



DEVELOPMENT OF A HEALTHY MADRASAH SERVICE MANAGEMENT MODEL

(Research at MAN 2 Bandung City and MAN Kab 1 Sumedang)

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Abstract

Islam is a religion that embraces all aspects of life with complete attention, not only those related to rituals and ideological concepts but also holistically. In Islam, cleanliness and purity are both equally important, because cleanliness alone is not enough to be able to face God or worship. Until now, there are still many schools/madrasas in Indonesia that have poor sanitation quality. A healthy and conducive school environment is very much needed to create a quality learning process. The purpose of this study is to create an effective healthy madrasa service management model in the future. Curriculum related to the environment, for example, can be implemented in various ways. *First*, environmental education is included in the school curriculum. The syllabus and lesson plan (RPP) are examples of learning planning, and the role of teachers is very important in instilling environmental awareness. *Second*, the principle of character is included in extracurricular activities, such as scouts. Extracurricular activities such as scouts have a direct relationship with nature. *Third*, participate in activities related to the environment. The approach in this study is a qualitative approach. Qualitative research with descriptive research methods that aim to create descriptions, create pictures, paintings systematically, factually and accurately regarding data, characteristics and relationships of the phenomena studied. Data collection techniques in research: Open, structured interviews, or a combination thereof, Closed, open questionnaires, or a combination thereof. The findings obtained in this study are that a healthy and conducive school environment is very necessary in order to create a quality learning process. Providing knowledge and forming awareness about clean and healthy living behavior in the school environment will be more effective when carried out on students since they are in Madrasah Aliyah, so that it becomes a habit from an early age. By being instilled since in Islamic schools, it is also expected to become a habit when outside the school environment. The healthy madrasah program is often hampered by inadequate facilities and infrastructure, such as inadequate sanitation, dirty canteens and a culture of clean living that has not been implemented. From the results of the evaluation and observation in the madrasah, there are indications of various conditions such as the lack of attention to facilities/infrastructure, knowledge, attitudes of students in the field of health, madrasah canteens, food, personal health.

Keywords: Model Development, Management Services, Healthy Madrasahs

Introduction

Schools or madrasas are places to gain knowledge. Therefore, a clean and healthy environment is needed to support learning activities and children's growth and development in schools or madrasas. The purpose of the madrasah as part of the goals of national education is to develop the potential of students to become human beings who

fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (Bloche, 2003).

Uyoh Sadullah said that the purpose of education is a picture of human philosophy or outlook on life, both individually and in groups. Talking about the purpose of education will concern the value system and norms in a cultural context, both in myths, beliefs, religions, philosophy, ideology and so on. Because education is a deliberate process from a generation to students as a better next generation, the educational goals are directed by individuals or groups of a generation to the core values that have been thought about or agreed upon (Sadulloh & Pd, 2019).

Islam is a religion that encourages Muslims to love cleanliness. In humans, the concept of cleanliness is not only physical but also psychological, so it is known as mental cleanliness, liver cleanliness, spiritual cleanliness and so on. Islam pays very high attention to cleanliness both external/physical and inward/psychic, because the two cannot be separated from each other. Therefore, when a Muslim wants to carry out certain worship, he must first clean his external and inner aspects.

In Islamic teachings, cleanliness alone is not enough, but must be accompanied by purity. In order to maintain health and beautify life in society, because humans need to maintain environmental cleanliness and personal hygiene so that they remain healthy both in their residence and in the surrounding environment, in this case the madrasah or school environment.

Religion pays very high attention to cleanliness, both physically and psychologically, one of which is Islam is a religion that upholds clean living. Islam is a religion that embraces all aspects of life with complete attention, not only related to rituals and ideological concepts but also holistically. In building the concept of cleanliness, Islam establishes various types of terms about cleanliness, for example such as *tazkiyah*, *taharah*, *nazhafah*, and *fitrah*. In Islam, cleanliness and holiness are both equally important, because cleanliness alone is not enough to be able to face God or worship, so it is very important in Islam to maintain cleanliness and purity of oneself from impurities or commonly called hadats, this term in Islam is called *ath-thaharah* (Kamaluddin, 2021).

Children's basic rights to survival, protection, growth and development, and participation are often neglected, including to get proper, safe, and inclusive sanitation in schools and madrasahs. In fact, according to Law No. 36/2009 on health, article 79 states that school health is organized to improve students' healthy living skills in a healthy living environment so that students can learn, grow and develop in harmony and as high as possible become quality human resources.

A healthy and conducive school environment is needed to create a quality learning process. Providing knowledge and forming awareness about clean and healthy living behaviors in the school environment will be more effective when carried out on students since elementary school, so that it becomes a habit from an early age. By being instilled since elementary school, it is also expected to become a habit when outside the school environment (Supriyani, 2019).

