

Management of Healthy School Culture at SMK Negeri 26 Jakarta

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Abstract

This research was conducted to determine the planning, organization, implementation, and evaluation of healthy school culture at SMK Negeri 26 Jakarta. This study uses a qualitative method with a single case study design (explanatory). Data collection is done through observation, interviews, and documentation. The result of this research is that the principal does planning with weekly, monthly, and annual work meetings. The education work meeting which is held annually is attended by all section heads, school principals, and secretariats as well as coordinators. Furthermore, the principal selects several teachers to be assigned to the healthy school culture team once a year. The implementation of healthy school culture is carried out by delivering, inculcating, and practicing a healthy school culture through all subjects, programmed activities, habituation, and supporting activities to all school members. After the activity is carried out, the last step is to observe or monitor activities carried out by the teacher and focus on checking the suitability between plans and work instructions with the implementation of a healthy culture education program plan in schools.

Keywords

management; culture;
healthy school



I. Introduction

School is an institution that is used for learning and teaching activities for students. Schools are places to educate children with the intention of imparting knowledge to children so that they can become useful human beings for their families, communities, nations, and countries. Schools can provide basic skills for students in the form of reading, writing, and arithmetic.

Educational management is the art and science of managing educational resources to realize the process and learning outcomes of students in an active, creative, innovative, and fun way in developing their potential (Usman 2014).

Akdon (2009) Management is the science and art of managing the process of using human resources effectively, which is supported by other sources within an organization to achieve certain goals. In this sense, there are two systems contained in management, namely organizational systems, and organizational managerial systems.

Program evaluation is a unit or unit of activity that aims to collect information about the realization or implementation of a policy, takes place in a continuous process, and occurs in an organization that involves a group of people for decision making (Slametto 2020).

Culture refers to the habits of certain people that are characteristic of their own. Likewise, the term culture means the same. Culture comes from Latin which means to work

or cultivate. The main core of culture consists of traditional ideas (hereditary and selected) and especially in historical values or historicity (Sudaryono 2014).

“Culture serves to guide and shape the attitude and behavior of organizational members. It is important to remember, however, that a strong culture can be either functional or dysfunctional that is, it can promote or impede effectiveness” (Hoy and Miskel 2013).

Sorenson and Goldsmith (2018) stated that "a brief examination of school culture's three elements-values, beliefs, and attitudes- makes a case for the integration of budget and vision a part of every school's culture".

Cheung et al. (2017) Coordinated school health (CSH) programs address multiple factors related to students' overall health, thereby increasing their physical and mental readiness to learn.

JA Lee and Welk (2019) Principals are key stakeholders within schools that have the potential to facilitate and lead culture changes to engrain school health as a permanent fixture in the school's culture, values, and mission.

A. Lee et al. (2018) The ongoing implementation of Health Promoting School (HPS) impacts on schools' environment and students' health behaviors.

Videto and Dake (2019) make quality school health the new norm, that school health education is the key to improving health literacy, operationally defining quality school health education, and establishing measures of success are all critically important to one another.

This can explain that healthy school culture is very much needed in schools. Based on the findings above, the writer is interested in studying more deeply about the healthy school culture at SMK Negeri 26 Jakarta because it was once one of the winners of the healthy school competition at the DKI Jakarta provincial level.

II. Research Methods

In this research, the researcher uses a qualitative method or approach, with a single case study design (explanatory). First, conducting interviews with sources at SMK Negeri 26 Jakarta regarding how to plan, implement, organize, and evaluate a healthy school culture. Second, perform data analysis, the analysis consists of three concurrent flows of activity: data reduction, data display, and conclusion drawing/verification. (Miles and Huberman 1984).

