



Implementation of the School Health Unit Program at Jarinabi Elementary School Tanjung Jabung Timur Jambi Province

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Abstract

Program Usaha Kesehatan Sekolah (UKS) merupakan upaya pembinaan kesehatan peserta didik melalui tiga pilar, yaitu pendidikan kesehatan, pelayanan kesehatan, dan pembinaan lingkungan sehat. Namun dalam praktiknya, pelaksanaan UKS di sekolah dasar masih menghadapi berbagai hambatan. Penelitian ini bertujuan untuk mendeskripsikan pelaksanaan program UKS serta hambatan dan tantangan yang muncul dalam pelaksanaannya. Penelitian ini menggunakan pendekatan deskriptif kualitatif. Subjek penelitian terdiri dari kepala sekolah, pembina UKS, guru, dan siswa. Data diperoleh melalui wawancara, observasi, dan dokumentasi, kemudian dianalisis melalui reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa pelaksanaan UKS sudah berjalan, tetapi belum optimal. Hambatan yang ditemukan meliputi keterbatasan fasilitas ruang UKS, minimnya anggaran, kurangnya pelatihan khusus bagi pembina UKS, serta rendahnya kesadaran siswa dalam menjaga kebersihan dan kesehatan. Kerja sama dengan Puskesmas juga belum terlaksana secara maksimal. Meskipun demikian, sekolah tetap melakukan edukasi kesehatan xiv dasar, pertolongan pertama ringan, dan pembiasaan hidup bersih melalui kegiatan rutin. Kesimpulan dari penelitian ini menegaskan bahwa pelaksanaan UKS membutuhkan dukungan fasilitas, peningkatan kompetensi pembina UKS, kerja sama lintas instansi, dan edukasi kesehatan berkelanjutan. Penelitian ini diharapkan menjadi masukan bagi sekolah untuk meningkatkan efektivitas program UKS dalam membentuk perilaku hidup bersih dan sehat pada siswa.

Kata Kunci: Program UKS, Sekolah Dasar, Hambatan, Pelaksanaan.

Abstract

The School Health Business Program (UKS) is an effort to foster student health through three pillars, namely health education, health services, and fostering a healthy environment. However, in practice, the implementation of UKS in elementary schools still faces various obstacles. This study aims to describe the implementation of the UKS program and the obstacles and challenges that arise in its implementation. This study uses a qualitative descriptive approach. The research subjects consisted of school principals, UKS coaches, teachers, and students. Data was obtained through interviews, observations, and documentation, then analyzed through data reduction, data presentation, and conclusion drawn. The results of the study show that the implementation of UKS is already running, but it is not optimal. The obstacles found include the limited facilities of UKS space, lack of budget, lack of special training for UKS coaches, and low student awareness in maintaining cleanliness and health. Cooperation with the Health Center has also not been carried out optimally. Nevertheless, the school continues to conduct basic health education, light first aid, and clean living habits through routine activities. The conclusion of this study emphasizes that the implementation of UKS requires facility support, improving the competence of UKS coaches, cross-agency cooperation, and sustainable health education. This research is expected to be an input for

schools to increase the effectiveness of the UKS program in shaping clean and healthy living behaviors in students.

Keywords: *UKS Program, Elementary School, Obstacles, Implementation*

Introduction

Education is one of the most important aspects in the development of a nation, because education plays a major role in shaping the quality of human resources who are superior, have character, and are able to face various life challenges in the future. Through education, students not only gain academic knowledge, but also experience the process of forming good attitudes, morals, skills, and lifestyles. Quality education is expected to be able to create a generation that is intellectually, emotionally, socially, and spiritually intelligent. Therefore, the success of education is not only measured by the high academic achievement of students, but also by the school's ability to form students who are healthy, disciplined, and have awareness of the importance of maintaining cleanliness and health of themselves and the environment. In the educational process, health is one of the important factors that greatly affect the learning success of students. Students who have good health conditions tend to be more active, focused, and optimal in participating in learning activities at school.(Apriani & Gazali, 2018)

