

ANALYSIS OF UKS MANAGEMENT READINESS AND MY HEALTH REPORT BOOKS IN ELEMENTARY SCHOOL OF SURABAYA CITY AND GRESIK DISTRICT

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ABSTRACT

Keywords:

UKS management readiness, health school, health report books, implementation of health report books

The School's Health Clinic or *Usaha Kesehatan Sekolah* (UKS) is used as the unit to carry out health programs, especially in the school environment. The UKS has direct benefits for improving the health of schoolchildren and has great potential in the success of the health promotion program for students. This study aims to determine the management of UKS in Primary Schools in Surabaya City and Gresik District in the aspects of UKS management readiness, aspects of ease in understanding my health report card and the ease of implementing my health report card. This study was a cross-sectional observational study. The data were collected using a questionnaire and analyzed descriptively. Based on the results of the questionnaire analysis, it was still found a number of elementary schools in Surabaya City and Gresik District who are in a condition not ready in the aspects of managing their UKS. There are still elementary schools in Surabaya City and Gresik Regency who find it difficult to understand the health report cards for students and also find it difficult to implement student health report cards. The advice that can be given is that schools need to prepare everything, for example, in selecting competent human resources in their fields, seeking readiness for UKS implementation facilities and infrastructure, and coordinating with related sectors such as the Health Office and Education Office related to financial problems in procuring health report cards for students so that all schools in Gresik Regency and Surabaya City can distribute evenly to all students.

ABSTRAK

Kata Kunci:

kesiapan pengelolaan UKS, sekolah sehat, buku raport kesehatan, implementasi buku raport kesehatan

Usaha Kesehatan Sekolah (UKS) digunakan sebagai wadah yang tepat untuk menjalankan program kesehatan khususnya di lingkungan sekolah. UKS memiliki manfaat langsung terhadap peningkatan kesehatan anak sekolah dan memiliki potensi besar dalam menyukseskan program peningkatan derajat kesehatan pada peserta didik. Penelitian ini bertujuan untuk mengetahui pengelolaan UKS di Sekolah Dasar (SD) di Kota Surabaya dan Kabupaten Gresik dalam aspek kesiapan pengelolaan UKS, aspek kemudahan dalam pemahaman buku rapor kesehatan dan aspek kemudahan dalam mengimplementasikan buku rapor kesehatan. Penelitian ini merupakan penelitian observasional crosssectional. Data dikumpulkan dengan alat bantu kuesioner dan dianalisis secara deskriptif. Berdasarkan hasil analisis kuesioner masih ditemukan beberapa SD di Kota Surabaya dan Kabupaten Gresik yang berada dalam kondisi belum siap dalam aspek pengelolaan UKS-nya. Masih ditemukan SD di Kota Surabaya dan Kabupaten Gresik yang merasa sulit dalam memahami buku rapor kesehatan bagi peserta didik dan juga masih ditemukan SD di Kota Surabaya dan Kabupaten Gresik merasa sulit dalam mengimplementasikan buku rapor kesehatan peserta didik. Adapun saran yang dapat diberikan adalah Sekolah perlu mempersiapkan segala hal misalnya dalam memilih Sumber Daya Manusia (SDM) yang berkompeten di bidangnya, mengupayakan kesiapan sarana dan prasarana implementasi UKS, dan koordinasi dengan sektor terkait seperti Dinas Kesehatan dan Dinas Pendidikan terkait dengan permasalahan finansial pengadaan buku rapor kesehatan bagi peserta didik agar semua sekolah yang ada di Kabupaten Gresik dan Kota Surabaya dapat mendistribusikan dengan rata kepada semua peserta didiknya.

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INTRODUCTION

School's Health Clinic or abbreviated as *Usaha Kesehatan Sekolah* (UKS) is one of the existing health service efforts for school age ranging from Elementary School / *Sekolah Dasar* (SD) to Senior High School / *Sekolah Menengah Atas* (SMA). UKS has direct benefits for improving the health of school children, and has great potential in the success of the wider health promotion program (1). This is also in line with the vision of the Ministry of Education and Culture in the National Work Meeting or abbreviated as UKS Rakernas, namely the realization of optimal student learning achievement through improving health status (2). UKS can be used as an appropriate forum for various health programs, especially health programs in the school environment. UKS has a general goal, namely to improve the ability to live healthy, improve the health status of students and create healthy environmental conditions for students (3).

