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Article

Implementation Of Healthy Schools And Enviromental Awareness At SMPN 5 Ponorogo

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ABSTRACT

A healthy school program is a comprehensive effort to improve the health quality of school community members, including nutritional, physical, mental, and environmental aspects. This article discusses the implementation of the Healthy School program and environmental care attitudes at SMP Negeri 5 Ponorogo. The research shows that awareness about clean and healthy living behaviors (PHBS) as well as increased concern for the environment can make a positive contribution to environmental preservation and improvement. Schools have an important role in instilling the character of environmental care and PHBS through various implementations, including the provision of health facilities, education, and programs such as healthy canteens, Waste Water Treatment Plants, class pickets, waste management, green houses, and live pharmacies. The research method used was descriptive qualitative with data collection through observation and interviews. The results showed that the involvement of all school members is very important to create awareness and responsibility for health and the environment. The programs implemented at SMP Negeri 5 Ponorogo aim to increase students' awareness of the importance of maintaining environmental cleanliness and health, as well as forming sustainable environmental care attitudes.

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INTRODUCTION

The issues of lack of awareness of clean and healthy living behaviors (PHBS) and low environmental awareness are nothing new. In fact, these issues cause environmental damage and disregard for personal health. Without realizing it, the character of environmental protection is getting weaker every day. Daryanto and Suprihatin argue that there are two main factors causing environmental damage, namely natural factors and human actions. Human activities cause most of the environmental damage. To prevent and reduce this problem and improve clean and healthy living behaviors (PHBS), educational institutions such as schools must make efforts to instill and develop character from an early age. Schools play an important role in developing environmentally conscious character and PHBS by socializing healthy

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school programs through the implementation of the green school concept and green curriculum. This can be achieved through the formation of positive habits and the presence of role models who support a green culture in schools (Aminah & Yulisetiani, 2022).

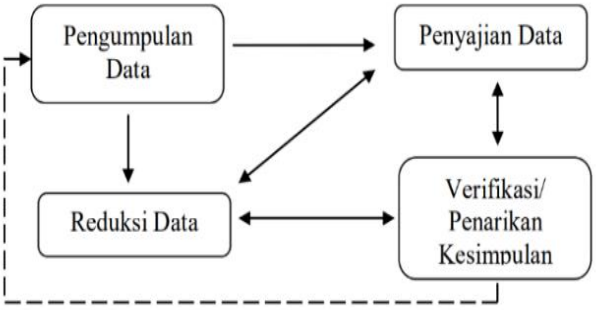
Schools are formal educational institutions responsible for promoting environmental conservation and implementing Healthy and Clean School Programs through participatory environmental activities that promote a healthy and clean environment. According to Istiana, schools are responsible for stimulating students by providing them with understanding, knowledge, and direct skills regarding environmental conservation participation in health promotion in educational institutions. The World Health Organization (WHO) proposes the concept of health promotion schools that recognize the relationship between physical, mental, social, and environmental factors. This concept involves the active role of families in encouraging them to improve students' knowledge and skills regarding the importance of maintaining health and the environment (starting from an early age). Family involvement not only teaches children about health, but also teaches them how a healthy environment can help them feel good. These factors include a safe and healthy play environment, a clean and safe school location, access to sanitation, and clean water (Suprapti, 2023).

As one of the educational institutions in Ponorogo Regency, SMP Negeri 5 Ponorogo is strongly committed to supporting the healthy school movement and fostering an attitude of environmental awareness among its students. SMP Negeri 5 Ponorogo implements a healthy school program that covers various aspects, from maintaining school cleanliness and providing adequate health facilities to conducting education and campaigns on the importance of protecting the environment. Through this approach, SMP Negeri 5 Ponorogo aims to create a learning environment that supports the physical, mental, and social development of its students.

SMP Negeri 5 Ponorogo has many programs and facilities that help create a friendly and healthy environment for students. They also build character and habits that care for environmental sustainability and health. It is hoped that this comprehensive approach will set an example for other educational institutions in their efforts to create a generation that is more environmentally conscious and responsible. This study aims to show how SMP Negeri 5 Ponorogo implements healthy school programs and environmental awareness, as well as how this impacts students' awareness and perceptions of health and the environment. The results of this study are expected to provide a clear picture of the role of SMP Negeri 5 Ponorogo in supporting the healthy school movement and instilling environmental awareness among students.

