

Implementation Of The Trias Uks Program In Public Elementary Schools In Bandar Baru District, Pidie Jaya Regency For The 2020/2021 School Year

Maryam¹, Syamsulrizsal², Yeni Marlina³, Miskalena⁴, Zulfikar⁵, Alfian Rinaldy⁶

¹ (Syiah Kuala University, Banda Aceh, Indonesia)

² (Syiah Kuala University, Banda Aceh, Indonesia)

³ (Syiah Kuala University, Banda Aceh, Indonesia)

⁴ (Syiah Kuala University, Banda Aceh, Indonesia)

⁵ (Syiah Kuala University, Banda Aceh, Indonesia)

⁶ (Syiah Kuala University, Banda Aceh, Indonesia)

Abstract

Background: This research is backgrounded by the absence of research on the level of implementation of School Health Enterprises (UKS) in Elementary Schools in Bandar Baru District, Pidie Jaya Regency. Based on the alleviation of the problem, the problem can be formulated as follows: "How high is the level of implementation of School Health Business in State Elementary Schools in Bandar Baru District, Pidie Jaya Regency, reviewed from the implementation of the TRIAS UKS program?" This study aims to find out how high the level of School Health Business Implementation (UKS) is for elementary schools in Bandar Baru District, Pidie Jaya Regency, for the 2020/2021 Academic Year.

Materials and Methods: This research is a descriptive research that uses a quantitative approach, namely research that describes the situation based on the facts of the actual state of field conditions, in this case regarding the level of implementation of the School Health Business (UKS) of State Elementary Schools in Bandar Baru Subdistrict, Pidie Jaya Regency, for the 2020-2021 school year seen from the TRIAS UKS program. The method used is the survey method. The population of this study was the entire implementation of UKS in Public and Private Elementary Schools throughout Bandar Baru District, Pidie Jaya Regency, which amounted to 32 was used as a sample with 62 respondents. The instrument used is a questionnaire. The analysis technique carried out uses descriptive statistics by pouring frequency into percentage form.

Results: The results of the research on the level of Implementation of School Health Business (UKS) for elementary schools in Bandar Baru sub-district, Pidie Jaya regency showed the results obtained from 62 respondents as many as 6 respondents (9.67%) were in the Very Good category, 8 respondents (12.90%) were in the Good category, 22 respondents (35.48%) were in the Good Enough category, 26 respondents (41.93%) were not good, while the category was not good 0.

Keywords: Classiness, School Health Business

Date of Submission: 29-05-2022

Date of Acceptance: 10-06-2022

I. Introduction

Education is an effort made consciously and planned to build a better human being. Every human being is born with potentials that need to be treated or educated, through education it is hoped that it can develop existing potentials and can be actualized in everyday life. As explained in the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System.

School is an environment that allows to provide stimulus in the development of the potential of students, with a learning atmosphere and an active student learning process, the school becomes a forum in carrying out the teaching and learning process. In carrying out learning in schools, teachers are certainly equipped with pedagogical knowledge in seeing the difficulties of their students.

One of the serious problems faced by the Indonesian nation is health problems, especially health problems for school-age children. The population of children of primary school age is a fairly important component in society, considering that the number is quite large, estimated at 23% or one-third of the total population of Indonesia. Of that number, it is estimated that 55 million of them will attend education at the elementary / Madrasah Ibtidaiyah, junior high school / Madrasah Tsanawiyah and SMU / Madrasah Aliyah who will later become parents and future leaders of the nation where as prospective leaders of the nation a healthy soul is needed (Pribadi, 2003).

Problems that often arise in school-age children are behavioral disorders, physiological developmental disorders to disturbances in learning and also general health problems. Various kinds of problems that arise in school-age children, but the problems that usually occur are general health problems. Common health problems that occur in school-age children are usually related to individual and environmental hygiene such as good and correct tooth brushing, personal hygiene, and the habit of washing hands with soap (Permata, 2010). According to Rahardjo (2007), proved in the 2001 Household Health survey that 76.2% of Indonesian children in the 12-year-old age group (approximately 8 out of 10 children) had cavities. It is clear that there is a fairly serious problem, namely the lack of awareness and knowledge of dental health in the community. According to Permata (2010), many school-age children suffer from diarrhea because before and after eating they do not wash their hands. Bacteria on the hands enter the body with the food eaten and cause infections such as diarrhea. Various types of diseases that can arise related to hand washing habits are diarrhea, respiratory infections, bird flu (H1 N1), and worms (Ministry of Health RI, 2008).