Law Number 36 of 2009 article 79 concerning Health, it is emphasized that "School Health" is organized to improve the healthy living ability of students in a healthy living environment so that students can learn, grow and develop in harmony and as high as possible so that they are expected to become quality human resources (Government of the Republic of Indonesia, 2009). Furthermore, in the regulation of the Minister of Health of the Republic of Indonesia No. 2269/Menkes/Per/X/2011, it has been regulated about the

guidelines for the implementation of PHBS in various settings, including in educational institutions (Fatmawati, Sutrisno, & Firdhausy, 2019).

The scope of health education can be seen from various dimensions. The dimensions of health education include the dimensions of educational targets, the dimensions of the place of implementation and application, and the dimension of the level of health services. The dimension of educational goals consists of three dimensions, namely individual health education with individual targets, group education with group targets, and public health education with the target of the wider community. Meanwhile, the health education goals themselves are divided into three, namely: 1). Primary Target, which is a direct target to the community in the form of all health education/promotion efforts. 2). Secondary *Target*, more aimed at community leaders in the hope of providing health education to the community more broadly. 3). Tertiary Target (*Tertiary Target*), the target is aimed at decision-makers/policy makers both at the central and regional levels with the aim that the decisions taken from this group will have an impact on the behavior of the secondary target group and then the primary group (Sari, 2013).

This is in line with the mandate of the United Nations 2015 through sustainable goals targeted until 2030 that all Indonesian children have the right to a safe, clean and healthy school environment.

School-age children at the Madrasah Aliyah (MA) level, are an age group vulnerable to health problems, which has an impact on the quality of human resources in the future. The health of the young generation is very important, in September 2000 world leaders (180 countries, including Indonesia) met in New York and signed the "Millennium Declaration" committed to accelerating human development and poverty eradication. The program, called SDGs (Sustainable Development Goals) (2016-2030), has three things to develop the young generation: healthy diet and balanced nutrition, and the achievement of a healthy life.

Health education is an important part of the national education system. The 2013 curriculum provides an explanation of the implementation of health education. Students (all classes) must have health competencies, from personal health to reproductive health, the dangers of narcotics, and various infectious and non-communicable diseases. The material must be integrated in a variety of appropriate subjects. Health education is very important for students to support the wider learning process, in achieving national education goals, changing healthier behaviors and making students responsible for their own health, so that the optimal degree of health of the Indonesian people is realized. The implementation of health education in madrasahs refers to joint regulations: the Ministry of Education and Culture of the Republic of Indonesia, the Ministry of Health of the Republic of Indonesia, the Ministry of Religion of the Republic of Indonesia, and the Ministry of Home Affairs of the Republic of Indonesia, concerning the Coaching and Development of School/Madrasah Health Businesses. The assurance of the quality of education for the development of health of the Republic of Indonesia is contained in Article (3) of the Health Law: "Health development aims to increase awareness, willingness, and the ability to live a healthy life for everyone in order to realize the highest degree of public health, as an investment in the development of socially and economically productive human resources". From the mandate of the law, it is conveyed that health is one of the goals to be achieved in the national education system.

Madrasah health education includes: promotive and preventive, health services, and fostering a healthy madrasah environment, aiming to increase health knowledge, affect clean and healthy attitudes and behaviors. Based on the setting or place of implementation

of school health promotion or education, it is an extension of health education for families.

Efforts to change people's behavior to support the improvement of health degrees are carried out through the Clean and Healthy Living Behavior Development (PHBS) program. This program has been implemented by the Ministry of Health (formerly: Ministry of Health) since 1996. The evaluation of the success of PHBS coaching is carried out by looking at PHBS indicators in the household order. These indicators are childbirth assisted by health workers, exclusive breastfeeding, weighing babies and toddlers periodically, taking off hands with soapy water and running clean water, using clean water, using healthy latrines, eradicating mosquito larvae, and consuming fruits and vegetables.

Clean and Healthy Living Behaviors (PHBS) are behaviors that support health that are practiced on the basis of awareness as a learning result that makes a person, family, group or community able to help themselves (independent) in the health field and play an active role in realizing public health. Thus, PHBS covers hundreds or even thousands of behaviors that must be practiced in order to achieve the highest degree of public health (Darmin & Sudirman, 2022).

Guidelines for the Development of Environmental Education in Schools issued by the Ministry of Education and Culture in 1997, the objectives of environmental education in schools are: a). Providing knowledge to students about the environment; b). Helping to raise awareness about sensitivity to the environment; c). Helping students acquire social values, strong feelings and concern for the environment; d). Helping students acquire skills in solving environmental problems; e). Helping students develop a sense of responsibility for various environmental issues.

Curriculums related to the environment, for example, can be implemented in various ways. *First*, environmental education is included in the school curriculum. Learning can be integrated through planning, implementation, and evaluation. Syllabus and lesson implementation plan (RPP) are examples of learning planning, and the role of teachers is very important in instilling environmental awareness.