METHOD

The type of research used in this study is descriptive qualitative research. Qualitative research aims to gain an understanding of reality through an inductive thinking process. According to Fadli, qualitative research has descriptive characteristics and usually uses inductive analysis, so that the process and meaning from the subject's perspective are more prominent in qualitative research. Data collection techniques were carried out through observation, interviews, and documentation studies. The data analysis technique used is Miles and Huberman. According to Miles and Huberman, the data analysis technique consists of three simultaneous activities, namely data collection, data reduction, data presentation, and conclusion drawing or verification (Zulfirman, 2022).



Picture 1. Miles and Huberman Data Analysis Model

Primary data sources were interviews and observations. Secondary data sources were journal articles relevant to the interview results. This research was conducted directly at SMP Negeri 5 Ponorogo, Dr Sutomo addres, on July - August 2024. The object of this research was the implementation of healthy schools and environmental awareness at SMP Negeri 5 Ponorogo.

RESULT AND DISCUSSION

1. Healthy School

The healthy school program, also known as health promoting school, is a comprehensive initiative that aims to improve the quality of life of the entire school community, including students, teachers, and staff. This program not only focuses on physical health aspects such as nutrition and physical activity, but also covers mental and social aspects, with the aim of shaping strong character in students based on clean and healthy living behaviors. As its main foundation, the healthy school program refers to the Trias Usaha Kesehatan Sekolah (UKS) or School Health Efforts Triad. The UKS Triad consists of three main pillars, namely: health education, health services, and healthy environment development (Aminah & Yulisetiani, 2022).

A healthy school is more than just a sturdy physical building. It is a living ecosystem where every individual—students, teachers, staff, and visitors can grow and develop optimally. A Healthy School is a place where physical, mental, and social health complement each other, creating a conducive and inspiring learning environment. In this context, "healthy" does not only refer to a physical condition free from disease, but also includes good mental and social well-being. A Healthy School is a place where every individual feels safe, comfortable, and motivated to learn. It is a place where positive values such as cooperation, mutual respect, and responsibility are cultivated. A healthy school has several key characteristics (standards), namely :

a. Supportive physical environment
   The school has clean, tidy buildings equipped with adequate facilities. Spacious and comfortable classrooms, good ventilation, and adequate lighting create a pleasant learning atmosphere. In addition, a well-maintained school garden or park provides green open space that is beneficial to students' physical and mental health.
b. Health and safety
   The school provides clean drinking water, clean and adequate sanitation facilities, and good waste management. The school canteen provides healthy and delicious nutritious meals. There is also a fully equipped first aid kit and health workers who are ready to provide first aid in case of accidents.
c. Holistic curriculum
   The curriculum implemented at Sekolah Sehat not only focuses on cognitive development, but also covers affective and psychomotor aspects. The lesson

materials are designed to develop students' interest in reading, critical thinking skills, and social skills.

d. Positive school culture
   Healthy Schools have a positive school culture, where every member of the school feels valued and respected. The values of togetherness, tolerance, and inclusiveness are cultivated in everyday life.
e. The involvement of all parties, including students, teachers, parents, and the community, in efforts to create a healthy learning environment (Zaidah et al., 2022).

2. Environmental Awareness

Being environmentally conscious means being aware of the importance of preserving our natural surroundings. This is not only about avoiding destructive actions, but also being proactive in repairing damage that has already been done. To instill these values from an early age, environmental awareness education must begin when children are very young. Through learning that focuses on nature and the environment, we can guide students to understand human interaction with nature and the impact of our actions on the environment. The goal is for them to grow into individuals who feel responsible for the preservation of nature and the environment around them. Applying environmental awareness values in everyday life can start with simple things, such as keeping the classroom and school clean. The habit of disposing of trash in its proper place, participating in classroom cleaning activities, and caring for plants around the school are concrete examples of environmentally conscious actions. Activities such as these not only teach students about cleanliness, but also foster a sense of ownership and concern for their school environment (Ismail, M. Jen, 2021).

The Ministry of Education and Culture defines environmental awareness as active efforts to prevent and repair damage to nature. This attitude is not limited to actions, but also involves cognitive aspects (belief in the importance of protecting the environment), affective aspects (feeling responsible for nature), and conative aspects (willingness to take concrete action). These three components support each other and form a unified whole. A change in one component will trigger changes in the other components, resulting in an overall change in attitude (Irfianti et al., 2016).