Basic Health Law No. 9 of 1960 Chapter II article 9 paragraph 2 states that "the government makes special efforts for the perfect health of offspring and child growth, both in the family environment and in the school environment, as well as the adolescent community environment and sports." Concern for health can start from a person's habit of maintaining health every day, while the role of the influence of the school environment in the form of health education and health services can help children in learning either in the form of learning concentration, avoidance of disease, or as motivation to carry out daily activities.

UKS activities are reviewed in terms of facilities and infrastructure, knowledge, attitudes of students in the field of health, school stalls, daily food / nutrition, personal health in general shows that the principles of healthy living and the degree of health of students have not reached the expected level. Likewise, the targets of health efforts are reviewed from school coverage, students are associated with compulsory education, the quality of implementation and infrastructure have not been balanced with efforts to achieve the goals of UKS and PHBS have not reached the expected level in addition to the threat of illness to students is still high with the presence of endemic diseases and malnutrition (Ministry of Health, 2002).

UKS, which functions as the main channel for health development for students, feels very lacking in its implementation in elementary schools in Bandar Baru District, Pidie Jaya Regency. It can be seen that there are still schools that have not really implemented UKS in a planned, integrated and directed manner. In addition, there are still many schools that have not been able to organize UKS properly. For example, the low clean and healthy living behavior of its students, in this case researchers found a surprising phenomenon that almost 80% of schools in Bandar Baru sub-district have no organizational structure for School Health Business.

School health efforts (UKS) in schools are needed in monitoring the growth and development of school-age children, this is because school-age children are an age group that is very prone to nutritional and health problems, in addition to their population is also the largest of the compulsory education age group. The importance of health services and education in schools helps children in forming healthy living habits either for themselves or for the surrounding environment. As a public health effort carried out in schools with students and their environment as the main target. UKS has three main tasks that are often called TRIAS UKS. The three main programs of UKS consist of Health Education, Health Services and Healthy School Environmental Development.

Pidie Jaya, one of the new districts in Aceh in 2007, with a total of 8 (eight) sub-districts, of course there are many programs that must be done to compete with other more advanced districts. UKS is one of the programs that researchers want to describe the extent of the implementation or concern of schools for the UKS program that has been socialized so far.

The School Health Business is a government program that is run in schools with students and their environment as the main target. The definition of School Health Business was conveyed by Diffah Hanim, et al. (2005: 1) stated, School Health Business is a health service effort contained in schools that aims to deal with students who have experienced minor accidents (first aid efforts in accidents / P3K). Serving basic health for students while in school (providing immunizations), monitoring the growth and nutritional status of students.

Joy Miller Del Rosso, and Rina Arlianti (2009: 27) revealed " In 1984, a policy on school health and a joint decision was made by involving 4 ministries: the Ministry of National Education (MoNE), the Ministry of Religion (Depag), the Ministry of Health (Dipkes), and the Ministry of Home Affairs (Depdagri) to realize the school health program, namely the School Health Enterprise (UKS)".

According to the Central UKS Development Team (2010: 8) that the objectives of UKS include 2 objectives including:

a. General Objectives

Improve the quality of education and learning achievement of students by improving clean and healthy living behaviors and the degree of health of students and creating a healthy environment, so as to enable harmonious and optimal growth and development in the context of the formation of the whole Indonesian people.

b. Special purpose

Fostering healthy living habits and improving the degree of health of students which includes:

1. Have the knowledge, attitudes and skills to implement the principles of healthy living.
2. Healthy both in a physical, mental, social, and environmental sense.
3. Have a deterrent and life force against adverse influences, drug abuse.

In Joint Regulation Number 6/X/PB/2014, Number 73 of 2014, Number 41 of 2014 and Number 81 of 2014, Article 2 reads: UKS aims to improve the quality of education and learning achievement of students by improving clean and healthy living behaviors and creating a healthy educational environment, thereby enabling the harmonious growth and development of students.

II. Research Procedure

The design or design of research in research is interpreted as a process of collecting and analyzing research data. Basically, the research design is a model of measuring the scope of the School's health business is the scope reflected in the three main programs of UKS which are often called TRIAS UKS.

