidi et al. (2022)

Program at SMPN 1 Kerinci? (2) How is the input for strengthening students' environmental caring character evaluated through this program? (3) How is the process of strengthening students' environmental caring character evaluated through the program's implementation? and (4) How is the product of strengthening students' environmental caring character evaluated through the program? By addressing these questions, this research not only contributes to the theoretical development of program evaluation in character and environmental education but also provides practical insights for policymakers, educators, and school administrators in fostering sustainable environmental awareness through school-based initiatives.

LITERATUR REVIEW

The theoretical debate related to the research topic of strengthening environmental caring character through character-based healthy school programs can be viewed from several perspectives. First, there is a debate regarding the effectiveness of different approaches in instilling character—some theories, such as behaviourism, represented by B.F. Skinner emphasises positive reinforcement as a way to shape desired behaviour. In this context, verbal and non-verbal reinforcement, as well as cognitive, affective, and psychomotor reinforcement, are considered essential for fostering environmental caring behaviour. However, this approach is often criticised for being too mechanistic and not paying enough attention to internal aspects such as students' awareness and intrinsic motivation. On the other hand, constructivist and humanistic theories emphasise understanding, self-awareness, and students' direct experiences in shaping character. They argue that environmental caring character is not only formed through external reinforcement but also through the internalisation of values and understanding the importance of preserving the environment.

Second, a debate arises regarding the scope and focus of environmental education. Some experts argue that environmental education should encompass a broad range of aspects, from knowledge about ecosystems, the impact of human activities on the environment, to practical solutions for environmental problems. This aligns with the concept of deep ecological ethics, which emphasises that humans are part of nature and have a moral responsibility to preserve biodiversity. However, there is also a more pragmatic view that focuses on simple everyday behaviours such as disposing of waste properly or conserving energy. This debate influences how character-based healthy school programs are designed and implemented, whether they emphasise deep conceptual understanding or practical behaviour habituation.

Third, there is a discussion about the roles of various parties in the implementation of character-based healthy school programs. Although the government has issued various regulations and guidelines, the effectiveness of the program heavily relies on collaboration between schools, parents, the community, and related agencies such as health and environmental departments. Some management theories emphasise the importance of strong leadership from school principals, careful planning, and

effective organisation to achieve program goals. However, challenges such as limited resources (funding, facilities, and expertise), as well as differences in understanding and commitment among parties, often become obstacles. This debate leads to questions about how to optimise synergy among parties to ensure the sustainability and success of the program.

RESEARCH METHODOLOGY

This study employs a program evaluation research design with a descriptive qualitative approach, aiming to comprehensively assess the Healthy Character School Program at SMPN 1 Kerinci using the CIPP (Context, Input, Process, Product) evaluation model. The descriptive qualitative approach was chosen to capture in-depth insights regarding the implementation and outcomes of the program as experienced by the stakeholders⁷.

The participants of this research were determined through purposive sampling.⁸ Selecting participants who were considered to have rich information and direct involvement with the program. These included school principals, teachers, program coordinators, and students. Data were collected through interviews, observations, and document analysis, allowing the researcher to obtain a holistic understanding of the program. Interviews were conducted with key informants to explore their perspectives, observations were used to capture the implementation process and school environment, and document analysis was employed to examine relevant policies, reports, and supporting materials.

The research employed qualitative data analysis techniques, which were carried out in three stages: pre-field, field, and post-field⁹. The analytical framework was guided by Miles and Huberman's model, consisting of three main components: data reduction, data display, and conclusion drawing/verification¹⁰. Data reduction involved selecting and simplifying the information obtained. Data display was conducted through organised narrative descriptions, and conclusions were drawn and verified continuously throughout the research process.

⁷ John W. Creswell and J. David Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (Sage publications, 2017); Patricia Leavy, *Research Design: Quantitative, Qualitative, Mixed Methods, Arts-Based, and Community-Based Participatory Research Approaches* (New York ; London: Guilford Press, 2017).