On the other hand, poor health conditions can hinder study concentration, lower students' enthusiasm, and even affect their academic achievement. Therefore, health and education are two aspects that cannot be separated, because they support each other in creating a quality generation. Schools as educational institutions have a responsibility not only in developing students' intellectual abilities, but also in maintaining and improving the health of students through various school health coaching programs. One of the government's

tangible efforts to improve the health of students in the school environment is through the School Health Business (UKS) program. UKS is a program designed to improve students' healthy living abilities and create a healthy, safe, clean, and comfortable school environment.(Prasetyo et al., 2014)

The UKS program is an integral part of the national education system because its existence is very important in supporting an effective learning process. Through UKS, schools are expected to be able to instill awareness among students about the importance of maintaining personal health, environmental cleanliness, and implementing clean and healthy living behaviors in daily life. Thus, UKS not only functions as a health service in schools, but also as a means of character education and the formation of a culture of healthy living from an early age. The implementation of the UKS program is developed through the Trias UKS approach which includes health education, health services, and fostering a healthy school environment. Health education aims to provide students with an understanding of the importance of maintaining personal health and the environment through counseling activities, clean living habits, and other health education. Health services are carried out through routine health checks, providing first aid, monitoring student nutrition, and cooperation with local health workers.(Nasrulloh & Purwono, 2016)

Meanwhile, fostering a healthy school environment is realized through efforts to create a clean, comfortable, green, and free school environment from various sources of disease. The three components are

interrelated and become the main foundation in the implementation of UKS so that the goal of fostering student health can be achieved optimally.

The UKS program also has a strategic role in shaping Clean and Healthy Living Behaviors (PHBS) in students from an early age. Planting PHBS in the school environment is very important because habits formed from childhood will affect a person's lifestyle in the future. Through various UKS activities, students are taught to maintain personal hygiene, wash hands properly, dispose of garbage in its place, maintain a clean classroom environment, eat healthy food, and apply a healthy lifestyle in daily life.(Khotimah et al., 2021)

This habit is expected to form the character of discipline, responsibility, and concern for personal health and the surrounding environment.(Silkyanti, 2019) Thus, UKS not only provides benefits in the health sector, but also contributes to the formation of students' character. In its implementation, the UKS program involves the cooperation of various parties, both from the school environment and government agencies. The implementation of UKS is carried out in an integrated manner by three ministries, namely the Ministry of Education, Culture, Research, and Technology, the Ministry of Health, and the Ministry of Religion through a Joint Decree (SKB) of three ministers. The cross-sector cooperation shows that the health of students is a shared responsibility that must be supported by various parties. In addition, the success of the UKS program is also greatly influenced by the involvement of school principals, teachers, health workers, parents, and the surrounding community in supporting various health activities in schools. Good support and cooperation between parties is an

important factor in realizing a healthy school environment that is conducive to the learning process.(Bajri et al., 2022)

Although the UKS program has excellent goals, the reality is that the implementation of UKS in various schools still faces various obstacles and challenges. Various studies and field reports show that the implementation of the UKS program has not been running optimally in several schools. One of the main obstacles that is often faced is the limited human resources, especially the lack of UKS coaches who have understanding and skills in the field of school health. In addition, there are still many schools that have inadequate UKS facilities and infrastructure, such as narrow UKS spaces, limited health equipment, and a lack of facilities to support the cleanliness of the school environment. This condition causes the implementation of the school health program to not be able to run optimally.(Jawardi, 2023)

In addition to limited facilities and human resources, the lack of allocation of funds for UKS activities is also an obstacle in the implementation of the program. Many schools still prioritize budgets for academic needs over school health activities, so the UKS program does not receive optimal attention. As a result, various health coaching activities, routine check-ups, and the procurement of school health facilities often cannot be carried out in a sustainable manner. In addition, the low awareness of some students on the importance of maintaining cleanliness and health is also a challenge in the implementation of UKS in schools. Several previous studies have shown that the success of the UKS program is not only influenced by the availability of government facilities and policies, but also by the support

of the school environment and community participation.(Aminah & Yulisetiani, 2022)