There are many activities that can be carried out through UKS, including: immunization for elementary school students, little doctor for elementary school students, and environmental development activities around schools that can be implemented for elementary school to high school levels. One of the UKS activities that can be applied to schools, both Elementary Schools to Senior High Schools, is the implementation of cleanliness, beauty, comfort, order, security, shade, and kinship or 7K (kebersihan, keindahan, kenyamanan, ketertiban, keamanan, kerindangan, dan kekeluargaan) environment in the *Trias UKS* (4).

Generally, UKS activities are held in a way where the school cooperates with the local health center. There are still many obstacles and weaknesses related to the implementation of UKS activities. One of them is the format for recording and reporting of UKS activities that have not been integrated. The UKS reporting format that is not integrated will certainly hinder the reporting system of UKS activities. A good reporting system will also have an impact on the smooth running of these activities. The lack of socialization to students regarding my health report card is one of the problems that hinder the recording of UKS activity reporting in every elementary school.

According to a research conducted in 2019, most schools in Indonesia have carried out UKS activities, but the focus of these activities is

only related to the availability of UKS rooms where these rooms can be used by students when they are sick or when they need first aid. Schools as the unit that organizes UKS activities until now only focus on improving facilities and infrastructure related to the implementation of UKS activities. This certainly shows that the reporting system activities of UKS activities are still not the main focus.

Through good, integrated, and continuous health records, it is hoped that schools will have a good track record of student health data, where, the data are certainly expected to describe the health status of students well. So, if students need interventions related to their health problems, it will be easier to provide appropriate interventions for these students.

Health screening is a health examination procedure that is carried out to screen healthy and unhealthy children, and can be used for mapping the health of students that can interfere with the learning process (5). The Gresik District Health Office and the Surabaya City Health Office are areas that have implemented a coaching program for UKS activities. There are several schools that have a good health record in UKS activities, but on the other hand there are also some schools that do not yet have a good record regarding their UKS activities.

This study aims to determine the management of UKS in elementary schools in Surabaya City and Gresik Regency in terms of readiness for UKS management, aspects of ease of understanding my health report card and aspects of ease of implementing my health report card.

METHODS

This research is a cross-sectional observational study. The technique of collecting data in the field is through in-depth interviews conducted offline, in September – October 2019. Data are also collected with research instruments, namely in the form of a questionnaire regarding school readiness in managing UKS to the person in charge of UKS, namely the UKS supervisor in schools. The questionnaire was developed and validated its contents related to school readiness. The results of these instruments will be used for analysis. This research was conducted in 15 elementary schools in Gresik Regency and 12 elementary schools in Surabaya. The number of research samples is the number of proportions taken in accordance with the total number of

private and public elementary schools both in Surabaya City and Gresik Regency.

RESULT

There are three aspects that will be seen in this research. The first aspect is the readiness aspect of UKS management, the second aspect is the aspect in understanding my health report card and the third aspect is the aspect of ease in implementing my health report card.

Aspects of UKS Management Readiness

The aspect of UKS management readiness is divided into three categories based on the total score obtained. These categories include: Category 1, namely elementary schools that have a score between 19-27, which means the school is in a ready condition in terms of UKS management; Category 2, namely elementary schools that have a total score between 10-18, which means the school is in a condition that is not ready for the UKS management aspect, and: Category 3, namely elementary schools that have a total score between 0-9, which means the school is in unprepared condition in the aspect of UKS management.

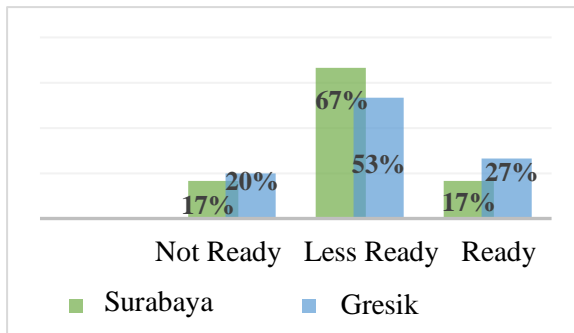


Figure 1. Percentage of Elementary School UKS Management Readiness Aspects in Surabaya City and Gresik Regency

Based on the graph above, it is known that, in the aspect of readiness to manage UKS for elementary schools in Surabaya City and Gresik Regency, there are 17% of elementary schools in Surabaya City and 20% of elementary schools in Gresik Regency in the unprepared category in aspects of UKS management. There are 67% of elementary schools in Surabaya City and Gresik Regency which are in the category of not being ready in the UKS management aspect. There are 17% elementary schools in Surabaya City and 27% elementary schools in Gresik Regency in the

ready category in the UKS management aspect. So, based on the highest percentage, most of the elementary schools in Surabaya City and Gresik Regency are in the ready category regarding the management of their UKS.