Second, character principles are incorporated into extracurricular activities, such as scouting. Extracurricular activities such as scouting have a direct connection with nature. A scout must love nature, according to the Dasa Dharma Pramuka, which states that scouts love nature and the affection of fellow humans. Therefore, scout members must teach their members to pay attention to their surroundings. *Third*, participate in activities related to the environment.

By carrying out participatory-based activities, schools can apply environmental character values. All members of the school community must support each other because each has an important role. Therefore, this role is not limited to principals, teachers, and students; parents, communities, and other organizations should also be involved. An example of the introduction of participation-based character education is the use of 3 in 1 waste. By doing this, not only the school is responsible, but also the parents of the students contribute to instilling environmental values. Parents should help their children become concerned about the environment.

Some of these examples can be used as an environmental learning process, so that they can increase students' literacy or basic knowledge of environmental issues if applied early. There are several reasons why the importance of environmental literacy is applied to students, namely: 1) Interaction with the natural environment is very important for the development of children's health; 2) Indirectly, environmental literacy can improve

learning ability; 3) Students will view nature as a source of beauty, admiration, joy and charm; and 4) The soul of students will be enriched by nature and will increase the sources of sensitivity to humans.

Research Methods

The type of data used by the researcher in the study is the type of qualitative data. Arikunto said that the data source in the study is the subject from which the data was obtained (Arikunto, 2010). The data sources obtained from this study are generally sourced from MAN Bandung City, and MAN 1 Sumedang Regency.

Data collection techniques are the most strategic step in research, because the main purpose of research is to obtain data. Without knowing the data collection technique, the researcher will not get data that meets the set data standards (Sugiyono, 2014).

The data collection techniques in a study are as follows:

- a. Open, structured, or a combination of interviews.
- b. Closed, open, or a combination of questionnaires
- c. Observation is in the form of a match list, a brief description of a particular behavior or condition.
- d. Documentation studies or data collection sourced from documents (Sidiq, Choiri, & Mujahidin, 2019).

The data collection technique consists of observation, interviews, and documentation studies.

1. Observation

Guba and Lincoln in Moleong, (2016:174) state the reasons for using observation as follows:

- 1) The observation technique is based on first-hand experience.
- 2) Observation techniques also allow seeing and observing oneself, then recording behaviors and events as they occur in real conditions.
- 3) Observation allows researchers to record events in situations related to proportional knowledge as well as direct knowledge obtained from data.
- 4) There are often doubts in researchers, lest there be mistakes in the data they gather.
- 5) Observation techniques allow researchers to understand complex situations.
- 6) In certain cases where other communication techniques are not possible, observation can be a very useful tool.

If summarized, the methodological reasons for the use of observation are: observation optimizes the researcher's ability in terms of motives, beliefs, attention, unconscious behaviors, habits, and so on. Observation allows the observer to see the world as seen by the research subject, live at that time, capture the meaning of the phenomenon in terms of the subject's understanding, capture cultural life in terms of the subject's views and role models at that time, observation allows the researcher to feel what the subject feels and lives so that the researcher can also become a source of data, observation allows the formation of knowledge that is known together, both from his side and from the subject's side (Moleong, 2017).

2. Interview

An interview is a conversation with a specific intent. Interviews are used as a data collection technique if the researcher wants to conduct a preliminary study to find out the problems that must be researched, but also if the researcher wants to know more in-depth things from the respondents. This data collection technique is based on self-reports, or at least on personal knowledge and/or beliefs

3. Documentation Studies

A document is a record that has passed. Documents can be in the form of writings, drawings, or monumental works from now. Documents in the form of writing, for example, diary, life histories, stories, biographies, regulations, policies. Documents in the form of pictures, for example, photos, living pictures, sketches, and others. Document study is a complement to the use of observation and interview methods in qualitative research.

Data Analysis Techniques

In qualitative research, data was obtained from various sources. Milis and Haberman, (1992:24) stated that "the analysis is carried out continuously or interactively starting from the initial data collected until the end of the research". This data analysis activity refers to theoretical references related to research problems, namely by taking the same information from various informants who have been known to have honesty and openness in order to reveal data related to the management of clean and healthy madrasahs in Madrasah Aliyah Negeri 2 Bandung City and Madrasah Aliyah 1 Sumedang Regency. According to Nasution (1999:109) this data analysis activity is based on three stages, namely: (1) Data Display, (2) Data Reduction, and (3) Taking Conclusions and Verification.

1. Display Data

After the notes in the form of reports are obtained, they are compiled more systematically, or the pattern is easy to know and can provide a more definite picture of the observation results. If there is a shortage of data, the researcher will prioritize obtaining the necessary data. The summary of the data is presented in the form of a research matrix. Furthermore, the data draws a conclusion and the data collected has a certain meaning.

2. Data reduction

The data obtained from the field is so much and in the form of detailed descriptions or reports that are still raw data. Therefore, to facilitate the analysis of data from all reports, it is necessary to reduce, summarize, and select the main things focused on important things, related to the problem of clean and healthy madrasah management.