⁸ Raosaheb Latpate et al., *Advanced Sampling Methods* (Singapore: Springer Singapore, 2021), <https://doi.org/10.1007/978-981-16-0622-9>.

⁹ Hyejin Kim, Justine S. Sefcik, and Christine Bradway, "Characteristics of Qualitative Descriptive Studies: A Systematic Review," *Research in Nursing & Health* 40, no. 1 (2016), <https://doi.org/10.1002/nur.21768>.

¹⁰ Matthew B. Miles, A. M. Huberman, and Johnny Saldaña, *Qualitative Data Analysis: A Methods Sourcebook*, Third edition (Thousand Oaks, California: SAGE Publications, Inc, 2014).

To ensure the trustworthiness of the data, the study applied credibility techniques, including prolonged engagement, triangulation of data sources and methods, peer debriefing, and careful documentation¹¹. These strategies were used to strengthen the reliability of findings and ensure that the evaluation results accurately represent the reality of the program's implementation.

RESULTS AND DISCUSSIONS

Context Evaluation

The context evaluation of the Healthy Character School Program at SMPN 1 Kerinci shows that the initiative has a strong foundation in both the school's vision and mission as well as local government policies. The program was first introduced in 2018 in response to the Healthy School competition organised by the Kerinci Regency Government. Although its implementation was limited during the COVID-19 pandemic in 2019–2020, the school adapted by conducting online activities related to health and character education. Despite these challenges, the program remained active and even achieved first place in the 2020 Healthy School competition at the regency level, indicating its relevance and acceptance among stakeholders.

From the perspective of the school principal, the program is considered essential to creating a healthy, safe, and conducive learning environment. The underlying belief is that when students, teachers, and the entire school community live in a clean and healthy environment, the learning process becomes more effective and enjoyable. This aligns with the school's vision of "creating intelligent, religious, and well-characterised generations" and its mission to establish a clean, beautiful, and comfortable school environment. The alignment of the program with institutional goals highlights its contextual appropriateness.

Furthermore, the program's implementation is reinforced through the specific vision and mission of the School Health Unit (UKS), which focuses on strengthening organisational structures, fostering independence in maintaining health, expanding the quality of health services, and creating a safe and comfortable school environment. These objectives clearly resonate with the broader goals of the Healthy Character School Program, ensuring that health and environmental awareness are not only temporary projects but are embedded within the school's long-term strategic plan.

¹¹ Nahid Golafshani, "Understanding Reliability and Validity in Qualitative Research," *The Qualitative Report* 8, no. 4 (December 2003): 597–606, <https://doi.org/10.46743/2160-3715/2003.1870>.

The UKS coordinator emphasised that the program was the result of a collective agreement among school stakeholders, initially motivated by the competition but later recognised as vital for shaping students' environmental caring character. This reflects the strong commitment of the school community to sustain and institutionalise the program beyond external incentives. Overall, the context evaluation indicates that the Healthy Character School Program at SMPN 1 Kerinci is highly relevant, well-aligned with policy and institutional goals, and supported by shared awareness of its importance among all stakeholders.

The context evaluation findings indicate that the Healthy Character School Program at SMPN 1 Kerinci has strong legitimacy because it is rooted in both external policy directives and internal institutional commitments. The alignment between the program and the school's vision, mission, and UKS objectives shows that the initiative is not merely ceremonial or competition-driven but is strategically designed to foster long-term cultural change within the school community. This relevance ensures that the program is not only accepted but also actively supported by stakeholders, thereby increasing the likelihood of sustainability.

The implications of this context are significant for character education and environmental awareness. By embedding the Healthy School Program into the school's strategic framework, SMPN 1 Kerinci creates a systemic foundation for cultivating clean and healthy living habits as well as environmental responsibility among students. This also demonstrates that contextual readiness—such as leadership commitment, policy alignment, and stakeholder consensus—is a critical determinant of success in educational character programs. For other schools, the case of SMPN 1 Kerinci highlights that meaningful and sustainable character-building initiatives must be rooted in clear institutional visions and supported by collective stakeholder ownership.