3. Implementation of Healthy School and Environmental Awareness at SMP Negeri 5 Ponorogo

The healthy school program at SMP Negeri 5 Ponorogo is managed directly by the entire school community. The healthy school management structure involves all members of the school community, including students, teachers, and educational staff. The environmentally conscious attitude of the entire school community has helped to realize a healthy school at SMP Negeri 5 Ponorogo. The implementation of the healthy school program and environmentally conscious attitude at SMP Negeri 5 Ponorogo includes the following :

1. Healthy Canteen

   The healthy canteen at SMP Negeri 5 Ponorogo serves food that has been cooked on site in a closed environment so that it is not contaminated with substances that cause disease. This finding was obtained by interviewing a teacher:

   "*Here, all food and beverages sold in the cafeteria must be kept clean. The food is displayed in a closed display case so that it is not easily contaminated and is safe for consumption by the entire school community*."

   The food sold at the healthy canteen at SMP Negeri 5 Ponorogo is cooked directly by the seller so that the food sold is guaranteed to be free of harmful additives.

Healthy cafeterias in schools can support the consumption of safe and healthy food for the entire school community, especially students (Kadaryati et al., 2023).

2. Handwashing Habits Using Soap

   Hand washing habits at SMP Negeri 5 Ponorogo are practiced by the entire school community. Hand washing with soap at SMP Negeri 5 is usually done after other activities. The habit of washing hands with soap can motivate the entire school community at SMP Negeri 5 Ponorogo to always maintain good health. This finding was obtained by interviewing a teacher:

   "*After activities, all school members usually wash their hands with soap and running water at the hand washing stations provided*."

   The habit of washing hands with soap can increase students' knowledge about healthy and clean living habits. The habit of washing hands with soap can also be applied to the entire school community through counseling and direct demonstrations. Bacteria that carry pathogens on the hands can be removed and destroyed by practicing hand washing with soap (Caesar et al., 2024). The habit of washing hands with soap can be used as a small effort in living a healthy life and can protect humans from infectious diseases such as diarrhea, respiratory tract infections, and typhoid (Armaijn & Darmayanti, 2021).

3. Smoke-Free Zone

   The smoke-free zone at SMP Negeri 5 Ponorogo serves to prevent the school's air quality from being exposed to cigarette smoke. The implementation of a smoke-free zone at SMP Negeri 5 Ponorogo is expected to create a clean and fresh atmosphere in the school environment. The implementation of a smoke-free zone at SMP Negeri 5 Ponorogo can also be used as a means of educating the entire school community, especially students, about the dangers of smoking to health and the surrounding environment. Schools need an environment free from cigarette smoke as part of their efforts to reduce air pollution caused by cigarette smoke. A smoke-free school environment can reduce the negative impact on passive smokers, decrease the number of students who smoke, and serve as a means to control tobacco consumption (Marchel et al., 2019).

4. Wastewater Treatment Plant (WWTP)

   The wastewater treatment plant at SMP Negeri 5 Ponorogo is used to treat liquid waste generated at the school. The wastewater treatment plant at SMP Negeri 5 Ponorogo is located in front of the healthy canteen and the biology laboratory. Liquid waste is treated so that it does not pollute the surrounding environment. The school environment that has a Wastewater Treatment Plant facility is expected to increase the awareness of the entire school community in environmental conservation and foster a love for the environment (Sudjianto et al., 2023).

5. Waste Management and Waste Bank

   The waste bank at SMP Negeri 5 Ponorogo has been running well. The waste bank at SMP Negeri 5 Ponorogo is managed by the entire school community, especially the students. The waste bank at SMP Negeri 5 Ponorogo also collaborates with the Ponorogo Regency Environment Agency in waste management. The implementation of a waste bank in schools can be used as a concrete step in increasing the willingness of the entire school community, especially students, to manage waste. Students need knowledge in processing waste through waste bank program activities in the school environment (Masirun et al., 2023). This finding was obtained by interviewing a teacher:

   "*The waste bank at SMP Negeri 5 Ponorogo processes waste by sorting it into categories based on the type of waste by students. The collected waste is sorted into*

three categories: organic waste, inorganic waste, and hazardous and toxic waste (B3). Organic waste is recycled into compost by shredding it into small pieces, placing it in a composter, and adding EM4 for fermentation. Inorganic waste can be recycled into crafts in arts and crafts classes so that it can be stored and displayed to the public."