3. Draw conclusions and Verification.

To determine the results of the research in the form of conclusions, it is necessary to verify it by conducting member checks and triangulation. The process of verifying this conclusion takes place after all data can be collected.

Data Validity Test

To determine the validity of the data (trustworthiness) of the data, an analysis technique is needed. The implementation of the examination technique is based on a number of certain criteria. According to Sugiyono, (2022: 183) stated that valid data is data that does not differ between the data reported by the researcher and the data that actually occurs in the object being studied.

The validity test of data in qualitative research includes:

1. Credibility (Internal Validity)

The credibility test is a test conducted to determine the level of confidence in the data being studied. Credibility or degree of trust is one of the measures of the correctness of the data collected. According to Sugiyono (2022:185), it is emphasized that the test of data credibility or confidence in qualitative research results is carried out, among others, by extending observations, increasing diligence in research, triangulation, discussions with peers, negative case analysis, and *member checks*."

In this study, it is intended to describe the compatibility of the research concept with the existing concept in the respondents. To achieve this, in this study the researcher does the following:

- a. Triangulation, which is checking the correctness of data by comparing data and information from other sources. The data obtained by the researcher from the results of observations, interviews, and documentation studies were checked for correctness through resource persons related to clean and healthy madrasah management.
- b. Talking with colleagues (*peer debriefing*). In this case, the researcher discussed field records with colleagues and colleagues who are competent in the management of clean and healthy madrasahs.
- c. Using reference materials, to increase confidence in the correctness of the data, the researcher used tape *recorders* and photo cameras. Through this method, the overview of the information provided by the resource person can be obtained completely as well as the context of the conversation can be understood. This reduces the possibility of mistakes.
- d. Holding a *member check*, namely at the end of each interview, is sought to make a joint conclusion, so that differences of opinion on a problem can be avoided. In addition, the researcher also confirmed with the interviewees about the results of the interview. If there is a mistake, it can be corrected immediately and if there are shortcomings, new information can be added. Thus, the data obtained is in accordance with what was intended by the resource person.

Transferability Testing

Transferability or linkage is the external validity of the research results to what extent these research results can be applied or can be applied in other contexts or situations. In this case, according to Sugiyono, (2022:194) explained that *Transferability* is "external validity in qualitative research. External validity indicates the degree of accuracy or applicability of the results of the study to the population in which the sample was taken. The transfer value is related to reality, to what extent the research results can be applied or used in other situations".

The transferability of research results only exists if the user sees from an identical situation and has compatibility between the research results and the problem in place. Although it is admitted that there is no same situation in other places and conditions. Transferability is a possibility, so the researcher has no confidence in guaranteeing this external validity.

Dependability and Firmability

One of the criteria for truth in qualitative research is dependability and confirmability, which are parallel to reliability, namely discussing the consistency of a research. According to Sugiyono (2022:194) explained that:

In qualitative research, dependability is also called reliability. A reliable research is if others can repeat/reflect on the research process. In qualitative research, the dependability test is carried out by auditing the entire research process. It often happens that researchers do not carry out the research process in the field, but can provide data. Research like this needs to be tested for dependability.

From the explanation above, it can be seen that in conducting qualitative research, data from the field is needed so that it can be audited into the research process in order to obtain research results in the field and be able to account for all research data in the field. Forwardability tests the consistency of the research results, whether the research can be repeated in other locations with the same research findings in order to reveal data related to clean and healthy madrasah management.

Meanwhile, confirmability is related to the objectivity of the research results. In this case, the researcher examines the results of the research in relation to the research process to obtaining the results of research in the field. Because basically when a study has data but there is no process, the research is doubtful of its confirmation. Confirmability means that the researcher tests the results of research related to the process in the research. According to Sugiyono (2022:195) explained that as follows:

Confirmability testing in quantitative research is also called the research objectivity test. Research is said to be objective if the results of the research have been agreed upon by many people. In qualitative research, the confirmability test is similar to the dependability test, so the test can be carried out simultaneously. Confirmability means testing the results of the research, associated with the process carried out. If the research results are a function of the research process carried out, then the research has met the confirmability standard.

To measure the consistency of the research results of the development of a clean and healthy madrasah management model, objectivity is needed related to existing data. Therefore, to maintain the truth and objectivity of the research results so that they can be accounted for, the method used is a trial audit, namely by conducting a re-examination as well as confirmation to ensure that the things reported are true in accordance with reality in order to reveal data related to clean and healthy madrasah management. The realization is realized through the following activities:

- a. Raw data generated from field records through observations, interviews, and documentation studies are recapitulated in the form of complete and clear reports for the purpose of further analysis.
- b. Compile the results of the analysis by selecting raw data, then summarizing it in a more systematic form of description.
- c. Create data synthesis results that are tailored to the theme, objectives, interpretation, and conclusions of the research.
- d. Reporting the entire research process from pre-survey and preparation of data processing design, to writing the final report.