The findings from the context evaluation reveal that the Healthy Character School Program at SMPN 1 Kerinci is not an incidental initiative but one that is systematically aligned with both external regulations and the internal vision and mission of the school. This alignment reflects what ¹² is emphasised in the CIPP model, namely, that the contextual dimension of evaluation should determine the relevance and significance of a program in relation to its environment and stakeholders. In this case, the strong commitment of the school leadership and the institutional integration of the program's objectives provide evidence of contextual readiness, which is a crucial factor for program sustainability.

¹² Stufflebeam and Coryn (2014)

These results are consistent with previous studies that highlight the importance of policy and institutional alignment in character education and environmental programs. Research by ¹³ [Author 1] and [Author 2] showed that programs embedded within school culture and policy frameworks tend to generate more sustainable impacts compared to ad-hoc initiatives. Similarly, ¹⁴ [author's name] argued that embedding environmental education in institutional goals fosters more profound cognitive and behavioural changes among students. The case of SMPN 1 Kerinci strengthens these findings by demonstrating that the contextual legitimacy of the Healthy Character School Program—rooted in both the vision of the school and the UKS framework—creates a fertile ground for cultivating students' environmental responsibility. This implies that successful implementation of similar programs in other schools should prioritise contextual alignment, leadership commitment, and stakeholder ownership to ensure long-term effectiveness.

Input Evaluation

The input evaluation of the Healthy Character School Program at SMPN 1 Kerinci demonstrates that the planning and implementation mechanisms involve broad participation from various stakeholders. The program is designed collaboratively through meetings at the beginning of the academic year, involving the principal, teachers, staff, the school committee, and students. The coordination is aligned with government procedures and integrated into the school's operational budget (BOS), ensuring that the program is not implemented in isolation but as part of the overall school plan. The active involvement of the School Health Unit (UKS) and the Red Cross Youth (PMR) further strengthens the planning and mentoring aspects of the program, showing that the initiative is considered a shared responsibility rather than an individual or sectoral task.

In terms of resources, the school has made significant efforts to provide essential facilities that support clean and healthy living behaviours, such as trash bins in each classroom, handwashing stations with clean water, adequate toilets, and health counselling for the school canteen. However, some components have not fully met the expected indicators of success. For example, there is no specific schedule that outlines program implementation in detail, and several facilities, particularly in the UKS room, remain incomplete. The availability of basic medical supplies, health books, and limited beds for sick students illustrates that while the school provides essential resources, there are still shortages that require gradual improvement. As acknowledged by both the

¹³ Iryanti (2016)

¹⁴ Carcelén et al. (2021)

principal and UKS coordinator, infrastructure enhancement remains a challenge due to limited budgets and competing priorities. Still, incremental efforts are being made to address these gaps. Overall, the input evaluation highlights the strengths of inclusive planning and stakeholder collaboration, while also pointing to the need for more systematic scheduling and improved facilities, especially in the UKS unit, to optimise the effectiveness of the Healthy Character School Program.

The findings of the input evaluation at SMPN 1 Kerinci indicate that inclusive planning and stakeholder involvement are critical elements in the effective implementation of school-based programs, which is consistent with the CIPP evaluation model that emphasises the importance of resources, strategies, and mechanisms in shaping program outcomes. The broad participation of principals, teachers, staff, students, and the school committee reflects a form of participatory management that has been shown in prior studies to enhance the sustainability of educational programs by fostering shared ownership and accountability¹⁵. Similarly, the integration of the program into the BOS budget and the active role of UKS and PMR demonstrate how institutional collaboration can strengthen the alignment between school initiatives and national education policies, ensuring that character education and health promotion are embedded within the broader school system.

Nevertheless, the identified challenges, such as the lack of structured scheduling and insufficient UKS facilities, echo findings from previous research that resource limitations remain one of the most significant barriers to program effectiveness in Indonesian schools. Research¹⁶ clearly identifies external barriers, including inadequate facilities and ineffective communication between parents and schools, as substantial obstacles to the successful implementation of character education within elementary settings. This emphasises the need for comprehensive resource allocation and infrastructure improvement to foster effective educational environments.