Aspects of Ease of Understanding My Health Report Book

In contrast to the readiness aspect of UKS management which has three assessment categories, the ease of understanding health report cards is divided into four categories. The four categories were obtained based on the total score obtained from the questionnaire through the interview process. These categories include: Category 1, namely elementary school which has a total score between 73-96, which indicates that the school is in a very easy to understand condition regarding aspects of my health report card; Category 2 is Elementary School which has a total score of 49-72, which indicates that the school is in an easy-to-understand condition regarding aspects of my health report card; Category 3 is Elementary School which has a total score of 25-48, which indicates that the school is in a difficult condition to understand related to aspects of my health report book, and; Category 4 is Elementary School which has a total score of 0-24, which indicates that the school is in a very difficult condition to understand related to aspects of my health report book.

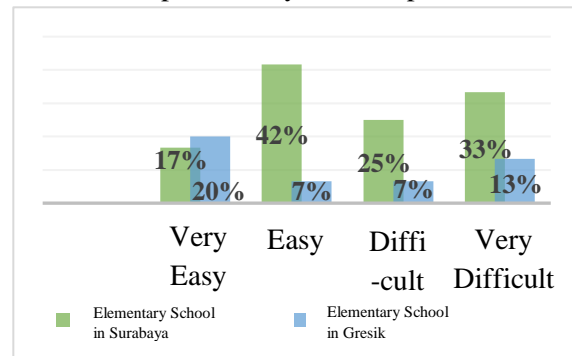


Figure 2. The convenience of elementary schools in Surabaya City and Gresik Regency in understanding my health report card.

The convenience aspects of elementary schools in the City of Surabaya and Gresik Regency in understanding my health report card based on the graph above, it can be seen that in the aspect of ease of understanding my health report card, there are two Elementary Schools in Surabaya City which are in the very easy category in understanding report cards and there

are three in Gresik Regency which are in the very easy category in understanding my health report card. The easy category in understanding my health report card became a category with a large high percentage. This is because, there are five Elementary Schools in the city of Surabaya which are in the easy category in understanding my health report card and there are nine in Gresik Regency which are in the easy category in understanding my health report card. There are three in the city of Surabaya which are in the difficult category in understanding my health report card and there is one in Gresik Regency which is in the difficult category in understanding my health report card. There are four in the city of Surabaya which are in the very difficult category in understanding my health report card and there are two in Gresik Regency which are in the very difficult category in understanding my health report card.

Aspects of Ease in Implementing My Health Report Book

Similar to the previous aspect, in this aspect each school is divided into four categories based on the total score obtained. These categories include: Category 1, namely elementary school which has a total score between 73-96, which indicates that the school is in a very easy condition to implement related to my health report card; Category 2, namely elementary school which has a total score of 49-72, which indicates that the school is in an easy condition to implement related to my health report card; Category 3, namely elementary school which has a total score of 25-48, which indicates that the school is in a difficult condition to implement related to my health report card, and Category 4.

Concerning aspects of the convenience of Elementary Schools in the City of Surabaya and Gresik Regency in implementing my health report card, based on the graph above, it can be seen that in terms of ease of implementing my health report card, 8% of elementary schools in the city of Surabaya and 20% of elementary schools in Gresik Regency are in the very easy category in implementing my health report card. Then, there are 50% elementary schools in Surabaya City and 67% elementary schools in Gresik Regency in an easy condition in implementing my health report book. Then, there are 25% elementary schools in Surabaya City and zero elementary schools in Gresik Regency who

find it difficult to implement my health report card.

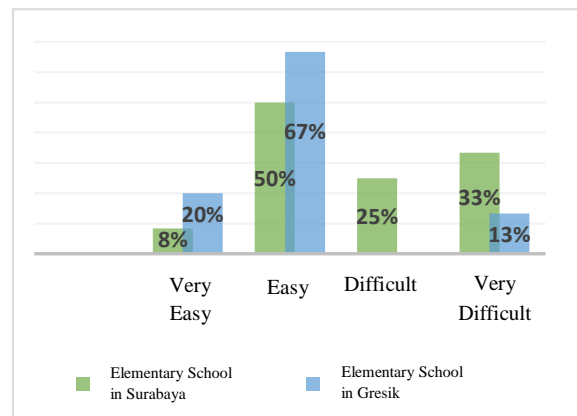


Figure 3. Ease of elementary schools in Surabaya City and Gresik Regency in implementing my health report card

DISCUSSION

Schools as unit organizers of UKS activities have an important role in the process of developing healthy living behaviors in their students and of course this cannot be separated from the role of every school personnel in creating a conducive environment (6). Cooperation efforts in the process of developing healthy living behavior in each student certainly cannot be separated from the role and cooperation of all school members. The efforts of principals, teachers, and employees greatly affect the condition of the physical and non-physical environment in creating a conducive environment for students to learn.