The hope of the waste bank program in waste management activities is to increase students' awareness of the environment, so that students can understand that waste can be given economic value if proper waste management innovations are implemented and instill in students the understanding that waste does not always have no value (Masirun et al., 2023). Students can generate additional income in savings if they are able to manage the waste bank properly and correctly (Wina Maryuni, 2024).

6. Habit of Disposing Waste in Its Place

   The habit of disposing waste in its proper place at SMP Negeri 5 Ponorogo is practiced by all members of the school community without exception. The habit of disposing waste in its proper place at SMP Negeri 5 Ponorogo is also practiced by disposing waste in the trash bins provided and classified according to waste type. Color-coded trash bins also help the entire school community in disposing waste. Green trash bins are for organic waste, yellow trash bins are for inorganic waste, and red trash bins are for hazardous and toxic waste (B3). The availability of trash bins helps maintain and preserve the classroom and school environment through the environmental awareness of the entire school community (Sapriadi & Hajaroh, 2019).

7. Classroom Cleaning Duty Schedule

   The classroom cleaning duty schedule for SMP Negeri 5 Ponorogo is determined through deliberation and agreement between homeroom teachers and students at the beginning of the new school year. This finding was obtained by interviewing a teacher:

   "*Homeroom teachers and students divide the classroom cleaning duty schedule according to the number of students in the class*."

   Students indirectly learn to be responsible, disciplined, and caring through the implementation of classroom cleaning duty. The main objective of classroom cleaning duty, which involves students, is to instill a sense of responsibility for disposing of trash in its proper place. This can be a memorable experience for students through classroom cleaning duty activities that are carried out in turns every week. Familiarity and solidarity among students in a class can be formed through classroom duty activities so that students can get to know each other and help each other (Sapriadi & Hajaroh, 2019).

8. Greenhouse

   The greenhouse at SMP Negeri 5 Ponorogo is intended as a place for students to learn about plants. The greenhouse at SMP Negeri 5 Ponorogo contains ornamental plants and horticultural crops. The management of the greenhouse at SMP Negeri 5 Ponorogo is also carried out on a scheduled basis and involves the participation of students in activities such as cleaning the greenhouse, watering the plants, and fertilizing the plants in the greenhouse. The greenhouse can be used as a simulation for students to learn how to manage and maintain their own gardens and to foster a strong sense of environmental awareness in students (Jamaludin & Legiani, 2024). The researcher interviewed one of the teachers, who said that:

"*Every day, there are students assigned to water the plants in the greenhouse, because in addition to the class duty schedule, there is also a schedule for watering the plants and cleaning the greenhouse*."

Therefore, students are trained to care for the plants in the school environment, and it is evident that the plants are very lush and well-maintained.

9. Living Pharmacy

   The implementation of a healthy pharmacy at SMP Negeri 5 Ponorogo was carried out by planting family medicinal plants (TOGA). Family medicinal plants at SMP Negeri 5 Ponorogo utilize the limited and narrow land area available in the school grounds. The planting of family medicinal plants at SMP Negeri 5 Ponorogo can be used as an educational tool for students about medicinal plants found in the surrounding environment and to beautify the grounds of SMP Negeri 5 Ponorogo. All school members can obtain information about the benefits and uses of various medicinal plants through the school environment planted with family medicinal plants. Planting TOGA is also useful for greening, nature conservation, and the beauty and comfort of the school yard can be provided through the planting of family medicinal plants (Atika et al., 2023).

10. Biopores

    The application of biopores at SMP Negeri 5 Ponorogo is a form of the school's concern for groundwater conservation. The entire surface of the land at SMP Negeri 5 Ponorogo has been covered with concrete, so biopores are needed to act as water catchment areas during the rainy season. Biopores at SMP Negeri 5 Ponorogo are made by digging holes 50 cm deep and approximately 10 cm in diameter. The biopores are also lined with pipes and covered with pipe caps that have been perforated. The use of biopores as holes for water infiltration is relatively inexpensive and environmentally friendly (Christina Tapilouw et al., 2024). The intensity of waterlogging in the school environment can be reduced by the creation of biopores so that water can be quickly absorbed by the soil (Kospa et al., 2020).