The input evaluation findings imply that the success of the Healthy Character School Program at SMPN 1 Kerinci is strongly supported by inclusive planning, collective responsibility, and integration into existing school structures. Yet, limited resources and incomplete facilities still constrain its

¹⁵ Akbar Mirzaei Kalar, Mehrali Hemmatinezhad, and Rahim Ramazaninezhad, "Designing a Framework of Stakeholders' Participation in School Sport Decisions," *Annals of Applied Sport Science* 7, no. 2 (2019), <https://doi.org/10.29252/aassjournal.7.2.13>; Berna Yüner, "Examining the Relationship between Participation and Academic Emphasis Based on the Views of School Principals," *Journal of Education and Future*, no. 22 (2022), <https://doi.org/10.30786/jef.987269>.

¹⁶ Jhon and Zubaidah (2021)

effectiveness. The involvement of diverse stakeholders, such as the principal, teachers, staff, students, and the school committee, reflects a collaborative culture that aligns with good governance in school-based program management. However, the lack of detailed scheduling and the inadequacy of UKS infrastructure suggest that sustainability and consistency may be compromised if resource gaps are not addressed. This indicates that while the school has laid a solid foundation for program implementation, long-term effectiveness will depend on strengthening financial allocation, systematic planning, and gradual infrastructure improvement to ensure that the health and character goals envisioned by the program can be fully realised.

Process Evaluation

The process evaluation of the Healthy Character School Program at SMPN 1 Kerinci shows that the activities carried out encompass three main dimensions: health education, health services, and healthy environment development. In terms of health education, the school has integrated lessons on clean and healthy living behaviours into various subjects, particularly Natural Sciences (IPA) and Physical Education (Penjasorkes), as well as through extracurricular activities. Teachers routinely motivate students to maintain cleanliness and health before starting lessons. In addition, the school consistently organises health counselling in collaboration with the local health centre every three months, although student participation is still limited to class representatives. Innovative activities, such as Healthy Tuesday Learning (*Selasa Belajar Sehat*), which utilises health books and digital facilities, have also been implemented, but face challenges due to limited facilities and a lack of systematic monitoring of student participation.

In terms of health services, the school has implemented daily student duty rosters in classrooms and the UKS (School Health Unit), conducted regular health screenings at the beginning of each semester, and carried out environmental health inspections with the health centre. These efforts are reinforced by students serving as members of the Red Cross Youth (PMR) and “little doctors” (*dokter kecil*), who receive special training to support health services at school. Routine activities such as Saturday morning exercises, monthly walking events, and community clean-ups also contribute to building a culture of healthy living. Meanwhile, in the dimension of healthy environmental development, students are encouraged to keep classrooms clean, water the school garden, and participate in annual tree and ornamental planting programs. However, waste management practices remain suboptimal, as organic and non-organic wastes are not yet separated, and recycling initiatives have not been developed. Overall, while the program’s implementation process has been consistent and relatively effective, improvements are still needed in expanding

student participation, strengthening supporting facilities, and innovating in environmental management to ensure program sustainability.

The process evaluation of the Healthy Character School Program at SMPN 1 Kerinci reflects a comprehensive approach that aligns with theories of school-based health promotion, which emphasise the integration of health education, services, and environmental development as key pillars for building sustainable health behaviours. Research indicates that effective health promotion in schools requires a holistic approach that engages various stakeholders and integrates educational efforts across different domains¹⁷.

Studies suggest that incorporating pro-environmental behaviours within school curricula not only raises awareness about environmental issues but also plays a vital role in moral development among adolescents. This underlines the necessity of embedding health-related education within the broader context of environmental awareness, further linking the Healthy Character School Program to the need for sustainability in educational practices. The cross-disciplinary nature of health promotion reinforces the idea that educational programs should seek to balance ecological, ethical, and health-related content to create a culture of sustainability.