Place and Time of Research
Research site

The research was conducted at Madrasah Aliyah Negeri (MAN) 2 Bandung, and Madrasah Aliyah 1 Sumedang Regency. The subjects of the research are teachers and students.

Results and Discussion

Planning of healthy madrasah services in MAN 2 Bandung City and MAN 1 Sumedang Regency

Legal Basis

1. The Constitution of the Republic of Indonesia in 1945 in article 28 B which reads Every child has the right to survival, growth and development and the right to protection from violence and intimidation
2. Law No.36 Article 9 of 2009 concerning School Health
3. Joint Decree of 4 ministers, namely the Minister of Education and Culture, the Minister of Health, the Minister of Religion, and the Minister of Home Affairs Number 6 / X / PB / 2014, Number 73 of 2014, Number 41 of 2014, and No. 81 of 2014 concerning School / Madrasah Health Business.
4. Regulation of the Minister of Health of the Republic of Indonesia No, 25 of 2014 concerning Child Health Efforts
5. Permendiknas No.24 of 2007 concerning Standards for School / Madrasah Infrastructure Facilities

Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System in article 3 states that "Education aims to develop the potential of students to become human beings who believe in and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens. Law 32 of 2009 concerning PPLH, in Article 63 paragraph (1) letter w paragraph (2) letter q, paragraph (3) letter n, conveys that "in environmental protection and management, the central/provincial/district government is tasked and authorized to provide education, training, coaching, and awards" and in article 65 paragraph (2), "Everyone has the right to receive environmental education, access to information, Access to Participation, and Access to Justice in Fulfilling the Right to a Good and Healthy Environment"

The Healthy Madrasah Program is one of the ways for Madrasah to build a positive image in the community. The Healthy Madrasah Movement is one of the programs of the Ministry of Religion that is directly related to the Madrasah Health Business. This is stated in the Joint Decree of 4 ministers, namely the Minister of Education and Culture, the Minister of Health, the Minister of Religion, and the Minister of Home Affairs, Number 6 / X / PB / 2014, Number 73 of 2014, Number 41 of 2014, and No. 81 of 2014 concerning School / Madrasah Health Business.

A healthy madrasah is how health education, health services and the development of a healthy madrasah environment remain the main thing. Cultivating clean and healthy living behaviors in this madrasah is part of public services to the community.

The benefits of the implementation of this Healthy Madrasah Program are:

1. Assisting madrasahs in fostering and developing and improving the Healthy Madrasah program through Madrasah Health Business
2. Assisting the Ministry of Religion in carrying out guidance and health services for the Madrasah Sehat program
3. As a guideline/reference for all programs and activities in the implementation of the Healthy Madrasah Program

A healthy madrasah is a madrasah that presents all physical aspects of a safe and clean madrasah through the provision of aspects such as an attractive environment, adequate trash cans, functioning UKS rooms, adequate handwashing facilities, well-designed canteens, and clean toilet facilities.

The formation of student behavior in schools can be done through learning health education as part of health education subjects that include health materials, both personal health and environmental health. Getting used to living a healthy life in students is not easy, because it requires intention and discipline. Through the behaviorism approach, health education is a process of changing behavior towards health with the application of reinforcement when living a healthy life (Sari, 2013).

The learning theory of behaviorism has the basic concept that learning is an interaction between stimuli and responses. Stimulus is a stimulus or encouragement used by the teacher to shape behavior, while response is a response or ability (thoughts, feelings, or actions shown by children after a stimulus given by the teacher. This theory prioritizes measurement, because measurement is an important thing to see whether there is a change in behavior (Abidin, 2016).

The application of behaviorism learning theory in learning in order to achieve maximum goals, there are two things that need to be prepared by teachers, namely:

(1) Analyze the child's initial abilities and characteristics; In order for children to have a number of competencies as stipulated in the Basic Competency Standards, it is necessary to analyze their initial abilities and characteristics because there will be several benefits obtained by teachers if they carry out this, including:

- a) The teacher will get a detailed description of a child's initial abilities which will later serve as a prerequisite for the new material to be delivered,
- b) Teachers will get an overview and type of experience that children have, so that they can provide materials that are more relevant and easy for children to understand.
- c) Teachers can find out the socio-cultural of children including family background, economy, and others,
- d) Teachers can find out the needs of children, know the level of growth and development of children, and know the level of mastery that children have previously acquired.

(2) Planning learning materials to be taught to children; To be able to provide learning services to all groups of students/children, teachers use at least two approaches, namely:

- a) Children adjust to the material that will be given by the way the teacher gives tests and groupings (tests are carried out before children participate in learning),
- b) The learning materials are adjusted to the child's situation. Then, on the basis of the results of the analysis of students' initial abilities through the test, teachers can analyze the percentage level of mastery of learning material by dividing it into two, namely some children who already understand and some children who do not understand the material.

