

## THE EVALUATION OF HEALTHY SCHOOL PROGRAM AT JUNIOR HIGH SCHOOL RECEIVING THE NATIONAL *ADIWiyATA*

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### ABSTRACT

This study aims to evaluate the healthy school program in SMP Negeri 2 Kalasan. The healthy school program is a program issued by the Ministry of Education and Culture, focused on how schools can develop healthy, safe, child-friendly, and fun school movements. This study used the CIPP evaluation model with a qualitative approach, focusing on the context, inputs, processes, products of the healthy school program. Data were collected through observation, interviews, and documentary studies. Validity tests were obtained through the triangulation of data sources and techniques. Instrument validity used expert judgment, while data analysis used four steps of Miles and Huberman's model: data collection, data reduction, data presentation, and data conclusion. The findings show (1) in terms of context, SMP Negeri 2 Kalasan is a school designated by the government because it is considered capable and appropriate, and has become a model of *adimiyata* schools in Sleman and won national *adimiyata* school program competitions; (2) in terms of input, the design of a healthy school program can answer problems related to the input of students who have different healthy living habits; (3) in terms of process, the healthy school program has run well, but it is constrained by funding and revitalizing facilities and infrastructure because it only uses independent funds from the school; (4) in terms of product, the healthy school program at SMP Negeri 2 Kalasan has run following the objectives and has the right to continue the program, although there are still aspects that need to be improved.

**Keywords:** *CIPP, program evaluation, healthy school program*

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### INTRODUCTION

Recently, we often hear news about many cases related to health, both physical and mental health. The case is not only related to public health but also student health in schools. In the modern era, there are many challenges faced by the students which can threaten their physical and mental health. Many students showed their unhealthy behavior, such as eating fast food that has high fat, sugar, salt, and low fiber content.

This can increase the risk of hypertension, diabetes, obesity, and other diseases at an early age. Not only about physical health, there are several cases related to mental health. This can be seen from students' behavior that is entangled in violence cases such as student brawls and the use of illegal drugs. This is in line with Hamiyah and Jauhar (2015) that this unhealthy behavior is also caused by an unhealthy environment, such as lack of cleanliness of the house, school, or the environment. Lina (2017) states that most students still do not understand how to behave cleanly in their school environment, especially in the use of clean and healthy latrines (toilets) and the selection of hygienic and healthy food snacks in the school canteen.



Not only in Indonesia, the cases related to cleanliness also occurred in several countries in the world. Based on the results of Gizaw et al.'s research (2014), it is proven that in developing countries, 70% of diarrheal cases are caused by eating contaminated food. Abbas (2013) in his study states that as many as 700,000 people die each year from consuming contaminated food. Most of the victims are children.

Referring to those aforementioned statements, the government issued a policy as an attempt to improve students' health with the "healthy schools" program. This program is released by the Indonesian Ministry of Education and Culture. This program focuses on how schools can develop healthy, safe, child-friendly, and fun school movements. Healthy schools are schools that have succeeded in helping students excel optimally by promoting health aspects. Healthy schools always try to build physical health and spiritual health through understanding, ability, and responsible behavior, the best decision making for the creation of health independently so that it can be established (Arthur et al., 2011).

According to Guritnaningsih et al. (2019), some benefits can be obtained from a healthy school program, including (1) for the community, as a place to produce students who have a healthy and active lifestyle; (2) for the government, as a place of learning that can be used as a model for other schools because it is expected that the school can produce quality resources; and (3) for the private parties or the world of work, which is expected to provide opportunities for various private parties and the world of work to play a role and take part in the development of healthy school programs. Thus, to be able to see and control a healthy school program that is currently running, it is necessary to conduct an evaluation research activity. This evaluation research activity serves to see the implementation and achievement of a program. After the research results were obtained, it can be analyzed whether the program is successful, needs improvement, or even replaced with a new program that is more suitable and better.

