

EXPLORATION OF THE HEALTHY SCHOOL PROGRAM IN IMPROVING HEALTH AWARENESS AND LEARNING ACHIEVEMENT OF SUDIANG STATE ELEMENTARY SCHOOL STUDENTS

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ABSTRAK

Latar Belakang: Penelitian ini bertujuan untuk mengeksplorasi implementasi Program Sekolah Sehat dalam meningkatkan kesadaran kesehatan dan prestasi belajar siswa di SD Negeri Sudiang. Latar belakang penelitian ini berangkat dari pentingnya sekolah sebagai lingkungan strategis untuk membentuk perilaku hidup sehat sekaligus mendukung pencapaian akademik siswa. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus, karena berfokus pada pemahaman mendalam terhadap makna dan pengalaman pelaku pendidikan dalam menjalankan program tersebut. Data dikumpulkan melalui wawancara semi-terstruktur, observasi partisipatif, dan studi dokumentasi dengan melibatkan kepala sekolah, guru, siswa, dan komite sekolah sebagai partisipan yang dipilih secara purposive. Hasil penelitian mengungkap tiga tema utama: (1) internalisasi nilai hidup sehat melalui pembiasaan dan keteladanan, (2) kolaborasi komunitas sekolah dalam membangun lingkungan sehat, dan (3) pengaruh lingkungan sehat terhadap motivasi serta prestasi belajar siswa. Ketiga tema tersebut menunjukkan bahwa Program Sekolah Sehat tidak hanya berdampak pada perilaku kebersihan dan kesehatan fisik siswa, tetapi juga memperkuat aspek sosial, psikologis, dan motivasional dalam proses belajar.

Kata Kunci: Sekolah Sehat, Kesadaran Kesehatan, Prestasi Belajar, Sekolah Dasar

ABSTRACT

This study aims to explore the implementation of the Healthy School Program in improving health awareness and student achievement at Sudiang Public Elementary School. The background of this study is based on the importance of schools as strategic environments for developing healthy lifestyle behaviors while supporting students' academic achievement. This study uses a qualitative approach with a case study design, focusing on an in-depth understanding of the meaning and experiences of educational actors in implementing the program. Data were collected through semi-structured interviews, participant observation, and documentation studies involving the principal, teachers, students, and the school committee as purposively selected participants. The results of the study revealed three main themes: (1) internalization of healthy lifestyle values through habituation and role models, (2) collaboration between the school community in building a healthy environment, and (3) the influence of a healthy environment on student motivation and achievement. These three themes indicate that the Healthy School Program not only impacts students' hygiene behavior and physical health, but also strengthens the social, psychological, and motivational aspects of the learning process

Keywords: Healthy School, Health Awareness, Learning Achievement, Elementary School.

INTRODUCTION

The Healthy School Program is rooted in the Health Promoting School (HPS) concept developed by WHO, which emphasizes the integration of education, health, and the school environment as a system that interacts with each other to support student well-being. According to [1] basic theories in health education include behavioral change theory, social cognitive theory, and the ecological model, which explain how healthy behavior can be shaped through interactions between individuals, the social environment, and institutional policies. In the elementary school context, this program focuses not only on providing physical facilities such as hygiene and nutrition, but also on developing health literacy, which serves as an essential learning outcome. Health literacy is a student's ability to access, understand, and use health information in everyday life critically and responsibly. This makes health literacy an integrated learning outcome within the school curriculum, not simply additional knowledge [2]. In their research, health literacy is positioned as a bridge between educational theory and health practice, which influences academic achievement through improving students' concentration, fitness, and learning motivation.

Meanwhile, the Salutogenesis theory put forward by [3] highlights the importance of creating a sense of coherence environment rather than focusing solely on disease prevention. This approach is relevant to the school context, where learning and health are mutually reinforcing. Schools that implement salutogenic principles help students develop meaning, understanding, and the ability to manage stress, ultimately improving their academic performance and social well-being. Empirical research supports that a healthy school environment has a direct impact on academic achievement. The implementation of the HPS model in Hong Kong has created effective collaboration between educators, students, and the community to build a healthy and productive school culture [4]. These findings are in line with studies [5] which states that school organizational structure, social support, and psychosocial climate are the main determinants in facilitating healthy behavior and effective learning.