Schools that have good cooperation with health centers, parents, and the community tend to be more successful in running the UKS program than schools that lack support from the surrounding environment. Recent research has also shown that local policy support, school community involvement, and active participation of students have a major influence on the effectiveness of UKS implementation. Therefore, a more in-depth study is needed to understand the various factors that affect the success and obstacles in the implementation of the UKS program in elementary schools. Based on these conditions, it is important to conduct research that is able to provide a comprehensive overview of the implementation of UKS, the obstacles faced, the opportunities possessed, and strategies that can be carried out to increase the effectiveness of school health programs. This study uses a qualitative approach with a case study method to gain an in-depth understanding of the implementation of UKS in elementary schools.(Hidayati, 2021)

Data collection was carried out through in-depth interviews with educators, UKS officers, and school administrators, and supported by the analysis of policy documents related to the UKS program. Through this approach, this research is expected to be able to provide more complete information about the real conditions of UKS implementation in the field. This study aims to examine how the implementation of UKS in elementary schools faces various obstacles and opportunities, as well as effective strategies in improving the implementation of the UKS program. The results of the research are expected to be evaluation and input for schools, the government, and related parties in developing better school

health programs. In addition, this research is also expected to contribute to the development of science, especially in the field of education and school health, so as to create an educational environment that is healthy, comfortable, and able to support the development of students optimally.

Research Methods

Research on the implementation of the School Health Unit Program (UKS) at SD Jarinabi Tanjung Jabung Timur, Jambi Province uses a qualitative approach with the type of case study research.(Kasman, 2024) The qualitative approach was chosen because this research aims to understand in depth the process of implementing the UKS program, the various obstacles faced, and the efforts made by schools to improve the health of students and create a healthy school environment. Through this approach, researchers can obtain a more comprehensive picture of the real conditions of the implementation of UKS in the school environment. The location of the research was carried out at SD Jarinabi Tanjung Jabung Timur, Jambi Province. The selection of the research location is based on the consideration that the school has implemented the UKS program as part of efforts to foster student health, so it is interesting to study more deeply regarding the implementation, constraints, and effectiveness of the program being run. In addition, this study also aims to find out the extent to which the UKS program is able to support the creation of clean and healthy living behaviors in the school environment.(Karimulah & Ummah, 2021)

The research subjects consisted of school principals, UKS supervisors, educators, school health officers, and several students who were considered to know and be directly involved in the implementation of the UKS program. The determination of

informants is carried out using the purposive sampling technique, which is to select informants based on certain considerations that are considered to be able to provide relevant information and in accordance with the needs of the research. With this technique, researchers can obtain more in-depth and accurate data on the implementation of the UKS program in schools. The data collection techniques in this study were carried out through observation, interviews, and documentation. Observations were carried out to see firsthand the condition of the school environment, UKS facilities and infrastructure, as well as activities related to the implementation of school health programs. Interviews were conducted in depth with research informants to obtain information about the implementation of UKS, the obstacles faced, and the strategies carried out by schools in supporting student health programs.(Afidah & Anggraini, 2022)

Meanwhile, documentation is used to complement research data in the form of photos of activities, UKS program schedules, UKS organizational structure, and other documents related to the implementation of the UKS program in schools. The data obtained was then analyzed using the Miles and Huberman model interactive data analysis technique which included three stages, namely data reduction, data presentation, and conclusion drawn. Data reduction is carried out by selecting and simplifying data that is relevant to the focus of the research. Furthermore, the data is presented in the form of a narrative description so that it is easy to understand and analyze. The last stage is the drawing of conclusions based on the results of the data analysis that has been carried out so that an overview of the implementation of the

School Health Unit Program at SD Jarinabi Tanjung Jabung Timur, Jambi Province is obtained. To maintain the validity of the data, this study uses source triangulation techniques and triangulation techniques. Source triangulation is carried out by comparing information obtained from various informants, such as school principals, teachers, and students. Meanwhile, technical triangulation is carried out by comparing data from observations, interviews, and documentation. Through this technique, the data obtained is expected to have a high level of validity and credibility so that the results of the research can be scientifically accounted for.