Similar research related to the evaluation of the healthy school program can also be seen in Zubaidah et al. (2017), in which they succeeded in finding several problems that obstructed the implementation of the healthy school program in SD Negeri (Public primary school) Kutowinangun 04 Salatiga. With the evaluation model of CIPP, they can evaluate the context, inputs, processes, and products of a healthy school program that has already run. In the evaluation's study of this program, they found that the results of a healthy school program in SD Negeri Kutowinangun 04 Salatiga will continue in the following years considering the positive benefits given for both students and schools, but with several conditions, such as improvements related to management and funding for a healthy school program that is currently running in SD Negeri Kutowinangun 04 Salatiga.

Based on the background and the previous studies, the researchers evaluated the feasibility and achievement of the healthy school program at SMP Negeri (Public Middle School) 2 Kalasan that has won the national adiwiyata competition. This evaluation needs to be conducted because SMP Negeri 2 Kalasan is a model school in the implementation of the *adiwiyata* program in Sleman. With this evaluation, the existing programs will remain monitored and sustainable in the school. Thus, the results of this evaluation research are expected to be able to provide advice and input that can improve the healthy school programs that are currently running, of course, based on the CIPP (*Context, Input, Process, and Product*) evaluation model of the healthy school program in SMP Negeri 2 Kalasan.

## RESEARCH METHOD

The method used in this research was evaluation. In general, evaluation research is an activity to gather information about the working of something, and then that information was used to determine appropriate alternatives in making a decision. According to Mudjiyanto (2018), evaluation is useful to measure the level of success of implementing short-term policies or programs that are useful in making revisions and making adjustments to new demands

developing in society. It is also useful to measure the levels of long-term success and sustainability after a policy and program have been implemented to report and establish a new policy and program.

This evaluation research was conducted on a micro-scale, and it was limited to the place of implementation and type of education. A micro evaluation provides an in-depth explanation of the implementation of the program somewhere. This research uses a descriptive qualitative approach with the aim of evaluation that is to evaluate healthy school programs in SMP Negeri 2 Kalasan.

The evaluation model used is the CIPP evaluation model proposed by Stufflebeam in 1967. According to Arikunto and Safruddin (2014), if the evaluation activities use the CIPP model, the program analysis on this model must be based on these components (Context, Input, Process, Product). The study was conducted at SMP Negeri 2 Kalasan, at Kledokan, Selomartani, Kalasan, Sleman.

The data on this evaluation research are data related to the Decree of program implementation, program schedule, program plans, documentation of the program's implementation, vision and mission of the school, and certificate of merit. The data collection techniques used in this evaluation research of healthy school program at SMP Negeri 2 Kalasan are observation, interviews, and document studies.

Source triangulation and technical triangulation were employed to test the validity of this qualitative study, and expert judgment was used to achieve the instrument validity. Data analysis techniques used the Miles and Huberman's model with four stages, namely (1) data collection; (2) data reduction; (3) data presentation; and (4) conclusions drawing or verification.

The criteria in the evaluation of this program are based on the CIPP evaluation model. The criteria include (1) Context, in which the researchers analyzed the program needs, objectives, benefits, and opportunities, as well as the target of a healthy school program at SMP Negeri 2 Kalasan; (2) Input, in which the researchers saw in terms of program input which consists of six development fields, including learning programs development, facilities and infrastructure development, administrator development, school management development, partnership programs development, and financing development; (3) Process, in which at this stage, the researchers identified the implementation of a healthy school program that can include who the program organizer was and the time of the program implementation; (4) Product, in which the researchers identified the achievement of the goals and targets of the healthy school program. In addition, the researchers also identified the impacts after running a healthy school program both academically and non-academically.

## FINDINGS AND DISCUSSION

### Findings

The first step to obtaining data in accordance with the Miles and Huberman's data analysis techniques is conducting observations. Observations were made on Monday, November 26, 2018. The main objects observed in this evaluation study were the school's physical standards, the standard of infrastructure, and labor standards in the implementation of the healthy school program at SMP Negeri 2 Kalasan.

In the next step, the researchers made a second observation to check the availability of criteria in the *context* evaluation, which included program needs, goals, benefits and opportunities, as well as healthy school program targets. *Input* evaluation includes the learning programs development, facilities and infrastructure development, administrator development, school management development, partnership programs development, and financing development. Next, to complete the CIPP model's aspects, the researchers conducted a structured interview with the school principal, Healthy School Program coordinator, and SMP Negeri 2

Kalasan teachers. Besides, the researchers also conducted a documents analysis on the documents in the form of guidelines on developing a healthy school model in Indonesia published by the Ministry of National Education, the Directorate General of Primary Education in 2009, Decree of the implementation of a healthy school program, program schedule, program plans, documentation of program implementation, school vision and mission, Certificate of Merit.