4. Obstacles and Efforts to Improve Environmental Awareness at SMP Negeri 5 Ponorogo

Obstacles in the implementation of healthy schools and environmental awareness at SMP Negeri 5 Ponorogo are as follows low awareness of the importance of the environment has led to many students littering, dirtying school facilities, and engaging in other environmentally damaging behaviors. Internal factors such as personal intentions and external factors such as a lack of support from teachers contribute to this problem. To shape an environmentally conscious character in students, early environmental education in schools is crucial. Through environmental education, students can be taught to understand the cycle of life on earth and how human actions can affect the balance of nature (Qodriyanti et al., 2022). Indicators that show students have an environmentally conscious attitude in class include:

a. Active efforts to maintain cleanliness and tidiness both inside the classroom and in the surrounding area.
b. Availability of adequate trash facilities to cultivate the habit of disposing of trash in its proper place.
c. Application of energy-saving habits in learning that is carried out consciously and consistently with the guidance of teachers.
d. The presence of visual reminders in the form of stickers placed in each room as a reminder to turn off lights and close water taps after use (Lubis et al., 2020).

"Efforts made as environmental awareness actions begin with each student's self-awareness and develop into broader activities. The habits instilled through the self-

awareness of each student are expected to influence other students to take care of the school environment. SMP Negeri 5 Ponorogo trains students to instill an attitude of caring for the environment, starting with maintaining classroom cleanliness by disposing of trash in the designated areas according to type, sweeping the classroom, and arranging items in their proper places. In addition, environmental awareness is also instilled in students through the establishment of a cleaning and plant care schedule for the school environment, including the garden, greenhouse, and TOGA, as well as the establishment of a schedule for each post to process compost, waste banks, and IPAL."

The teacher in charge of the class on that day will ensure that the classroom is clean and tidy so that teaching and learning activities can be carried out properly. Students perform classroom cleaning duties twice a day, in the morning and in the afternoon. Before going home, all students must lift their chairs onto the tables so that the classroom can be cleaned thoroughly. The trash bins at SMP Negeri 5 Ponorogo are divided into three types: wet trash, dry trash, and B3 trash (hazardous and toxic materials). The trash will be processed at the trash bank according to its type (Ismail, M. Jen, 2021).

All students are accustomed to sorting waste. Inorganic waste, such as drinking bottles and food packaging, will be used to make handicrafts for arts and culture lessons. Meanwhile, organic waste will be processed into natural compost to fertilize plants in the school environment. SMP Negeri 5 Ponorogo also collaborates with the DLH to anticipate overflowing waste that cannot be accommodated at the school. In addition to the waste bank, the school also has a Wastewater Treatment Plant (IPAL), which is a technical structure and set of equipment and accessories specifically designed to process or treat residual liquids so that the waste can be disposed of in an environmentally sound manner. The purpose of the IPAL is to filter and clean water that has been contaminated by domestic waste or industrial chemical waste (Belladona et al., 2020).

School environmental care is not only carried out by gardeners, but also by students through the establishment of a schedule for cleaning plants, watering plants, and tidying up the garden every day. Environmental awareness is also demonstrated by diligently washing hands. The school provides sinks on every terrace and in the cafeteria. This is done with the aim of encouraging students to wash their hands regularly during breaks, especially before and after meals. Environmental awareness is not only practiced by students, but the entire school community must also participate in maintaining and cleaning the school environment, including the cafeteria staff. SMP Negeri 5 Ponorogo is registered as a healthy school, so the cafeteria provided by the school is a healthy cafeteria with several conditions imposed on vendors. The school also provides a kitchen in each cafeteria so that some of the food sold is freshly cooked and fresh. The school does not only provide academic learning to students but also imparts knowledge about environmental awareness and directly demonstrates it to students. The role of teachers in every opportunity is invaluable for instilling and guiding students' behavior to align with the values promoted by the school (Saputri, 2019).

CONCLUSION

The healthy school program is a program that aims to improve the health quality of the entire school community, from health aspects such as nutrition, physical, mental, to the environment. The healthy school program is closely related to the formation of environmental awareness in students. SMP Negeri 5 Ponorogo has facilities and policies that meet the standards of the healthy school program, such as a healthy canteen, sinks, a wastewater

treatment plant (IPAL), a smoke-free area, cooperation with the Environmental Agency (DLH), a waste bank, a regular cleaning schedule, biopores, a greenhouse, and a family medicine garden (TOGA). To maintain sustainability in the school environment, all members of SMP Negeri 5 Ponorogo must have personal awareness of environmental cleanliness and set a good example for others, such as disposing of waste in its proper place. Thus, maintaining the cleanliness of the school environment will become a shared habit and responsibility. A healthy school will provide comfort for everyone in it.

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