Results and discussion

A. Implementation

Implementation is the process of implementing or implementing a program, policy, plan, or activity that has been prepared in order to achieve the expected goals. In the context of education, implementation is defined as a real effort to run a program in a directed, planned, and sustainable manner so that the program can provide benefits for students and the school environment. Implementation is not only related to the implementation of activities, but also includes the process of coordination, resource management, supervision, and evaluation of the programs carried out.(Qolbi & Hamami, 2021) An implementation can be said to be successful if all components involved are able to carry out their duties and responsibilities well according to the goals that have been set. The success of implementation is also influenced by several factors, such as policy support, availability of facilities and infrastructure, human resources, cooperation between parties, and

community participation. Therefore, implementation requires commitment, coordination, and good supervision so that the programs implemented can run effectively and efficiently.(Purwanti, 2021)

In the field of education, implementation is often associated with the implementation of school programs, one of which is the School Health Business Program (UKS). The implementation of the UKS program means the process of implementing school health activities that involve various parties, such as school principals, teachers, students, health workers, and the community in creating a healthy, clean, safe, and comfortable school environment. The implementation is realized through health education activities, health services, and fostering a healthy school environment that are carried out regularly and continuously.(Research, 2024) Through good implementation, a program is not only a written plan, but can really be felt by all parties involved. Thus, implementation has an important role in determining the success of a program, because without good implementation, the program's goals will not be achieved optimally.

B. School Health Unit Program

The School Health Business Program (UKS) is one of the programs held in the school environment to improve the quality of students' health and create a healthy, clean, safe, and comfortable school environment. UKS is an important part of the world of education because the health of students has a great influence on the learning process and outcomes. Students who are physically and mentally healthy will find it easier to concentrate, actively participate in learning, and have a better enthusiasm for learning. Therefore, the existence of the UKS program is very necessary as an effort to foster health from an early age. In general, the School

Health Business Program aims to improve students' healthy living abilities through the cultivation of knowledge, attitudes, and clean and healthy living behaviors (PHBS). In addition, UKS also aims to create a school environment that supports health so that all school residents can carry out learning activities comfortably and safely. This program not only focuses on health services when students are sick, but also emphasizes disease prevention efforts and habituation of a healthy lifestyle in daily life.(Una et al., 2023)

The implementation of UKS is based on the concept of Trias UKS which includes three main components, namely health education, health services, and fostering a healthy school environment. Health education is carried out through counseling, clean living habits, and providing health information to students. Health services include health checks, providing first aid, immunization, and monitoring the health of students. Meanwhile, fostering a healthy school environment is carried out through efforts to maintain the cleanliness of the school environment, provide good sanitation, and create a comfortable and healthy school atmosphere. In its implementation, the UKS Program involves various parties, such as school principals, UKS coaching teachers, students, parents, and health agencies such as health centers. This cooperation is very important so that UKS activities can run optimally and sustainably. Through the UKS program, students are expected to have awareness to maintain their health and the environment, so that a healthy, disciplined, intelligent, and well-characterized generation is formed.(Saherman et al., 2023)

D. Implementation of the School Health Unit Program at SD Jarinabi Tanjung Jabung Timur, Jambi Province

School Health Business (UKS) is one of the education and health programs that is organized in an integrated manner to improve the quality of health of students in the school environment. Conceptually, UKS is an effort made by schools to instill awareness of healthy living, form clean and healthy living behaviors (PHBS), and create a safe, clean, healthy, and comfortable school environment for all school residents. The UKS program not only focuses on handling sick students, but also includes various health education activities, basic health services, and fostering a healthy school environment known as the Trias UKS concept. Trias UKS consists of three main components, namely health education, health services, and fostering a healthy school life environment. These three components are interrelated and are the basis for creating a school that is able to support the growth and development of students optimally. (Suharmita & Hariawan, 2024)

Health education in the UKS program aims to provide knowledge and understanding to students about the importance of maintaining personal health and the environment. Through health education, students are taught various healthy living habits such as washing hands before eating, maintaining body hygiene, eating healthy and nutritious food, throwing garbage in its place, and maintaining the cleanliness of the school environment. Meanwhile, health services in UKS include promotive, preventive, simple curative, and rehabilitative efforts carried out in the school environment, such as periodic health check-ups, first aid in minor accidents, administration of simple drugs, immunization, and monitoring of students' health conditions. The development of a healthy school environment aims to create a clean, comfortable, orderly, safe school

atmosphere, and supports the teaching and learning process optimally.