One of the important aspects in creating a conducive environment in schools is the cleanliness aspect of the school environment (7). According to research conducted in 2010, the school environment is divided into two, namely the non-physical environment and the physical environment. The non-physical environment is created through open and flexible interactions between each student to keep the classroom clean and comfortable to use for learning. The physical environment aspect of the school's role is very much needed related to the improvement of facilities and infrastructure in an effort to live a healthy life in the school environment. For example, the provision of a hand washing area in front of the classroom, the provision of green plants to make the environment more beautiful and the training of little doctors.

The efforts made in maintaining the condition of the physical environment in schools are closely related to UKS activities. The role of schools is very large in realizing the success of UKS activities, including in preparing for UKS management readiness. In one study, it was explained that the involvement of all parties in the school community in carrying out UKS activities could increase the success of UKS implementation in schools (8). High cooperation and responsibility from all school members is the main key to the success of UKS implementation management in schools (9).

Elementary schools in Surabaya City and Gresik Regency have special personnel who are involved in the day-to-day management of UKS, for example UKS special teachers, BP teachers assigned as UKS coaches, sports teachers assigned as UKS coaches and UKS cadre students in this case, the little UKS doctor. This is in line with the research conducted in 2016 that teachers are a very important element in the implementation of school health efforts; teachers have many roles, especially as promoters. Unfortunately, it is still found that elementary schools both in Gresik Regency and in Surabaya City do not provide an official assignment letter to the UKS Trustees. A good curriculum, ethos and school organization affect the implementation of the UKS program in schools (10).

Based on the results of the interview, it was found that several elementary schools in Gresik Regency and Surabaya City did not provide incentives to UKS management officers. As a UKS supervisor is an additional task, so it needs additional support from the school, one of which is the existence of a separate incentive for UKS coaches. The Department of Health and the Department of Education and Culture need to re-evaluate related to the provision of rewards in the form of honoraria or by adding the value of the teacher's functional credit point so that the role of UKS officers can be optimal in carrying out UKS activities in schools (11). As we know, the provision of incentives, both monetary and non-monetary, is a form of appreciation for UKS management officers so that they can work more optimally and do better. This is in line with the results of a study which explains that the success of implementing health efforts for students in schools is very dependent on the management processes developed in schools, starting from planning, organizing, implementing / mobilizing,

and controlling health business activities in schools on an ongoing basis (12).

Elementary schools in Surabaya City and Gresik Regency also involve parents/guardians of students in managing their UKS. Parents/guardians of these students are involved either directly or indirectly. The involvement of parents/guardians of these students can be in the form of management involvement, funding involvement and involvement in the implementation of UKS activities in schools. Often in the implementation of UKS activities, schools do not involve the parents/guardians of students. This is certainly not in line with the theory in a study which explains that the UKS program cannot be separated from the participation and involvement of the school community, one of which is the parents/guardians of students (13).

The involvement of parents/guardians of students in UKS activities is as a donor to facilitate the implementation of UKS activities from a financial perspective. For example, donating medicines for UKS activities and/or donating beds for UKS rooms. This is also in line with research conducted in 2013 where, in order for the implementation of a healthy school culture to run well, the school has carried out outreach activities to all stakeholders. These stakeholders are both from within the school (teachers, students, parents/guardians of students) and to parties outside the school (the surrounding community, and the village government).

Elementary schools in Surabaya City and Gresik Regency have UKS activities that do not only focus on activities that include UKS TRIAS, namely health education, health services, and fostering a healthy school environment. Examples of UKS activities are: Activities for fostering environmental facilities; Personal hygiene development of students by conducting routine checks on the cleanliness of nails, ears, hair, teeth, and by teaching how to brush teeth properly; Developing the ability of students to play an active role in health services, among others in the form of school health cadres and school doctors; Health screening of new students. However, there are several schools that have activities for integrated communication forums and recording reports.

This shows the importance of recording reports in UKS activities. These records can assist schools in carrying out monitoring and evaluation activities. This is in line with and in

accordance with the UKS implementation guidelines by the Director General of Basic Education. In order for health efforts to run according to plan, to be effective and efficient, it is necessary to carry out control and supervision. These efforts can be carried out through monitoring, evaluation and reporting carried out by the UKS Implementation Team, both from the school, represented by the UKS supervisor teacher, and the UKS team from the puskesmas (14).

