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EVALUATION OF SCHOOL HEALTH BUSINESS PROGRAMS THROUGH PHYSICAL EDUCATION, SPORTS, AND HEALTH ACTIVITIES IN IMPROVING THE HEALTH STATUS OF ELEMENTARY SCHOOL STUDENTS

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Abstract

This study aims to evaluate the implementation of the School Health Business Program as an effort to improve the health status of students in elementary schools. The research uses a descriptive approach with an evaluative method. The number of respondents was 30 people determined through purposive sampling techniques. Data collection was carried out using a structured questionnaire, while data analysis used descriptive analysis to objectively describe the conditions of implementing School Health Enterprises in schools. In its implementation, this program is also associated with Physical Education, Sports, and Health activities as the main means of forming healthy living behaviors through physical activities and health learning. The results showed that in the aspect of health education, as many as 57% of respondents were in the good category, 28% in the adequate category, and 15% in the poor category. In the aspect of health services, 50% of respondents were in the good category, 33.3% in the adequate category, and 15% in the poor category, with the main obstacle in the form of limited health facilities and infrastructure. Furthermore, the aspect of the healthy school environment obtained the highest percentage of good category at 70%, which shows that most schools already have adequate sanitation facilities. This environmental condition is very supportive of the implementation of safe and comfortable physical education activities. Meanwhile, the management aspect of the implementation of school health business shows a good category of 46.7%, which indicates that there are still weaknesses in planning, monitoring, and evaluating programs, including in systematically integrating physical education activities in the school health business program. Overall, the implementation of School Health Business is in the sufficient category. Strengthening the synergy between School Health Efforts and Physical Education Sports and Health is a strategic step in improving the quality of student health through habituation of physical activities, exercise, and healthy living behaviors in the elementary school environment.

Keywords: Evaluation, School Health Business, Elementary School

INTRODUCTION

The School Health Business Program is one of the strategic efforts in improving the health status of students in the school environment (Astika et al., n.d.; Living & Selatan, 2024). School Health Business Program not only focuses on health service aspects, but also includes health education and fostering a healthy school environment (Evi, 2020; Nur, 2020) At the elementary school level, the implementation of School Health Business Program is very important because in this phase children are in a period of growth and development that determines the quality of health in the future (Lestari, 2023; Resmana et al., 2025). The

implementation of an effective and optimal School Health Business Program program is needed to support the creation of a healthy, intelligent, and productive generation (Sari et al., 2024; Yuni et al., n.d.).

One of the effective media ¹ in supporting the implementation of school health efforts is through ¹ Physical Education, Sports, and Health activities. Sports and Health Physical Education ² has an important role in forming healthy living habits, improving physical fitness, and instilling health values from an early age (Mei et al., 2024). Through structured physical activities, students not only gain the benefits of cardiovascular fitness and physical strength, but also gain an understanding of the importance of maintaining body health, personal hygiene, and the environment (Putri & Almeida, 2024).

The reality in practice is that ⁵ the implementation of the School Health Business Program in elementary schools still faces various obstacles, such as the lack of optimal integration between ⁶ the School Health Business Program and physical education, sports and health activities, limited facilities, and low student awareness of healthy living behaviors. This has an impact on the overall improvement of students' health status. Therefore, a comprehensive evaluation is needed ² to assess the extent to which the School Health Business Program has been effective, especially through physical education, sports and health activities as the main means of implementing health education in schools. Program evaluation is important to identify strengths and weaknesses in ² the implementation of School Health Business Program, so that it can be the basis for future program improvement. By examining ⁶ the implementation of School Health Business Program through ¹ physical education, sports and health activities, it is hoped that a clearer picture can be obtained about the contribution of these activities in improving ¹ the health status of elementary school students.

The reality is that in practice ³ the implementation of the School Health Business program in various elementary schools still faces various obstacles. Some of the problems that are often found include limited facilities and infrastructure, lack of supporting health workers, low students' understanding of clean and healthy living behaviors, and lack of optimal coordination between schools, health centers,

and parents. This condition shows that ²the School Health Business Program has not fully run in accordance with the expected goals.