Kemendikbud Dirjen Dikdas (2014: 16) revealed, "To improve the ability to live healthy and the degree of health of students, efforts are made to instill the principle of healthy living as early as possible through health education, health services and the development of a healthy school environment known as the three main uks programs (TRIAS UKS)".

a. Health Education

Health education is an effort given in the form of guidance and or guidance to students about health which covers all aspects of personal health (physical, mental and social) so that their personality can grow and develop properly through curricular and extracurricular activities. Ministry of Education and Culture, Director General of Primary Education (2014: 16). According to the UKS Development Team (2012: 14) explained that the implementation of health education includes: 1) camping (Persami), 2) Healthy living guidance, 3) Live dispensaries, 4) School gardens, 5) Devotional work, 6) school pickets.

b. Health Service

According to the Ministry of Education and Culture, Director General of Primary Education (2014: 23-24) health services are efforts to improve / promote, prevent / prevent, treat / curative and restore / rehabilitative carried out on students and their environment. The activities include:

- 1) Health improvement / promotion is carried out through health counseling activities and skills training
- 2) Prevention / prevention is carried out through activities to increase endurance, activities to break the chain of disease transmission and activities to stop the disease process at an early stage before the onset of disease
- 3) Healing and recovery / curative and rehabilitative are carried out through complication and disability activities due to the disease process or to improve the ability of participants who are injured / disabled in order to function optimally

c. Fostering a Healthy School Environment

According to the Ministry of Education and Culture, the Director General of Primary Education (2014: 30) defines coaching as follows "Healthy school environment development is an effort to create school environment conditions that can support the educational process so as to achieve optimal results both in terms of knowledge, skills and attitudes " As conveyed by Sriawan in Dimas Fajar Hermawan (2015: 21) Healthy school environment development needs to be carried out because the environment affects physical health and mental, a healthy school environment is a condition that supports the success of the teaching and learning process as a whole and cannot be separated from the growth and development of students.

III. Research Results

The results of obtaining data on the level of uks implementation based on the Trias UKS program consisting of health education, health services, and healthy school environment development in elementary schools in Bandar Baru sub-district, Pidie Jaya Regency for the 2020-2021 school year, showed different results from the researcher's statement before the study was conducted, there are several possible causes of different researcher statements from results in the field. Respondents in giving answers did not give answers as in reality, there were several items in the questionnaire points for the development of a healthy school environment that were not in line so as to affect the results. The level of implementation between factors shows different results, the health education factor is in the category is quite good, the service factor is in the good category, and the healthy school environment development factor is in the good category.

Health education shows the results of data processing using descriptive statistics, the percentage is that 55.28% of Health Education services have been carried out in schools in Bandar Baru District, Pidie Jaya Regency. And 44.72% of schools in Bandar Baru Keamatan that have not provided Health Education in their respective marka schools. This condition needs attention from parties who are obliged to in health education including teachers, UKS implementers, and UKS Coaches in the delivery of health education materials. At the

time of data collection, there were many limitations in learning facilities in each school, both from health education media, health props, and books related to health.

Maintenance efforts or health services, including: periodic health checks, individual hygiene checks and supervision, maintenance and supervision of environmental cleanliness, prevention and eradication of infectious diseases, and efforts to improve community nutrition, 46.55% of schools in Bandar Baru District, Pidie Jaya Regency have carried out health services. Meanwhile, schools that have not provided services in Bandar Baru District are 53.45%. The high value of unrealized services in schools throughout Bandar Baru Subdistrict is a tough task for school residents to carry it out.

Fostering a healthy school environment from the results of processing data statistically description of the percentage of getting results 60% of schools have carried out healthy school coaching in Bandar Baru District, Pidie Jaya Regency. Meanwhile, schools that have not implemented healthy school development in Bandar Baru sub-district are around 40%. There is a healthy school environment development in Bandar Baru District, Pidie Jaya regency in the form of regular monitoring from puskesmas, health counseling, health checks, hygiene competitions, and coaching (seminars) for UKS Coaches. Although school environment development activities have been running, there is still something to be done, namely bookkeeping activities, so far UKS activities in schools have been running quite well, but there has been no bookkeeping or filing carried out by the school.