The function of the data reduction process is to choose the data which is used and not used. Data not used in this research is documentation of activity obtained from the school. Researchers take documentation data directly in the field so that the documentation obtained is actual. Furthermore, data that are not used in this research are interview data that are not related to the healthy school program's context. In presenting the data, the researchers combined it with the CIPP evaluation model. A complete explanation can be seen in the evaluation criteria elaborated as follows.

### ***Context Evaluation of Healthy Schools Program at SMP Negeri 2 Kalasan***

In the *context* stage, the researchers analyzed the program needs, goals, benefits, and opportunities and the target of a healthy school program in SMP Negeri 2 Kalasan. Based on the interview results with the school principal and program coordinator and document review, SMP Negeri 2 Kalasan implemented a healthy school program because it received a mandate and direct appointment from the Department of Education and Culture of Sleman Regency.

The Department of Education and Culture of the Sleman Regency appointed SMP Negeri 2 Kalasan because it was a model school in the *Adiwiyata* school program in Sleman regency. It was considered capable and feasible in terms of human resources (headmaster, class teacher, staff, school coordinator, and students), infrastructure, and environmental facilities that are qualified as a healthy school.

According to the interview results, the healthy school program aims to develop healthy, safe, child-friendly, and fun school movements and always strive to build physical health and spiritual health through understanding, ability, and responsible behavior, the best decision-making for the creation of health independently and sustainable.

Moreover, the healthy school program also aims to build and develop facilities that support healthy lifestyles, such as providing facilities for sports like football, basketball, etc. The development of sports facilities, such as the gymnasium and the field, is also a target of this healthy school program. The benefits of this healthy school program expect school members to be able to apply healthy lifestyles, both physically and spiritually healthy, to improve the quality of education in schools and the community. The healthy school program's target is a clean and healthy lifestyle for students, class teachers, staff, school principals, school environment, and school facilities, and infrastructure. Thus, in this *context* phase, relatively, the researchers found that SMP Negeri 2 Kalasan was appropriate and suitable in implementing a healthy school program in Sleman Regency.

### ***Input Evaluation of Healthy School Program at SMP Negeri 2 Kalasan***

At the *input* stage, researchers analyzed in terms of the input of a healthy school program consisting of six development areas, namely: the learning programs development, facilities and infrastructure development, administrator development, school management development, collaboration programs development, and financing development.

According to data from interviews, observations, and document studies, SMP Negeri 2 Kalasan has planned healthy school programs integrated into teaching and learning activities in the classroom. Besides, the school also develops facilities and infrastructure such as providing trash bins, a garden of organic medicine, organic waste processing, badminton stadium, and other activities, such as healthy Friday activities, for example, morning gymnastics and regular healthy walk.

For developing a partnership program, the school also cooperates with the *Pusat Kesehatan Masyarakat (Puskesmas)* or Public Health Center as the party that conducts socialization of the programs related to students' health and conducts routine checks. Despite collaborating with the *Puskesmas*, the school also collaborates with the Kalasan police, who provided socialization about disturbing actions to public conveniences such as brawl, vandalism, and the use of illegal drugs.

The healthy school program at SMP Negeri 2 Kalasan has so far used the school's private funding and reward from *Adiwiyata* school champion in 2012 that was given by the Minister of the Environment and the Minister of Education and Culture. At the beginning of implementing the healthy school program, SMP Negeri 2 Kalasan funds the infrastructure using *Bantuan Operasional Sekolah (BOS)* or the School Operational Fund and assistance funds from committees or the private sectors.

The mechanism for implementing a healthy school program at SMP Negeri 2 Kalasan refers to the guidelines for implementing a healthy school issued by the government, namely, the implementation mechanism in which the school principal, coordinator of the healthy school program, and teachers who are responsible for program implementation have been running orderly and good. However, there are still obstacles to fund healthy school programs in terms of maintaining existing facilities and infrastructure, such as poorly maintained organic and non-organic waste processing facilities at the SMP Negeri 2 Kalasan environment.