The process evaluation findings imply that the Healthy Character School Program at SMPN 1 Kerinci has succeeded in embedding health education, health services, and environmental development into school activities, thereby fostering students' awareness of healthy and clean living. The integration of health topics into subjects, extracurricular programs, and collaborations with local health centres demonstrates a systemic effort to cultivate environmental care and healthy behaviours. However, the limited participation of students in health counselling, insufficient facilities for digital learning, and underdeveloped waste management practices reveal structural gaps that may hinder the program's long-term impact. This suggests that while the program has laid a strong foundation for character building, its sustainability will depend on strengthening student involvement, upgrading facilities, and introducing innovative approaches such as recycling and systematic monitoring to optimise outcomes.

Product Evaluation

The product evaluation of the Healthy Character School Program at SMPN 1 Kerinci demonstrates that most of the intended outcomes have been

¹⁷ Katie G. McElroy, Robyn Gilden, and Barbara Sattler, "Environmental Health Nursing Education: One School's Journey," *Public Health Nursing* 38, no. 2 (2020), <https://doi.org/10.1111/phn.12815>.

successfully achieved, particularly in embedding clean and healthy living behaviours (PHBS) and strengthening students' character values. This is reflected in the consistent implementation of health education, health services, and environmental development within the school. Observable practices such as mandatory nail checks, the prohibition of smoking, the provision of clean and green school surroundings with well-maintained gardens, and visible "no smoking" signs highlight the program's tangible results. Students' daily habits, including picking up litter before entering class and washing hands with running water, further illustrate how healthy behaviours have evolved into routines that are internalised as personal responsibility. These outcomes align with Stufflebeam's framework, which emphasises that product evaluation should account for both intended and unintended effects as well as positive and negative impacts.

In terms of broader impacts, the program has contributed to improvements in students' academic and extracurricular achievements, which can be attributed in part to better health conditions that support optimal learning performance. This suggests that the program not only enhances students' physical well-being but also fosters an environment conducive to academic excellence and character development. Although certain aspects of implementation still require refinement, such as systematic planning and continuous improvement of facilities, the overall results show that the program has effectively cultivated a culture of health and environmental awareness. Over time, students have demonstrated independent responsibility in applying PHBS and ecological care practices without teacher intervention, signalling the success of the program in instilling sustainable values. These findings provide a strong justification for the continuation and further development of the Healthy Character School Program at SMPN 1 Kerinci.

The product evaluation of the Healthy Character School Program at SMPN 1 Kerinci demonstrates that the integration of PHBS and character education has resulted in significant behavioural and cultural transformations among students, which aligns with Stufflebeam's CIPP model that emphasises assessing both intended and unintended outcomes. The observed practices, such as mandatory cleanliness checks, anti-smoking regulations, and daily routines like handwashing and litter collection, indicate that health-promoting behaviours have become ingrained habits rather than externally imposed rules. These findings resonate with the view that character education is most effective when values are internalised through consistent practice in everyday school life. Moreover, the visible improvements in academic and extracurricular

achievements reinforce previous research showing that student health is a critical determinant of learning capacity and overall performance¹⁸.

From a broader perspective, the outcomes of the Healthy Character School Program at SMPN 1 Kerinci exemplify how holistic health and character initiatives can cultivate a school culture that supports well-being and academic success. Holistic health education emphasises the integration of various components, including mental, social, and physical health, which aligns with the principles discussed by [author's name], who discusses the value of embedding sustainable principles within education to foster interconnected competencies such as systems-thinking and interpersonal relations. This multifaceted approach underlines the essence of nurturing a supportive school environment that can advance both health and academic prowess.

The product evaluation findings imply that the Healthy Character School Program at SMPN 1 Kerinci has been effective in fostering sustainable health and character values among students, as evidenced by the internalisation of PHBS practices and the visible improvements in school culture and achievements. The integration of health education, services, and environmental initiatives has created not only a cleaner and healthier school environment but also a learning atmosphere that supports academic success and holistic development. However, the need for more systematic planning and enhanced facilities suggests that sustaining and scaling these positive outcomes will require ongoing commitment, resource allocation, and innovation. Overall, the program demonstrates that when health and character education are embedded into daily routines, they can significantly influence student behaviour and performance, providing a model for similar initiatives in other schools.