Furthermore, the strategic plan that can be carried out by the teacher regarding the problem is that for children who already know the material, then learning can be carried out in the form of co-curricular, namely children are asked to study and discuss in groups and percentage the results while for children who do not know the material, the teacher should fully explain to the children in the classroom.

Careful planning can determine the effectiveness of an activity. For the implementation of a sustainable Healthy School smoothly and well, a good plan is also needed.

In this case, the implementation is guided by the Joint Regulation between the Minister of Education and Culture of the Republic of Indonesia Number: 6/X/PB/2014, the Minister of Health of the Republic of Indonesia Number: 73 of 2014, the Minister of Religion of the Republic of Indonesia Number: 41 of 2014 and the Minister of Home Affairs of the Republic of Indonesia Number: 81 of 2014 concerning the Guidance and Development of School/Madrasah Health Business (Cecilya, 2021).

The plan to implement a healthy madrasah at MAN 1 Sumedang is by holding a meeting between the Principal and teachers regarding the healthy school culture that will be implemented and making several work programs, recruiting students to be used as supervision of healthy schools and realizing a healthy canteen. Furthermore, teachers will conduct socialization to students. Then there will be implementation and implementation as well as healthy school training. Meanwhile, in realizing a healthy canteen, the school provides counseling to sellers in the canteen together with the Health Center. Furthermore, the food that has been determined will be inspected by the Health Center and teachers.

The planning to implement a healthy madrasah in MAN 2 Bandung City, namely the habit of clean Friday, is expected to form the character of students who care about their environment. With a clean and comfortable environment, it is hoped that the learning atmosphere will be more conducive and effective. This healthy and clean Friday activity also reflects the values of togetherness and mutual cooperation which are very important in daily life. Through these activities, students not only learn about hygiene, but also about social responsibility and the importance of individual contributions to the community. All students, teachers, and education staff at MAN 2 Bandung City participated in this activity. They enthusiastically cleaned the area around the campus, including courtyards, sewers, and other public facilities. This clean-up action is part of a routine program held every Friday to familiarize students with the importance of maintaining a clean environment.

This healthy and clean Friday activity is a form of MAN 2 Bandung City's commitment to character education. Apart from being an effort to maintain the cleanliness of the environment, this activity aims to foster a sense of belonging among students towards their environment. MAN 2 Bandung City believes that by getting used to maintaining cleanliness, students will not only feel comfortable while studying, but will also understand the importance of health and hygiene.

In the interview, there is a healthy character, starting to maintain, maintain until it continues to infect the school environment and the leader or principal supports it. Like the principal giving an example to students and improving UKS, and habits make us healthy, like breakfast before school. The Deputy Head of Education also gave an example to teachers, getting used to spiritual health with congregational prayers, dhuha prayers. In facilities and infrastructure, there is a literacy gazebo. Cooperation with the landscaping service, so that the environment is healthy.

Organizing healthy madrasah services in MAN 2 Bandung City and MAN 1 Sumedang Regency

The Healthy Madrasah Program is a national project where there are 23 important indicators that must be prepared by madrasahs for the realization of a healthy and clean

madrasa. A healthy madrasah is reflected in the culture of its citizens who respect all the regulations guided by the team. The cultivation of healthy Madrasah Actions starts from small things and is carried out by all madrasah residents. For the sake of this sustainable implementation, it is hoped that there will be a good managerial process in the actualization of this Healthy Madrasah Program. This Management process continues from year to year and there are always developments and updates as a result of the evaluation process.

This program really needs good management. As for a good management medium, it turns out to be effective communication. The first management process is planning, which is the process of planning everything related to this Healthy Madrasah program. Among them is the formation of a team in program management, which will then map out what must be fixed from the madrasah environment to realize this Healthy madrasah program. Furthermore, construct messages both verbally and in writing to stakeholders for follow-up.

The next process is organizing, which is a step to determine, classify, and regulate various ways or activities that are considered necessary to be carried out. The next stage of management is actuating, which is mobilizing people or organizations to implement the planned program and achieve the expected results. No matter how good the plan is, it will not materialize if there is no action to do it. In this actuating stage, stakeholders are also expected to work in accordance with their respective duties. During this actuating process, the controlling process is also carried out which is the control of the program running process. Control functions to compare actual performance with predetermined standards. An efficient control system helps with the accuracy of the standard.'