The existence of UKS is very important in the world of education because the health of students has a close relationship with the success of the learning process. Students who are physically and mentally healthy will find it easier to concentrate, actively participate in learning, and have a high enthusiasm for learning. Conversely, poor health conditions can hinder students' learning activities and affect their academic achievement. Therefore, the UKS program is one of the strategic means in supporting the creation of a healthy, intelligent, disciplined, and characterful generation. In addition, UKS also functions as a means of building students' character through the habit of living a clean life, discipline in maintaining a clean environment, and concern for the health of themselves and others. (Sepriani & Hasan, 2019)

Based on the results of an interview conducted with the Principal of Jarinabi Elementary School, Mrs. Ani Farida Turrohmah, S.Pd., information was obtained that the implementation of the School Health Business (UKS) program at Jarinabi Elementary School involved various school elements that worked together to support the creation of a healthy school environment. Parties involved in the implementation of UKS include school principals, UKS coaching teachers, homeroom teachers, school health teams, and students who help maintain cleanliness and provide simple assistance to their friends who need help in the UKS room. All students are also the main targets and beneficiaries of the health programs implemented in schools. The involvement of all school components shows the application of the participatory concept in the implementation of UKS, namely the

active involvement of all school residents in supporting the success of the school health program. School principals have a very important role as the main person in charge and policy makers in the implementation of the UKS program.(Nurochim, 2020)

The principal not only provides direction and support for school health activities, but also coordinates with external parties to support the sustainability of the UKS program. UKS supervisory teachers play the role of the main implementers of health activities in schools who are in charge of managing the UKS space, providing simple health services, accompanying students, and coordinating health activities with related parties. Homeroom teachers and other teachers also have an important role in guiding students to implement clean and healthy living behaviors in daily life in the school environment. In its implementation, SD Jarinabi also collaborates with external parties, especially the local health center. This collaboration is a form of implementing the concept of cross-sector cooperation in the UKS program, where the success of the implementation of UKS does not only depend on the school, but also requires support from health agencies and the surrounding community.(Jawardi, 2023)

Puskesmas have an important role in providing coaching, health services, and health education to students and teachers. This form of cooperation is realized through eye health checks, teeth, weight, height, immunization, and counseling on Clean and Healthy Living Behavior (PHBS). In addition, the Puskesmas also conducts routine coaching on the implementation of UKS activities in schools as a form of supervision and assistance for school health programs. UKS activities carried out regularly at Jarinabi Elementary School include basic health services, such as

providing first aid to students who experience mild illness, dizziness, minor injuries, or other health complaints while at school. This activity shows that UKS has a simple preventive and curative function in maintaining the health of students. The concept of basic health services in schools is very important because it can help students get initial treatment before getting further health services if needed.(Sepriani & Hasan, 2019)

In addition, UKS activities are also directed at promotive efforts through health counseling, healthy living habits, and school environment cleanliness activities. Furthermore, the Principal expressed his hope that the UKS program in the future can be used more optimally, not only as a resting place for sick students, but also as a means of health learning for students. This hope shows the concept of health education in UKS, namely making the UKS space an educational medium to increase students' knowledge, attitudes, and awareness of the importance of maintaining health from an early age. With good health education, students are expected to be able to implement a healthy lifestyle independently both at school and in the home environment.(Suharmita & Hariawan, 2024)

The results of the interview with the UKS supervisor teacher, Mrs. Nurul Hidayah, S.Ag., show that in general the implementation of UKS activities in schools has gone well and has not experienced too significant obstacles. According to him, students have the ability to work well together in maintaining the cleanliness of the school environment and helping the implementation of simple health activities at school. This condition reflects the formation of social character and student responsibility through UKS activities. In addition, coordination between the school and external

agencies such as the Health Center and the Health Office is also going well, especially in student health check-ups and healthy living counseling. Mrs. Nurul also expressed her hope that UKS activities in the future can run more orderly, disciplined, and sustainable. One of the expected efforts is the habit of morning exercise and the implementation of healthy living habits such as taking a morning shower before going to school. This hope is related to the concept of habituation in health education, which is to instill healthy living behaviors through routine activities that are carried out continuously so that it becomes a culture of life for students in daily life.(Nasrulloh & Purwono, 2016)