However, there are still theoretical and empirical gaps in understanding how students' and teachers' meanings and experiences of the Healthy Schools program are shaped within the local cultural context. Most previous research has been quantitatively oriented and focused on outcomes such as behavioral changes or academic achievement, but has not examined

the process and experiences of program implementation from the perspective of the participants. A qualitative approach with a constructivist paradigm is needed to explore the dimensions of meaning, social interactions, and values underlying the program's implementation.

Based on this review, this study aims to explore the implementation of the Healthy School Program at Sudiang Public Elementary School in improving health awareness and student achievement. The research focuses on the experiences of students, teachers, and the school in internalizing healthy living values in the elementary education environment.

RESEARCH METHOD

This research uses a qualitative approach with a case study design. This approach was chosen because it aims to deeply understand the implementation of the Healthy School Program within the unique social, cultural, and institutional context at Sudiang Public Elementary School. Case studies allow researchers to comprehensively explore social realities through various data sources to uncover the dynamics between actors and the processes that occur in the implementation of the Healthy School Program [6].

The research was conducted at Sudiang Public Elementary School, an elementary school in a rural area that has implemented the Healthy School Program since 2022. The research period took place between April and June 2025. The research subjects consisted of the principal, class teachers, students, and school committee members directly involved in the program's implementation. Informants were selected using purposive sampling, with the following criteria: (1) actively involved in Healthy School activities for at least one year; (2) have an understanding of program policies and practices; and (3) willing to provide information openly.

Data collection techniques included semi-structured interviews, participant observation, and documentation. Data validation was conducted through triangulation of sources and methods, member checking with informants, and recording the research process in the form of an audit trail. The data obtained were analyzed using an interactive analysis model [7], which includes three main steps: data reduction, data display, and conclusion drawing/verification.

RESULTS AND ANALYSIS

Based on the results of data analysis obtained through in-depth interviews, participatory observation, and documentation, this study identified three main themes in the

implementation of the Healthy School Program at Sudiang Public Elementary School, namely: (1) internalization of healthy living values through habituation and role models, (2) school community collaboration in building a healthy environment, and (3) the impact of the program on student motivation and learning achievement.

1. Internalization of Healthy Living Values

The first theme, internalization of healthy living values, emerged from student and teacher narratives that demonstrated behavioral changes after engaging in hygiene and healthy nutrition activities. One teacher stated, "Children now not only wash their hands before eating, but they also remind each other." This suggests that simple habits such as maintaining personal hygiene have become part of the school culture. This finding is consistent with research [8] who found that healthy character education in schools can strengthen environmental awareness and shape sustainable positive behavior.

2. School Community Collaboration

The second theme, school community collaboration, illustrates the involvement of the principal, teachers, students, and parents in building a healthy ecosystem. The principal facilitates hygiene and healthy nutrition activities, while parents participate in providing nutritious food. These results align with the findings of the study [6] in Mataram, which emphasizes that principal leadership and community support are key factors in the successful implementation of Health Promoting Schools at the elementary level.

3. The Effect of the Program on Student Motivation and Learning Achievement

The third theme, the program's impact on student motivation and achievement, showed that students involved in physical activities and school cleanliness tended to be more focused on learning. One student said, "If the school is clean and the air is fresh, learning becomes more enjoyable and exciting." This experience demonstrates the link between a healthy environment and improved academic achievement, in line with the findings [9] which states that health literacy plays an important role in forming healthy behavior which has an impact on student learning outcomes in Surabaya.

This study confirms that the implementation of the Healthy School Program at Sudiang Public Elementary School focuses not only on providing physical facilities but also on building a healthy culture through social participation and meaningful learning. These findings reinforce

the Health Promoting School (HPS) theory, which states that health and education interact systemically within the school environment [4]. These results provide implications for education policy makers to expand the implementation of the Healthy School Program based on local culture and strengthen the capacity of schools as centers of health learning.

CONCLUSION

This study concludes that the Healthy School Program at Sudiang Public Elementary School plays a significant role in improving student health awareness and academic achievement by establishing a healthy, participatory, and sustainable school culture. The program's implementation not only impacts students' physical behavior, such as hygiene and nutrition, but also strengthens social and psychological dimensions through collaboration between teachers, students, the principal, and parents. The process of internalizing healthy living values is formed naturally through habituation, role models, and the support of a conducive learning environment.

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The author acknowledges that this study has limitations. Therefore, any constructive criticism and suggestions from readers and other researchers are highly appreciated for the improvement of further research in the future. Hopefully, the results of this study will provide tangible benefits for the development of health education and the implementation of the Healthy School Program in Indonesia.

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