### ***Process Evaluation of Healthy School Program at SMP Negeri 2 Kalasan***

At the *process* stage, the researchers identified the evaluation based on the evaluation criteria for implementing a healthy school program which includes (1) who the organizer of the program is; and (2) the timing of the program. The process phase includes (1) someone who organizes a healthy school program is a human resource that includes the principal, the coordinator of the healthy school program, staff, class teachers, and students. When referring to the government's appointment of the healthy school program, people who responsible for overseeing, controlling, and teaching the healthy school program are the principal, program coordinator, and teacher. Meanwhile, the healthy school program's main target is the students who get socialization when they first enter the school through student orientation activities.

From the student orientation program, schools began to introduce and socialize healthy school programs. This was emphasized through the interview with Ms. Yulia as a program coordinator. She emphasized that student orientation was the most important activity in introducing healthy school program because students still needed guidance and direction due to the transition period from childhood to teenager. If a healthy lifestyle has been introduced early, then in the future, it will become a habit that is easily regulated and controlled by the school within the school environment and controlled by the family in the community environment. Further, the healthy school program coordinator also revealed the follow-up to students who were at a higher level like students in grade 8 and 9. For those in grade 8, the healthy school program's target was to familiarize a healthy lifestyle and protect the environment around the class and the school.

Getting used to a healthy life is applied by giving the 8th-grade students responsibility by appointing representatives from each class to become small doctors to manage UKS and appoint several students to manage the garden of the school's organic medicine. Moreover, the school also gave training to 9th-grade students to process organic waste into compost fertilizer for herbal medicinal plants at school. This organic waste processing activity also collaborates with community partnerships around SMP Negeri 2 Kalasan. Then, the second aspect of the process is the time for implementing healthy school program activities. The healthy school program coordinator suggested that the activities were held routinely every Friday. The activities often held on Friday are morning gymnastics or cleaning the school together.

In addition, every 2-3 months, the school also makes activities like a healthy walk together to archeological sites such as Sambisari temple and to the platan monument, which is a special icon for the school. Besides, after completing school learning activities, students also make a schedule for cleaning the class after class activities are finished.

The class teacher also revealed in the interview, that the teacher always controls the students, such as checking the cleanliness of the nails and the neatness of the students' uniforms in class. The teacher also accustoms students to bring food from home so that they do not carelessly buy food outside of school. This is in accordance with Harahap et al. (2018) that the role of the teacher not only forms healthy behavior of students but also education character in school.

### ***Product Evaluation of Healthy School Program at SMP Negeri 2 Kalasan***

Then, the last is *the production* stage. The researchers identified the goals and targets for the achievement of a healthy school program and what impact has been gotten after running a healthy school program both academically and non-academically. SMP Negeri 2 Kalasan has achieved its goals and targets from healthy schools. The researchers verified this through direct observation in schools.

From the observation overview made by researchers, there are ten aspects observed in the form of (1) minimum classroom density, which is 1.75 m<sup>2</sup>/child. This aims to provide comfort and provide sufficient space for children. Not dense Class conditions also facilitate evacuation during emergencies. (2) The school environment's noise level is a maximum of 45 decibels (equivalent to the sound of people chatting in a normal voice) because more than 45 decibels will disturb learning concentration. (3) Having a field or hall for sports is a must. (4) Having a clean classroom and school environment is preferable. (5) Having an adequate source of clean water and a septic tank with a minimum space of 10 meters from the clean water source is a must. (6) Adequate class ventilation is a must. (7) Adequate class lighting (must be bright enough) is preferable. (8) Having a school canteen can fulfill the health requirements. (9) Having clean and well-maintained toilets and showers is a must. (10) Applying a no-smoking area in the school environment is a must.

From ten aspects observed at SMP Negeri 2 Kalasan, all aspects exist, and this school is qualified as a healthy school, but some aspects need to be improved. As for the school's impact on the healthy school program, researchers conducted interviews with classroom teachers who have long taught at SMP Negeri 2 Kalasan. The class teacher said the impact that was given was in terms of cleanliness, neatness, and activeness of students in healthy school program activities. In terms of cleanliness, it regards the garbage in the school environment.