CONCLUSION

This study concludes that the Healthy Character School Program at SMPN 1 Kerinci has been contextually well-grounded, supported by strong alignment with school vision, mission, and policy frameworks; inclusively planned and resourced through collaborative stakeholder participation; consistently implemented across health education, services, and environmental development despite certain structural limitations; and has produced significant outcomes in fostering students' environmental caring character and healthy living habits. The program has effectively transformed health and character education into daily routines, cultivated a supportive school culture, and contributed to improved academic and extracurricular achievements, thereby demonstrating that systematic alignment, participatory planning, and holistic

¹⁸ Charles E. Basch, "Healthier Students Are Better Learners: A Missing Link in School Reforms to Close the Achievement Gap," *Journal of School Health* 81, no. 10 (October 2011): 593–98, <https://doi.org/10.1111/j.1746-1561.2011.00632.x>.

implementation are critical for embedding sustainable health and character values in school settings.

The implications of this study suggest that the Healthy Character School Program at SMPN 1 Kerinci provides a valuable model for integrating health promotion and character education within school systems, showing how inclusive planning and consistent implementation can foster sustainable behavioural change and improve student outcomes. However, the identified gaps in infrastructure, scheduling, and resource allocation highlight the need for continuous improvement to ensure program sustainability and effectiveness. Therefore, it is recommended that schools strengthen financial planning and resource mobilisation, enhance systematic monitoring and evaluation mechanisms, and foster greater student participation in program activities. Collaboration with external stakeholders, including health centres, local government, and parents, should be expanded to address resource constraints and enrich program innovation, ensuring the long-term success and replicability of the Healthy Character School Program.

REFERENCES

- Aminah, Siti, Yayah Huliatusunisa, and Ina Magdalena. "Usaha Kesehatan Sekolah (Uks) Untuk Meningkatkan Perilaku Hidup Bersih Dan Sehat (Phbs) Siswa Sekolah Dasar." *Journal JKFT* 6, no. 1 (2021). <https://doi.org/10.31000/jkft.v6i1.5214>.
- Basch, Charles E. "Healthier Students Are Better Learners: A Missing Link in School Reforms to Close the Achievement Gap." *Journal of School Health* 81, no. 10 (October 2011): 593–98. <https://doi.org/10.1111/j.1746-1561.2011.00632.x>.
- Brandt, Jan-Ole, Lina Bürgener, Matthias Barth, and Aaron Redman. "Becoming a Competent Teacher in Education for Sustainable Development." *International Journal of Sustainability in Higher Education* 20, no. 4 (2019). <https://doi.org/10.1108/ijshe-10-2018-0183>.
- Carcelén, Ana Pellín, Nuria Cuevas Monzonís, Ana Rodríguez Martín, and Vicente Gabarda Méndez. "Promotion of Environmental Education in the Spanish Compulsory Education Curriculum. A Normative Analysis and Review." *Sustainability* 13, no. 5 (2021): 1–14.
- Claramita, Mora, Novi Fitriyani, Nur Afrainin Syah, Oryzati Hilman, Fitriana Murriya Ekawati, Noor Mahmudah, and Rilani Riskiyana. "Empowering Adolescents as Peer-Educators for Early Prevention of Non-Communicable Diseases." *Journal of Family Medicine and Primary Care* 10, no. 6 (2021). https://doi.org/10.4103/jfmmpc.jfmmpc_2613_20.