UKS activities in elementary schools both in the City of Surabaya and Gresik Regency certainly cannot be separated from the UKS activity reporting system. The reporting system cannot be separated from my health report card. The existence of the UKS implementation guidebook is expected to make the UKS program as implemented as possible. Based on the results of the interview, it was found that 13% of elementary schools in Gresik Regency and 42% of elementary schools in Surabaya City did not implement the reporting system properly, especially in terms of the utilization and implementation of my health report book. The existence of the book certainly plays an important role for schools and especially for students. Through my health report book, the school can find out the track record of students' health problems so that, when there are health problems in students, the school can provide appropriate treatment. This shows that 13% of elementary schools in Gresik Regency and 42% of elementary schools in Surabaya City are not ready to implement or use my health report card. This unpreparedness was not something these schools did on purpose.

Based on the results of the interview, it was found that there were problems in terms of finance and resources so that the school could not distribute the book to every student. This argument is strengthened by the statement of the Ministry of Health Republic of Indonesia that almost all provinces and regencies/cities have not provided adequate budgets for UKS implementation, even in certain areas the budget for UKS implementation is solely dependent on APBN deconcentration funds (15). It is known that the inhibiting factors in recording student medical history books are the lack of UKS facilities and infrastructure and constraints in terms of funding (16). Through the UKS database at the elementary school level, schools can contribute to implementing the UKS program and provide data and information about the health of

their students to the puskesmas. Schools and health centers can also develop sustainable UKS programs and address health problems faced by school students (17). This is in line with research conducted in 2018 which explains that health information books and health records are provided to monitor children's health and provide assistance.

Implementation of UKS activities in schools cannot be separated from obstacles in implementing them. Funding factors and HR factors are often the inhibiting factors for the successful implementation of the UKS program. This is in line with the results of a study which explains that good human resources and infrastructure greatly affect the success of UKS implementation in schools (18) and in line with other studies that explain the knowledge of UKS coaches, skills of UKS coaches and perceptions of support from health workers are related to the success of UKS implementation in schools (19). The success of implementing UKS in schools can improve health status and shape clean and healthy living behavior in students (20).

CONCLUSIONS AND SUGGESTIONS

Conclusion

UKS activities have been carried out in all elementary schools, both in the City of Surabaya and Gresik Regency, but have not run optimally. This is in line with the research findings which show that, in terms of readiness for UKS management, there are 17% of elementary schools in the city of Surabaya and 20% of elementary schools in Gresik Regency with the unprepared category. Then 67% of elementary schools in Surabaya City and Gresik Regency are in the less ready category, and 17% of elementary schools in the City of Surabaya and 27% of elementary schools in Gresik Regency are in the ready category.

Regarding the aspect of ease of understanding my health report card, there are 17% of elementary schools in the city of Surabaya and 20% of elementary schools in Gresik regency with the category of very easy to understand health report cards. Then, 42% of elementary schools in Surabaya City and 60% elementary schools in Gresik Regency with the category of easy to understand health report cards, 25% elementary schools in Surabaya City and 7% elementary schools in Gresik Regency with a difficult category in understanding health

report cards. There are 33% elementary Schools in Surabaya City and 13% elementary schools in Gresik Regency with the category of very difficult to understand health report cards.

Regarding the aspect of ease of implementing my health report card, 8% of elementary schools in the city of Surabaya and 20% of elementary schools in Gresik regency were categorized as very easy to implement health report cards. There are 50% elementary schools in Surabaya City and 77% elementary schools in Gresik Regency with easy conditions in implementing my health report card. There are 25% elementary schools in Surabaya City and 0% elementary schools in Gresik Regency with difficult conditions in implementing health report cards. There are 33% elementary schools in Surabaya City and 13% elementary schools in Gresik Regency which find it very difficult to implement health report cards.

Suggestion

The suggestions given to maximize the readiness of UKS management and the implementation of my health report book in elementary school in Surabaya City and Gresik Regency, are, before carrying out UKS activities, schools need to prepare all the necessities to help run these activities. What can be done is in the form of selecting competent human resources in their fields and seeking the readiness of infrastructure. Schools need to coordinate with related sectors, such as the Health Office and the Education Office related to financial problems in procuring health report cards for students so that health report cards are evenly distributed to all schools. Thus, the track record of the health of students can run optimally.

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