The students begin to realize their class's cleanliness; they dispose of trash in its places, such as plastic and non-plastic waste distinguished at the disposal site. Moreover, the teacher also applied sanitation in the school canteen. Before a healthy school program was applied, canteen school carelessly sold food to students. However, after the school applied for this program, it could control the canteen in selling its products. These controls include minimizing the use of plastic in serving food and the use of flavor enhancers such as MSG, food coloring, and artificial sweeteners.

In terms of neatness, the teacher said that the placement of waste bins is well organized. The garbage disposal center has also been arranged at one point. The garbage disposal center has also been distinguished between organic and non-organic waste. Organic waste is processed into fertilizer that is used to cultivate medicinal plant gardens. While the non-organic waste, students process it into a handicraft exhibited when announcing the report at the end of the semester. For students' activeness in healthy school program activities, the researchers conducted direct observations during the healthy walk event. Students look very active and enthusiastic about participating in the event.

The researchers also found the most influential factor in implementing the healthy school program is that some school residents are less aware of the importance of this program. Thus, in the future, socialization program is certainly needed. These findings are following Pradita's study (2017) that the main inhibiting factor is the lack awareness of school members and the community about healthy school.

## Discussion

### *Context Evaluation*

Based on the results, evaluation of the context criteria of a healthy school program at SMP Negeri 2 Kalasan regarding the program needs, goals, benefits, and opportunities and healthy school program targets have fulfilled the requirements and have run well. Therefore, this healthy school program is considered to be very suitable for every school. In addition, to apply a healthy lifestyle at an early age, a healthy school program can also improve Indonesian education quality. This is in line with Rahmat et al. (2016) that there is a significant correlation between students' healthy living behaviors with learning achievement. In this case, the better students' healthy behavior is, the better the learning achievement they will get.

The primary target of the implementation of this healthy school program is students who are expected to apply a healthy lifestyle in daily activity and in the school, family, or community. Furthermore, the healthy school program also requires the program administrators to be always consistent in applying for this program in terms of socialization, control, and evaluation of the healthy school program activities that have been run at SMP Negeri 2 Kalasan.

According to Tilford (2017), in implementing the health policies, all systems must run properly. Besides, the future health policies can function as a reminder that health is an important thing to be considered by all society parties or other organizations. Based on this statement, the healthy school program in the future is mandatory and must be implemented in every school in Indonesia, considering the many benefits given to the school.

### *Input Evaluation*

The program input consists of six development areas: the development of learning programs, facilities and infrastructure, personnel, school management, partnership programs, and financing. SMP Negeri 2 Kalasan is complete and good enough according to the guidelines for organizing the government's healthy school program. However, the researchers still find some weaknesses which need to be improved, such as developing partnerships, both in private and public partnerships. The school, so far, in developing learning programs integrated with the program, is generally good enough to support healthy school programs. The development of facilities and infrastructure is also relatively complete. The researchers have found several damaged facilities so they need a minor restoration to be reused. In terms of human resources, the school has been assisted by some staff assigned as cleaning service, security, and several teachers assigned as event coordinators in organizing regular healthy school programs.

In terms of the development of school management, SMP Negeri 2 Kalasan is structurally good enough. The researchers found several documents showing that the teachers and employees are active enough in carrying out their duties in the school management system. This is in accordance with Susana (2018) that organizing in the management of students' health programs in schools is to empower all elements of the school that contribute to organizing the health efforts of students in schools, both from the internal school environment and from other institutions outside the school.

In terms of partnership development, the researchers have not yet encountered directly how schools implement it. However, based on documentary data, researchers have seen that SMP Negeri 2 Kalasan has established collaboration with other institutes outside the school.

However, it is better to cooperate with the school committee to expand its cooperation network with all parties, both private and state institutions. Nevertheless, the main target is a collaboration with the health authorities and other authorities such as the police. Schools should regularly organize socialization with the *Pukesmas* (local health center) to conduct regular checks up relating to the student's health. As for the police, it is also a good idea to collaborate in controlling students both within the school and outside the school. Police play a big role in helping the school achieve healthy school programs such as guiding students not to use illegal drugs, alcohol, and brawls between schools.