Meanwhile, the results of interviews with the UKS team show that the implementation of UKS in schools has gone quite well even though there are still some obstacles. The Puskesmas routinely provides guidance in the form of health counseling to teachers and students regarding personal hygiene, balanced nutrition, and health checks such as teeth, weight, and height. This shows that UKS activities have led to the application of promotive and preventive concepts in school health services. However, there are several internal obstacles that affect the effectiveness of the implementation of UKS, such as limited facilities and infrastructure. Narrow UKS space, incomplete medical equipment, and limited operational funds are the main obstacles in providing optimal health services to students. This condition is in accordance with the concept of management of educational facilities and infrastructure which states that the success of an education and health program is greatly influenced by the availability of adequate facilities. Complete facilities and infrastructure will help the health service process run more effectively,

comfortably, and efficiently.(Bajri et al., 2022)

Therefore, the school hopes that the UKS room facilities can be equipped with simple medical equipment, patient beds, P3K boxes in each class, and adequate medicines so that health services to students can be carried out more optimally. The results of interviews with some students also showed that most of the students had an early awareness of the importance of maintaining health and personal hygiene. Students admitted that they were used to taking a morning shower, washing their hands before eating, participating in toothbrushing activities together, and maintaining the cleanliness of the school environment. This shows that the application of Clean and Healthy Living Behavior (PHBS) is beginning to be embedded in students' daily lives. The concept of PHBS itself is an effort to form healthy living habits through a continuous learning and habituation process in the school environment. Based on the overall results of interviews and observations, it can be concluded that the implementation of the UKS program at SD Jarinabi has gone quite well with the support of various parties, both internal and external to the school. The principal, UKS coaching teachers, health teams, students, and the Puskesmas showed good cooperation in supporting the implementation of the school health program.(Bajri et al., 2022)

This is in accordance with the concept of Trias UKS which includes health education, health services, and fostering a healthy school environment as a unit that supports each other in creating healthy schools. However, this study also found that there are internal and external obstacles that affect the effectiveness of the implementation of UKS. Internal obstacles

include limited facilities, inadequate UKS space, limited medical equipment, and lack of operational funds. Meanwhile, external obstacles are related to the intensity of coaching from the Puskesmas which is not fully routine and the need to increase the awareness of some students on the importance of a healthy life consistently. Thus, the implementation of the UKS program at SD Jarinabi can be said to have been quite effective as an effort to form a healthy, intelligent, disciplined, and characterful generation. However, to improve the quality of its implementation, it is necessary to improve UKS facilities, increase guidance from the health sector, and habituation of healthy living behaviors in a sustainable manner in the school environment. Support from all parties is expected to be able to make UKS a more optimal means of health education in supporting the development of students as a whole.

Conclusion

Based on the results of research that has been carried out on the obstacles and challenges in the implementation of the School Health Business Program (UKS) at Jarinabi Elementary School, it can be seen that the implementation of the UKS program in general has been running quite well even though there are still some shortcomings that need to be improved. The implementation of UKS activities in schools involves various parties who work together to support the creation of a healthy school environment. The parties involved include the principal as the person in charge of the program, the UKS supervisor teacher as the implementer of school health activities, the UKS team, students, and external parties such as the Health Center who provide coaching, counseling, and health services on a regular basis. The involvement of these various

elements shows that there is good cooperation in supporting the sustainability of the UKS program in schools. In its implementation, the UKS program at Jarinabi Elementary School has carried out various activities related to health education, health services, and fostering a healthy school environment. These activities include student health checks, counseling on Clean and Healthy Living Behavior (PHBS), joint toothbrushing activities, washing hands with soap, and providing first aid for students who experience mild illness at school. The existence of these activities shows that the UKS program has an important role in shaping students' awareness of the importance of maintaining personal and environmental health from an early age.

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