Based on the plan that has been set by the school management in the development of the healthy school program, the following organizing is prepared:

1. The organizational structure and division of tasks in the healthy school program are arranged into an organizational structure chart that depicts the hierarchy of authority from the principal down. Each position has different duties and authorities, both administratively and performance achievements. The highest organizational structure is the chairman, which is occupied by the principal, followed by the structure under him, namely the coordinator of the healthy school, who also supervises the UKS supervisor and treasurer and members. The structure is formed based on the needs of the program being run and adjusting to the UKS program being run. Each personnel is responsible according to their respective duties. The granting of the Decree was also given to the selected personnel so that in carrying out their duties they were more disciplined and full of responsibility.
2. The form of the organizational structure created for the healthy school program is very simple in the form of a pyramid, starting from the principal as the main responsible party in charge of the healthy school coordinator. The school coordinator consists of one person, the personnel are appointed from among teachers who are competent in the field of healthy schools. In the coordinator position itself, selected from the science subject teachers, this teacher has received a special certificate of training for School Health Unit (UKS) Teachers. From the healthy school coordinator, it directly manages all healthy school programs in a focused manner assisted by the UKS team consisting of advisors, coaches, secretaries, treasurers and also assisted by members such as village midwives, KKR and dormitory guardians.

3. The school in this case the principal gives full authority to the personnel involved in the healthy school program, especially to the school coordinator and other UKS teams. Every human resource who is functioned in the management of the healthy school program at Madrasah Aliyah is personnel who are competent in their fields. Healthy school coordinators and UKS teams are required to be able to cooperate well and do each task to the maximum. The preparation of the healthy school program and its implementation can run well according to the plan.
4. The Healthy School Coordinator (KSS) is also assisted by UKS coaches in the implementation of the healthy school program, where the task here is to participate in compiling the work program of the School Health Unit (UKS) and supervising the implementation of every healthy school program. Under the supervisor of UKS, there are also secretaries, treasurers and also KKR members who assist in the implementation of the healthy school program at Madrasah Aliyah. They all have different positions in the organizational structure, but they both have the same responsibility in realizing a healthy school program.
5. The coordination flow in the organizational structure of healthy schools has been running well so far, in accordance with the position in the structure. Communication from the top, namely the principal to the bottom, is very communicative and open. Every information in any form will always be conveyed well (Retnowati & Laihad, 2020).

Planning a student's health business at school begins with a study of the needs and desires to realize healthy and intelligent students. This desire is stated in the school's vision and mission as a statement of commitment of all school residents to organize health efforts for students at school. The goals to be achieved in the implementation of student health business in schools are described in the implementation strategy, including the development of a curriculum to accommodate student health business activities in curricular and extracurricular programs. The work program is prepared by considering the abilities and potentials that exist in the school as well as support from multidisciplinary across institutions to meet the health needs of students comprehensively. Organizing student health efforts in schools is a process carried out to regulate the resources owned by the school to carry out a number of activities in order to achieve the goal, namely improving the health level of students and building clean and healthy living habits.

The organization of human resources in schools must be arranged in such a way so that they do not overlap with other activities in schools. The role of health workers is very dominant in the implementation of comprehensive health services through promotive, preventive, curative and rehabilitative activities in schools, therefore the existence of health professionals such as health nurses needs to be considered as a solution to improve the continuity of health services to students. The involvement of various parties across institutions and the community at large in the implementation of health efforts in schools requires the Principal to be more proactive in socializing school health business programs and building cross-institutional cooperation and developing effective and efficient cooperation with community institutions (MARIA, 2022).

Supervision of healthy madrasah services is monitored by the Ministry of Health in collaboration with the Ministry of Religious Affairs

The supervision of healthy madrasah services is monitored by the Ministry of Health in collaboration with the Ministry of Religious Affairs. Data on 257 female

students who were always monitored to drink TTD. Healthy madrasah services are also very concerned about the surrounding environment

Supervision is a manager's activity that strives to ensure that tasks are carried out according to the set plan or with the desired results (Jayanti, 2019). This definition is in line with what was stated by the State Administration Institution (LAN) which defines supervision as a process of activities of a leader to ensure that the implementation of the organization is in accordance with the plans, policies, and provisions that have been determined in accordance with the laws and regulations. (2.1).

The role of supervisors is very strategic in carrying out academic and managerial supervision functions in Madrasahs. As an academic supervisor, madrasah supervisors are required to have knowledge, attitudes, and skills in the field of learning processes so that they can play their role and function in assisting teachers in improving learning processes and strategies, while as managerial supervisors, madrasah supervisors are required to have knowledge, attitudes, and skills in the field of management and leadership so that madrasah supervisors can play their roles and functions to assist the head of the madrasah in manage Madrasah resources efficiently and effectively (Sutinah, 2023).