Koto Parik Gadang Di Ateh District as one of the areas with certain geographical and social characteristics is also inseparable from these problems. Differences in environmental conditions, access to health services, and the level of ¹public awareness of the importance of health are factors that affect ⁷the success of the implementation of School Health Business Program in elementary schools (Saleh, 2023) Therefore, a comprehensive evaluation is needed to find out the extent to which the UKS program has been implemented and identify factors that are supporting and inhibiting its implementation.

Evaluation of the School Health Business Program is important as a basis for decision-making and program improvement in the future (Rambe & Andriana, 2025). Through evaluation, it can be determined the effectiveness of program implementation, conformity with the standards that have been set, and its impact on improving student health (Takain, 2022; Zulk et al., 2025). In addition, the results of the evaluation can also provide recommendations for related parties ²to improve the quality of School Health Business Program implementation in a sustainable manner.

Based on this description, this study ⁴aims to evaluate the implementation of the School Health Business Program as an effort to improve health in elementary schools in Koto Parik Gadang District in Ateh. ¹²With this research, it is hoped that it can provide a clear picture of the actual conditions of the implementation of School Health Business Program and become a reference in ⁶efforts to improve the ²quality of student health in the elementary school environment.

METHOD

¹¹This study uses a descriptive approach with an evaluative method that aims to assess the implementation of the School Health Business Program in elementary schools. The research will be carried out in 2025 in the Koto Parik Gadang Di Ateh

sub-district. The population in this study is all elementary schools in KPGD District which totals 21 schools.

The sampling technique used is purposive sampling, which is the selection of samples based on certain criteria that are considered relevant to the purpose of the research. Based on this technique, as many as 15 schools were obtained as research samples. Each school is represented by two key informants, namely the principal and the School Health Business Program coach, so that the total number of informants in this study is 30 people.

Data collection was carried out through structured interviews, direct observation, and documentation to obtain a comprehensive picture of the implementation of School Health Business Program. The research instrument was prepared based on the indicators of School Health Business Program implementation which include health education, health services, fostering a healthy school environment and managing the implementation of School Health Business Program at the elementary school level. The data obtained are then analyzed descriptively by grouping, interpreting, and presenting data in the form of narratives so that they can provide a clear picture of the results of the School Health Business program evaluation.

RESULT AND DISCUSSION

This study involved 30 respondents consisting of school principals and School Health Business Program coaches in 15 elementary schools in Koto Parik Gadang District in Ateah. The evaluation of the implementation of the School Health Business Program was analyzed based on four main aspects, namely health education, health services, healthy school environment, and management of the implementation of School Health Business Program.

Table 1. Distribution of UKS Program Evaluation Results

NO	Assessment Aspects	Good (n/%)	Sufficient (n/%)	Less (n/%)
1	Health Education	17 (57%)	9 (28%)	4 (15%)
2	Healthcare	15 (50%)	11 (33,3%)	4 (15%)

3	Healthy Environment	School	21 (70%)	6 (20%)	3 (10%)
4	School Health Business Program Implementation Management		14 (46,7%)	11 (36,7%)	5 (16,6%)

Discussion

Based on Table 1, in the aspect of health education, as many as 17 respondents (57%) were in the good category. This shows that health counseling activities such as clean and healthy living behaviors have been carried out quite optimally. In the context of Physical Education, Sports, and Health, clean and healthy living behavior materials are also integrated into learning through hands-on practices such as the habit of washing hands before and after sports activities, maintaining body hygiene after sweating, and understanding the importance of an active lifestyle. However, there were still 9 respondents (28%) in the sufficient category and 4 respondents (15%) in the poor category, which indicates the need to strengthen the role of sports and health physical education as a more applicable and sustainable health education medium.

