



REL Healthy School: Health Innovation Through Coordinated School Health Program in YWKA Elementary School

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ABSTRACTS

Schools as places for teaching and learning to take place are expected to become Health Promotion Schools. This can be maximally pursued by planning innovative health program activities in schools. The implementation of this community service activity provides solutions through health innovation in Trias UKS using Coordinated School Health Program. The method of activity is community empowerment, which is accomplished through a series of outreach, training, education, and coaching activities. Dokcil Students in SD YWKA improved their cognitive, attitude, and behavior as a result of the practice.

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1. INTRODUCTION

School-aged children are an important stage in the growth and development cycle, because they are an investment as the nation's next generation. The quality of the nation in the future is determined by the quality of children today, including a healthy physical condition as a determinant of children's growth and development which affects the quality of life of children. (Kopelman, Caterson, & Dietz, 2010). During its growth and development, children often contracted several health problems such as: infectious diseases, chronic infectious diseases, injuries or accidents, and nutritional problems (Allender, Rector, & Warner, 2014). Health threats that can occur in children should be an important spotlight for community nurses in carrying out their functions as administrators of nursing care and

also educators to intervene with individuals, families, and the aggregate community of children.

Schools play an important role in the health management of children, because most of the children's time is spent in school in the learning process. Schools as places for teaching and learning to take place are expected to become "Health Promoting Schools" meaning "schools that can improve the health status of their school members". This can be maximized through the planning of health activities in schools facilitated by the UKS forum. UKS SD YWKA provides maximum health services to the school community so that they are able to increase the potential of the school. One form of service is provided through coaching little doctors (dokcil) who are members of the UKS SD YWKA who are expected to be a good model that will always remind the school community to always behave in a healthy manner.

The approach to implementing the UKS program in schools can be based on the UKS TRIAS and Coordinated School Health (CSH) by the Centers for Disease Control and Prevention (CDC) (2014) which are able to guide nurses in conducting assessments, planning, implementing and evaluating nursing interventions given to children both in individual, family and community settings in the UKS program. Community nurses must be able to identify and carry out nursing care through promotive and preventive efforts in problems that occur at children (Stanhope, Faan, Lancaster, & Faan, 2019). Promotional and preventive efforts at children are based on the potential value of improving wear and tear health status which is quite high, because the development of motor, mental and cognitive skills of children is quite rapid at this time. Children begin to learn to write, read, and understand various types of knowledge according to the child's curiosity (Allender, Rector, & Warner, 2014). In this phase, children tend to be easily guided and nurtured to instill healthy living habits which they hope will be able to continue into healthy habits in the future for themselves and their families to be fostered in the future (Hayden, 2013). Optimal growth and development in childhood will affect the quality of life in the future and for future generations. Optimizing the growth and development stage of children with various potential improvements is the main goal of the care efforts carried out by community nurses with a focus on children studies through the UKS approach.

The implementation of the UKS program at YWKA Elementary School is still limited to recruiting doctoral members and guarding alerts every Monday ceremony, there are no

innovations in UKS activities in schools. Therefore, we held UKS coaching activities through the UKS TRIAS approach and Coordinated School Health Program. So that this program will become a community-based practical solution in an effort to increase the capacity of doctors to improve the health status of the entire school community.

2. METHODS

The type of implementation of this community service program is a combination of community empowerment with a series of outreach, training, education and coaching activities. This community service is carried out within a period of 4 months starting with a situation analysis, determining problems, making program designs according to the form of intervention, socializing activities to the school, implementing activities, to evaluating. Participants in this activity were dokcil at SD YWKA Bandung who receive routine training by the community service implementation team with a curriculum that is adjusted to the TRIAS UKS guidelines and the Coordinated School Health program. The entire series of activities was carried out at YWKA Elementary School in a number of 35 dokcil representatives from grades 3-5.

3. RESULTS AND DISCUSSION

This activity was carried out from November 2018 to February 2019 in YWKA Elementary School Bandung SD. Activities are carried out periodically every 2 weeks starting at 13.00-15.00. Prior to the implementation of routine activities every 2 weeks, a dokcil training event was held together with the Garuda Community Health Center as the UPT in charge of the YWKA area. The splashy dokcil training activity is carried out by adjusting the national doctoral curriculum in Indonesia which is based on the UKS TRIAS combining with coordinated school health program. The first stage carried out a comprehensive dokcil training scene. then continued with routine activities every 2 weeks with this curriculum following agenda:

Week	Agenda
1	General Training with Puskesmas
3	REL Healthy School Program
5	Balanced Nutrition Training
7	Health Promotion Technique
9	Bullying
11	First aid in Children
13	Reproduction health
15	Risk Behavior
17	Drinking water for health

From this community service, it can be stated that this activity is useful for increasing the knowledge, attitudes, and behavior of YWKA Elementary School members. The next result is that doctoral members can empower students through counseling, training, education, and health coaching, especially with regard to the health of school-age children. Based on the results of interviews with students, students said that this activity was very useful, especially for dokcil. Students hope that activities like this can be carried out routinely so that students can care more about health behavior, both themselves and their friends at YWKA Elementary School.



Figure 1. Dokcil YWKA Elementary School

Nurses can act as nursing care providers, educators and counselors, case finders and researchers. The nurse acts as a provider of nursing care to the community in the school community. Nursing care is provided individually, families and groups to the YWKA elementary school community. Providing care follows the nursing process starting from assessing problems that arise in the school community, planning nursing actions, implementing nursing actions according to the prepared intervention plans, then evaluating the provision of nursing care to the school community by modifying health innovations by implementing coordinated school health programs.

The model that underlies this community service is the Coordinated School Health (CSH) model for the school community structure. This model provides guidelines for the implementation of nursing care in schools from the assessment process to the evaluation of activities that have been carried out. In the CSH model, nurses apply five components of

CSH, namely: health education, physical education, health services, nutrition services, and family involvement.



Figure 2. REL Healthy School Program



Figure 3. Peer Group Discussion

The implementation of maximum health services in schools requires the involvement of human resources from within the school community so that they are able to increase the potential of the school. The implementation of this innovation program requires the

collaboration of the school community, including UKS teachers and student cadres (dokcil) who can become role models for other members of the school community. The existence of a good rolemodel will always remind the school community to always behave in a healthy manner. To make health cadres as role models, guidance is needed from nurses, health center health workers, and other related parties so that these cadres are always able to show knowledge, attitudes and good health behaviors. In every cadre mentoring activity both for teacher cadres and student cadres (dokcil) nurses always provide positive reinforcements for the slightest achievements achieved by cadres. In addition, the cadres are given motivations to further increase the cadres' self-confidence and willingness to maintain a cadre's healthy lifestyle so that they can become role models for their other friends.

4. CONCLUSION

The results obtained were increased knowledge, attitudes, and healthy behavior skills from dokcil in YWKA elementary school. The results of this community service can be a reference for intervention as a promotional and preventive effort and evidence based nursing practice (EBN) for community nursing services both in the community and in school settings.

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