- Creswell, John W., and J. David Creswell. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Sage Publications, 2017.
- Golafshani, Nahid. "Understanding Reliability and Validity in Qualitative Research." *The Qualitative Report* 8, no. 4 (December 2003): 597–606. <https://doi.org/10.46743/2160-3715/2003.1870>.
- Hermiyanty, Hermiyanty, Lusla Salmawati, and Fandi Oktavian. "Evaluasi Implementasi Program Sekolah Dasar Bersih Dan Sehat Di Kota Palu." *Preventif* 7, no. 1 (2016): 160751.
- Irham, Muhammad. *Pengantar Ilmu Pengetahuan Lingkungan*. Syiah Kuala University Press, 2021. https://books.google.com/books?hl=id&lr=&id=qRo0EAAAQBAJ&oi=fnd&pg=PP1&dq=Pengetahuan+Lingkungan+buku&ots=VBudbawNwd&sig=FKH1sOxQkaNjPaNaw8Nv_qM9278.
- Iryanti, Shobah Shofariyani. "Pembentukan Karakter Peduli Lingkungan Melalui Pendidikan Agama Islam: Studi Multisitus Di SMP Negeri 10 Dan SMP Negeri 22 Malang." PhD Thesis, Universitas Islam Negeri Maulana Malik Ibrahim, 2016. <http://etheses.uin-malang.ac.id/6121/>.
- Jhon, Winarni, and Enny Zubaidah. "Challenges in the Implementation of Character Education in Elementary School: Experience from Indonesia." *İlköğretim Online* 20, no. 1 (2021). <https://doi.org/10.17051/ilkonline.2021.01.130>.
- Kalar, Akbar Mirzaei, Mehrli Hemmatinezhad, and Rahim Ramazaninezhad. "Designing a Framework of Stakeholders' Participation in School Sport Decisions." *Annals of Applied Sport Science* 7, no. 2 (2019). <https://doi.org/10.29252/aassjournal.7.2.13>.
- Kim, Hyejin, Justine S. Sefcik, and Christine Bradway. "Characteristics of Qualitative Descriptive Studies: A Systematic Review." *Research in Nursing & Health* 40, no. 1 (2016). <https://doi.org/10.1002/nur.21768>.
- Kinoshita, Akito, Koichiro Mori, Ernani Rustiadi, Shin-ichi Muramatsu, and Hironori Kato. "Effectiveness of Incorporating the Concept of City Sustainability into Sustainability Education Programs." *Sustainability* 11, no. 17 (2019). <https://doi.org/10.3390/su11174736>.
- Krettenauer, Tobias. "Pro-Environmental Behaviour and Adolescent Moral Development." *Journal of Research on Adolescence* 27, no. 3 (2017). <https://doi.org/10.1111/jora.12300>.

- Kusumawati, Yeny. "Implementation Of Health School Programs (UKs) In Elementary School." *International Journal of Nursing and Midwifery Science* 5, no. 3 (2022): 226–35.
- Latpate, Raosaheb, Jayant Kshirsagar, Vinod Kumar Gupta, and Girish Chandra. *Advanced Sampling Methods*. Singapore: Springer Singapore, 2021. <https://doi.org/10.1007/978-981-16-0622-9>.
- Leavy, Patricia. *Research Design: Quantitative, Qualitative, Mixed Methods, Arts-Based, and Community-Based Participatory Research Approaches*. New York ; London: Guilford Press, 2017.
- Lickona, Thomas. *Educating for Character: How Our Schools Can Teach Respect and Responsibility*. Bantam, 2009. https://books.google.com/books?hl=id&lr=&id=QB1rPLf2siQC&oi=fnd&pg=PA1&ots=xmfnT6utS-&sig=chOV7ZC8qUu4Mey_JFWIkzGVPeo.
- McElroy, Katie G., Robyn Gilden, and Barbara Sattler. "Environmental Health Nursing Education: One School's Journey." *Public Health Nursing* 38, no. 2 (2020). <https://doi.org/10.1111/phn.12815>.
- Merriam, Sharan B., and Elizabeth J. Tisdell. *Qualitative Research: A Guide to Design and Implementation*. John Wiley & Sons, 2015. https://www.google.com/books?hl=id&lr=&id=JFN_BwAAQBAJ&oi=fnd&pg=PR1&dq=Qualitative+Research+:+A+Guide+to+Design+and+Implementation&ots=wPZPRL6H41&sig=e9lEN0Hc8IaTWaD29tWs4fg9DFQ.
- Miles, Matthew B., A. M. Huberman, and Johnny Saldaña. *Qualitative Data Analysis: A Methods Sourcebook*. Third edition. Thousand Oaks, California: SAGE Publications, Inc., 2014.
- Msengi, Israel, Raymond Doe, Twana Wilson, Danny Fowler, Chelsey Wigginton, Sarah Olorunyomi, Isaiah Banks, and Raquel Morel. "Assessment of Knowledge and Awareness of 'Sustainability' Initiatives among College Students." *Renewable Energy and Environmental Sustainability* 4 (2019): 6.
- Mulyasa, Enco. *Menjadi Guru Profesional, Menciptakan Pembelajaran Kreatif Dan Menyenangkan*. Bandung: Remaja Rosdakarya, 2015.
- Nath, Hitumoni, and Ruhul Amin. "Environmental Justice and Education: Bridging the Gap between Ecology, Equity, and Access." *Journal of Advanced Zoology* 44, no. S-3 (2023). <https://doi.org/10.17762/jaz.v44is-3.1061>.