In financing the development of a healthy school program, SMP Negeri 2 Kalasan is considered good enough because it can manage its finances independently, separately from the government's limited funds to the school. It is better if the school makes a relationship with the private sector to assist in the process of financing this healthy school program, both providing the facilities and infrastructure and giving expenses for healthy school program activities. The previous opinion is in line with Maria et al. (2013) that the success of achieving a program is influenced by the availability of funds. Thus, the availability of funds is indeed the main key to implementing this program.

### ***Process Evaluation***

At the process stage, the researchers identified the implementation of a healthy school program, including (1) who is the organizer of the program; and (2) program implementation's time. This school has run well those two aspects, but something still needs to be improved. Based on criteria 1, the most important program organizers are students who get support and supervision from school principals, teachers, and staff employees. The involvement of parties from outside the school in organizing a healthy school program has not been encountered by researchers during the research at SMP Negeri 2 Kalasan.

In terms of the program implementation time, the healthy school program at SMP N 2 Kalasan is regularly held every Friday morning. On Friday, there are activities such as morning gymnastics or working together to clean the school. This is in line with Irwandi et al. (2016) that school programs such as morning gymnastics and school cleanliness are very effective activities to foster healthy living behaviors, which entangle the role of the principal, teachers, and school personnel. Every 2-3 months, the school also holds activities like a healthy walk together to certain archeological sites such as Sambisari temple and the platan monument, a special icon. These regular activities will indirectly have a positive impact on students. The regular healthy school activities that they carry out at school will become a good habit. This is in line with Raharjo and Indarjo (2014) that the school environment is the most strategic place in the health promotion efforts for students. This is because the school is a place that supports the growth and development of children and the average aged is 5-19 years associated with educational institutions (from kindergarten to high school level).

Besides, it is better if the school is consistent in conducting the supervision and evaluation process in implementing a healthy school program. Not only is it active when joining a healthy school or *Adimiyata* competition, but also activities in a healthy school program must always be carried out optimally. The impact of a healthy school program has a very positive impact on the school itself and the environment that has run the program.

### ***Product Evaluation***

The final evaluation's focus criterion is on the achievement of the goals and targets of the program and the impact obtained from the implementation of the program. SMP Negeri 2 Kalasan has achieved the goals and targets of a healthy school program. The impact that teacher students have obtained is in terms of cleanliness, neatness, and activeness of students and teachers and staff employees in healthy school program activities that have been held.



The impact that has been obtained is due to the successful collaboration between students, teachers, and staff in implementing healthy school programs. Communication and trust between individuals in the school environment create a positive atmosphere in SMP Negeri 2 Kalasan.

Program goals and target achievement are also truly influenced by the management of the administrator and coordinators of healthy school programs. The professional attitude of the administrators in adapting to the new curriculum has been verified. Thus, the implementation and the achievement of the healthy school program in SMP Negeri 2 Kalasan can run well. This is consistent with the opinion of Cale (1997) which states that when schools and teachers can adapt to the curriculum, they will be able to adapt to new demands.

Besides, in perfecting the implementation and the achievement of this healthy school program, schools are also expected to optimize existing facilities, facilities, and infrastructure so that they are not neglected and damaged. The researchers saw through observation that the processing of organic and non-organic waste is poorly maintained. Therefore, this condition is unfortunate. If the activity is more optimized, it will be very beneficial for schools.

## CONCLUSION

Based on this evaluation research results, the healthy school program in SMP Negeri 2 Kalasan has run well. The Department of Education's decision to designate this school as a model school for a healthy school program was right. The evaluation result based on the *Context, Input, Process, and Product* shows that SMP Negeri 2 Kalasan has succeeded in implementing and achieving the healthy school program, although there are still some weaknesses that must be improved. Based on the evaluation results of the healthy school program, it is concluded that the healthy school program will continue at SMP Negeri 2 Kalasan for the following years, although there are still many improvements in implementing program activities. This program's benefits have a huge impact on the progress of education and health in Indonesia for the future. Therefore, support from various parties, like the government, the private sector, and the community, is needed to support the sustainability of this healthy school program in Indonesia to support and prepare for the golden generation of 2045.

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