The health service aspect showed that 15 respondents (50%) were in the good category, 11 respondents (33.3%) in the adequate category, and 4 respondents (15%) in the poor category. Several schools already have school health business spaces and collaborate with health centers. In relation to sports and health physical education, health services are also supported through monitoring the physical condition of students when participating in sports activities, such as physical fitness measurements, simple checks before and after training, and handling minor injuries. However, limitations in the availability of drugs and medical devices are still obstacles that can affect the optimization of safe and controlled sports and health physical education activities.

The aspect of a healthy school environment has the highest number of "good" categories, namely 21 respondents (70%), 6 respondents (20%) in the adequate category, and 3 respondents (10%) in the poor category. A healthy environment strongly supports the implementation of sports and health physical education, especially in the provision of safe and clean sports infrastructure such as fields, play areas, and sanitation facilities such as toilets and handwashing stations. This conducive environment allows students to perform physical activities comfortably and reduces the risk of injury and illness, thus directly contributing to the improvement of students' fitness and health.

Meanwhile, the management aspect of school health business implementation has the lowest percentage of good categories, namely 14 respondents (46.7%). This shows that there are still obstacles in program planning, monitoring, and evaluation of school health business activities in elementary schools. In this case, the integration of sports and health physical education programs with school health efforts has not been fully managed systematically, such as the lack of integrated planning between routine sports activities, fitness programs, and health education. Physical education, sports and health can be the spearhead ² in the implementation of school health business programs if managed in a structured and sustainable manner.

In general, ² the results of the study show that the implementation of school health business is in the category of quite good with variations in achievement in each aspect of assessment. Strengthening the synergy between school health efforts and learning ¹ Physical education, sports and health is a strategic step to ¹ increase the effectiveness of the program, especially in forming students who are active, healthy, and have a high ¹ awareness of the importance of maintaining health through physical activity and sports.

CONCLUSION

School Health Enterprises are part of health centers that carry out health activities in their work areas, including in schools (Dinatha et al., 2023). This is part of the public health implemented in schools. Schools are educational institutions that allow all kinds of reforms to be carried out (Al-insyiroh et al., 2020; Wahyuni

et al., 2023). The evaluation of the School Health Business Program shows that the integration of Physical Education, Sports, and Health activities has a very significant role in improving the health status of elementary school students. Physical Education, Sports, and Health not only function as a subject, but also as the main means of forming healthy living habits through structured and sustainable physical activity.

From a promotional aspect, Physical Education, Sports, and Health activities such as morning gymnastics, sports games, and physical fitness activities are able to increase students' awareness of the importance of maintaining body health. Physical activity that is done regularly has been proven to help increase cardiovascular capacity, muscle strength, and endurance of students. This is in line with the goals of the School Health Business in shaping clean and healthy living behaviors in the school environment.

In the preventive aspect, Physical Education, Sports, and Health contribute to preventing various health problems such as obesity, lack of movement (sedentary lifestyle), and posture disorders. Through learning that involves active movement, students are encouraged to move more and reduce passive habits. In addition, health materials in Physical Education, Sports, and Health also provide an understanding of the importance of a balanced diet, personal hygiene, and disease prevention.

Meanwhile, from the curative and rehabilitative aspects, the role of Physical Education, Sports, and Health can be seen in efforts to restore students' physical condition through exercises that are tailored to their needs. Physical Education, Sports, and Health teachers can provide adaptive activities for students who have physical limitations or are in the process of recovering from their health, so that they can still participate in learning activities.

The results of the evaluation also showed that schools that integrated the School Health Business program with Physical Education, Sports, and Health activities optimally tended to have a better level of student fitness than schools that did not optimize the role of Physical Education, Sports, and Health. This confirms

that the success of the School Health Business is greatly influenced by the quality of the implementation of Physical Education, Sports, and Health learning, including the availability of sports infrastructure, teacher competence, and school policy support.

Thus, Physical Education, Sports, and Health are strategic components in supporting the success of the School Health Business Program. Good integration between School Health Business and Physical Education, Sports, and Health activities is able to create a healthy, active, and conducive school environment for students' physical and mental development. Therefore, there is a need to improve the quality of Physical Education, Sports, and Health learning as well as strengthen synergy between teachers, schools, and related parties in the implementation of School Health Business.

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