- Obasi, Kenneth K., and Sarah Oyemwen Osah. "Curriculum Development Planning in Environmental Education for Developing Environmental Citizenship among Primary School Pupils in Rivers State." *International Journal of Instructional Technology and Educational Studies* 3, no. 2 (2022). <https://doi.org/10.21608/ihites.2021.107723.1080>.
- Pellín-Carcelén, Ana, Nuria Cuevas Monzonís, Ana Rodríguez Martín, and Vicente Gabarda Méndez. "Promotion of Environmental Education in the Spanish Compulsory Education Curriculum. A Normative Analysis and Review." *Sustainability* 13, no. 5 (2021). <https://doi.org/10.3390/su13052469>.
- Purwanti, Dwi. "Pendidikan Karakter Peduli Lingkungan Dan Implementasinya." *DWIJA CENDEKIA: Jurnal Riset Pedagogik* 1, no. 2 (2017). <https://jurnal.uns.ac.id/jdc/article/view/17622>.
- Ramadhan, Syahrul, Elfia Sukma, and Vivi Indriyani. "Environmental Education and Disaster Mitigation through Language Learning." *IOP Conference Series: Earth and Environmental Science* 314, no. 1 (2019). <https://doi.org/10.1088/1755-1315/314/1/012054>.
- Saidi, Masood, Seyed Mohammad Shobeiri, Mahdiah Rezaee, and Parvin Ahmadi. "Designing and Validating an Integrated Environmental Education Curriculum Model for General Medicine." *Educational Research in Medical Sciences* 10, no. 2 (2022). <https://doi.org/10.5812/erms.120546>.
- Sarbaini, Sarbaini, Asep Herry Hernawan, Deni Darmawan, and Mohammad Ali. "Environmental Education Based on Local Values: Its Integration in the Indonesian Elementary School Curriculum." *International Journal of Education and Practice* 10, no. 4 (2022). <https://doi.org/10.18488/61.v10i4.3174>.
- Stufflebeam, Daniel L., and Chris LS Coryn. *Evaluation Theory, Models, and Applications*. John Wiley & Sons, 2014. <https://books.google.com/books?hl=id&lr=&id=SbnlBQAAQBAJ&oi=fnd&pg=PR17&dq=Stufflebeam+&ots=alGAnGU20T&sig=7OEakgkRH-mjNJhrAOFgzTtLp8>.
- Widiaswati, Dewi, and Sawitri Dian R. "Undergraduate Students' Pro-Environmental Behaviour in Daily Practice." *E3S Web of Conferences* 31 (2018). <https://doi.org/10.1051/e3sconf/20183109025>.
- Yüner, Berna. "Examining the Relationship between Participation and Academic Emphasis Based on the Views of School Principals." *Journal of Education and Future*, no. 22 (2022). <https://doi.org/10.30786/jef.987269>.