In general, the implementation of TRIAS UKS in Elementary Schools in Bandar Baru District based on data from 62 respondents with 40 validated questions shows that the results of data processing statistically the percentage description is that 53.66% of schools in Bandar Baru District, Pidie Jaya Regency, have implemented Trias UKS for the 2020/2021 school year. At the time of data collection, there were many limitations in learning facilities in each school. Therefore, it is necessary to pay attention from parties who are obliged to health education including teachers, UKS implementers, and UKS Coaches in implementing TRIAS UKS in students in elementary schools so that the Decree of the Minister of Health Number 828 / MENKES / SK / IX / 2008 can be realized.

IV. Suggestions

1. To the head of the Pidie Jaya District Education Office to pay more attention and allocate funds to build a special UKS room in each elementary school and provide facilities and infrastructure in the UKS room, provide reading books about health education in schools and carry out training to UKS Coach teachers.
2. To the Principal in order to set aside funds for the development of the Trias UKS program in schools from BOS funds and be able to collaborate with other agencies such as puskesmas, hospitals, police chiefs, koramil and the National Narcotics Agency so that the implementation of the Trias UKS program can be realized.
3. UKS Management In order to be able to manage the UKS space in an orderly and correct manner.

V. Conclusion

As the end of writing this thesis, the author will provide conclusions from the presentation of the data above and this conclusion will later be the answer to the problem studied by the author. The conclusion is as follows:

1. Health Education

Pelaksanaan Pendidikan Kesehatan pada Sekolah Dasar Negeri di Kecamatan Bandar Baru berdasarkan hasil pengisian angket oleh semua responden yaitu sebagian sekolah telah melaksanakan pendidikan kesehatan, namun sebagian sekolah lain belum melaksanakan sesuai dengan perundang undangan yang telah ditetapkan

2. Health Service

Health services at the State Primary School in Bandar Baru Subdistrict have mostly provided services to their students, but there are some schools that have not provided health services to their students as expected.

d. Fostering a Healthy School Environment

Healthy School Environment Development at State Elementary Schools in Bandar Baru Subdistrict, most schools have implemented it well, but there are some schools that have not implemented it as expected. Therefore, it is necessary to pay attention from the head of the Education and Culture Office of Pidie Jaya Regency for the implementation of the Trias UKS program in all elementary schools, along with parties who are obliged to in the health environment including teachers, and UKS Coaches.

References

- [1]. Diffah Hanim, dkk.(2005). *Menjadikan UKS sebagai Upaya Promosi Tumbuh Kembang Anak Didik*. Yogyakarta; Gdjah Mada University Press.
- [2]. Dimas Fajar Hermawan. (2015). *Tingkat Keterlaksanaan Usaha Kesehatan Sekolah (UKS) Pada Sekolah Dasar Negeri Se Kecamatan Kokap Kabupaten Kulonprogo Tahun Ajaran 2014/2015*. Yogyakarta. FIK UNY.
- [3]. Joy Miller Del Rosso dan Rina Arlianti. (2009). *Investasi untuk Kesehatan dan Gizi Sekolah di Indonesia*. Basic Education Capacity Trust Fund

- [4]. Kemendikbud Dirjen Dikdas. (2014). *Pedoman Pelaksanaan UKS di Sekolah*. Kementerian Pendidikan dan Kebudayaan Direktorat Jenderal Pendidikan Dasar.
- [5]. Tim Pembina UKS Pusat. (2010). *Pedoman Pembinaan dan Pengembangan Usaha Kesehatan Sekolah*. Dinas Kesehatan Provinsi Jawa Tengah : Pusat pengembangan Kualitas Jasmani Depdiknas.
- [6]. Tim Pembina UKS Pusat. (2012). *Pedoman Pelaksanaan UKS di Sekolah*. Jakarta : Kementrian Pendidikan dan Kebudayaan Direktorat Jendral Pendidikan.
- [7]. Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional
- [8]. Undang-undang Pokok Kesehatan No.9 tahun 1960 tentang usaha-usaha khusus untuk kesehatan keturunan.

Maryam, et. al. "Implementation Of The Trias Uks Program In Public Elementary Schools In Bandar Baru District, Pidie Jaya Regency For The 2020/2021 School Year." *IOSR Journal of Sports and Physical Education (IOSR-JSPE)*, 9(03) (2022): 34-38.