Based on the rules set by the Ministry of Education and Culture in 2014 which is quoted as follows that "Madrasah supervisors who have the status of civil servants who are given full responsibility by the authorized officials to carry out academic and managerial supervision in educational units". Supervisors must understand the duties mandated by law, namely in charge of conducting academic and managerial supervision. Of course, this must be done with the right method, so that madrasah teachers do not just correct reports only when the supervisor visits the madrasah. In the context of understanding, supervisors lack an overall understanding of the concept of supervision, so that their supervision seems monotonous and rigid (Participant Laily Kurniasari, Head of MINn, interviewed on February 25, 2022). Ismail (2018, p. 59) said that "In the world of business, quality is customer satisfaction, if translated in the world of education, it is the satisfaction of the community (stakeholders) with the output of the educational institution itself". The functions of madrasah supervisors include the development and development of the Ibtidaiya madrasah. Madrasah in this case is a place of learning at the basic level where supervisors must understand what kind of model is needed and the development process. In addition, in the current era of globalization, the demands of the times make everything must develop quickly. Coaching, mentoring and developing madrasah teachers is also one of the most important functions for the presence of supervisors. However, in this case, the supervisor understands that his position is as a law enforcer in terms of supervision. Supervising the performance of madrasah teachers. The next supervisory function is to monitor the implementation of national education standards. This function then determines the success of the supervision process and to maximize its supervision.

Healthy madrasah services are also very concerned about the surrounding environment. Cleanliness in the school environment is not only the responsibility of students, but also the responsibility of teachers and everything in the school. But in reality, there are still many schools whose environment has not been maintained. The cause of the lack of maintenance of the school environment is due to a lack of awareness in maintaining the cleanliness of the school environment. In the school environment, the teacher is the most influential figure on students, because whatever the teacher does, students will follow him. Therefore, teachers must invite and give examples of good

behavior such as throwing garbage in its place. That way students will follow what their teachers are doing (Ismail, 2021).

Implementation

One of the efforts made by madrasahs to participate in efforts to preserve the environment is to implement the adiwiyata madrasah program. This program is expected to be a place of learning for all madrasah residents related to efforts to save the environment and sustainable development. In educational institutions, all elements of the implementation of education will run well if they are managed with management concepts and principles. Management concepts and principles that are applied properly and correctly have an impact on the effectiveness of program implementation, improving the quality and productivity of education which will ultimately make the educational institution of quality (Chamidah, 2020).

To achieve the goal of adiwiyata, madrasahs must prepare everything necessary to meet the National Education standards. The preparations for implementing the program include forming a madrasah environmental committee, assessing the environment around the madrasah and developing an action plan. The preparation of madrasahs in the components of the Environment-friendly Policy includes programs in efforts to protect and manage the environment in the Madrasah Budget Activity Plan (RKAS). The budget is allocated proportionally for activities such as student activities, curriculum, capacity building of educators and education personnel, facilities and infrastructure, madrasah culture and environment, improvement and quality development.

Madrasah in realizing its activities must carry out several actions, including changing the madrasah environment into a beautiful environment to support environmental conservation by planting shady trees in the madrasah yard. In addition, the madrasah also designed facilities of activities to support the implementation of Adiwiyata, including saving electricity, water and ATK, using biophori, building green houses, greening the surrounding environment, green open spaces and school yards for learning. The implementation of environmentally sound Madrasah can be realized in environmentally sound policies, the implementation of environment-based curriculum, the implementation of participatory-based environmental activities, and the implementation of the management of environmental support facilities in order to improve the quality of madrasahs.

Conclusion

Based on the results of the research **DEVELOPMENT OF A HEALTHY MADRASAH SERVICE MANAGEMENT MODEL** (Research on MAN 2 Bandung City and MAN Regency 1 Sumedang), it can be concluded as follows:

The process of implementing a healthy madrasah at MAN 1 Sumedang is by conducting a school meeting between the Principal and teachers regarding the healthy school culture that will be implemented and making several work programs, recruiting students to be used as supervision of healthy schools and realizing healthy canteens. Furthermore, teachers will conduct socialization to students. Then there will be implementation and implementation as well as healthy school training. Meanwhile, in realizing a healthy canteen, the school provides counseling to sellers in the canteen together with the Health Center. Furthermore, the food that has been determined will be inspected by the Health Center and teachers. The planning to implement a healthy madrasah in MAN 2 Bandung City, namely the habit of clean Friday, is expected to form

the character of students who care about their environment. With a clean and comfortable environment, it is hoped that the learning atmosphere will be more conducive and effective. This healthy and clean Friday activity also reflects the values of togetherness and mutual cooperation which are very important in daily life. Through these activities, students not only learn about hygiene, but also about social responsibility and the importance of individual contributions to the community. This healthy and clean Friday activity is a form of MAN 2 Bandung City's commitment to character education. Apart from being an effort to maintain the cleanliness of the environment, this activity aims to foster a sense of belonging among students towards their environment. MAN 2 Bandung City believes that by getting used to maintaining cleanliness, students will not only feel comfortable while studying, but will also understand the importance of health and hygiene. The existence of a healthy character, starting from maintaining, maintaining until it continues to infect the surrounding school environment and the leader or principal supports it. Like the principal giving an example to students and improving UKS, and habits make us healthy, like breakfast before school. The Deputy Head of Education also gave an example to teachers, getting used to spiritual health with congregational prayers, dhuha prayers. In facilities and infrastructure, there is a literacy gazebo. Cooperation with the Landscaping Service, so that the environment is healthy

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