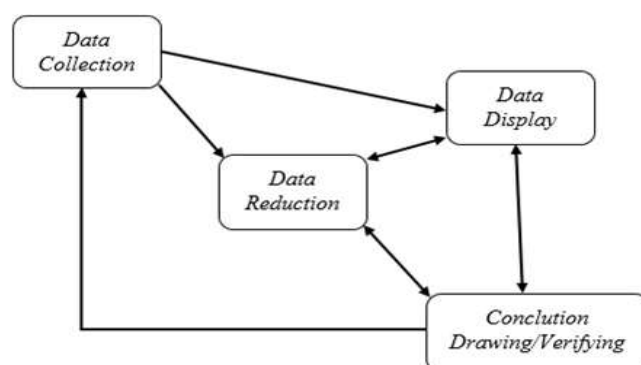


Figure 1. Components in Data Analysis (Interactive Model)

2.1 Data Reduction (Data Reduction)

Reducing data means summarizing, choosing the main things, focusing on the important things, looking for themes and patterns. Thus the data that has been reduced will provide a clearer picture and make it easier for researchers to collect data.

b. Data Display

In qualitative research, data presentation can be done in the form of narrative text, matrices, graphs, charts, and flowcharts. The goal is to make it easier to read and draw conclusions.

c. Conclusion Drawing/Verifying

The third step in qualitative research is to draw conclusions and verify. The initial conclusions put forward are still temporary and will change if there is no strong evidence to support the next stage of data collection.

III. Discussion

3.1 Healthy School Culture Planning at SMK Negeri 26 Jakarta

The planning of a healthy school culture that took place at SMKN 26 Jakarta was planned before the implementation of a healthy culture in schools. The principal of SMKN 26 Jakarta assesses that planning for a healthy culture in schools is considered a very important component because the success of a healthy culture in schools begins with good planning, contains strategies and goals for a healthy culture in schools appropriately, determines the smooth implementation process and achieves maximum targets set have been prepared and planned together. The implementation of healthy school culture planning includes intensive meeting activities which are attended by school principals, coordinators, and educators. This deficiency arises due to the lack of attention of educational personnel printing institutions that pay attention to these skills (Waluyandi, 2020). Pohan (2020) states that at school, from elementary to secondary school or even college, students undergo, practice, and experience the learning process of various knowledge and skills. Learning is essentially a cognitive process that has the support of psychomotor functions (Arsani, 2020).

The holding of meetings to develop a healthy school culture planning at SMKN 26 Jakarta is as follows: (a) Education Work Meetings consist of weekly, monthly, and annual work meetings. The Education Work Meeting which is held annually is attended by all section heads, school principals, and secretariats as well as coordinators. The process of implementing this meeting begins with the implementation of pre-education work meetings, namely: evaluation of the previous year's work program. The results of the preparation in the form of a new work program are the result of an agreement between the heads of fields, education coordinators, and school principals. All pre-meeting decisions of educational work are submitted at the education work meeting for input and approval. (b) Activities are carried out regularly by involving the principal and coordinator. This meeting contains content on the agenda for the preparation and determination of programs, activities, and implementation of work instructions. (c) The meeting is attended by the head of student affairs and the coordinator. Meetings are held regularly every week and contain the agenda for monitoring (monitoring) and evaluating activities.

3.2 Organizing Healthy School Culture at SMK Negeri 26 Jakarta

Organizing is carried out by coordinating all school members, namely: principals, all teachers, and students to achieve the goals of healthy school culture.

The results of the research at SMKN 26 Jakarta are presented as follows: (a) the principal selects several teachers to be assigned to the Healthy School Culture team once a year. This activity is carried out based on the results of the teacher's performance assessment. The other specific requirement is that the teacher had previously been a class-level

coordinator. (b) the principal conducts the selection and assigns a coordinator for each grade level. This activity is carried out based on the results of the teacher's performance assessment.

3.3 Implementation of Healthy School Culture at SMK Negeri 26 Jakarta

SMK Negeri 26 Jakarta implements a healthy school culture by implementing integrated learning and habituation methods (integrated learning) in all aspects of school activities to support the achievement of goals and instill basic skills as a whole to students.

SMKN 26 Jakarta has applied the term garbage collection movement (GPS). This garbage collection movement has been programmed by the school using an alarm. When the alarm sounds, all activities are stopped first and carry out garbage collection activities are. This program is also one of the mainstay programs owned by SMKN 26 Jakarta. All school members are very disciplined and integrated with the implementation of PHBS in schools.

The integrated teaching includes, among others: (1) delivery, inculcation, and practice of healthy school culture through all subjects, programmed activities, habituation, supporting activities, and spontaneous activities during the activity. (2) optimizing the competence of knowledge, skills, and attitudes during the implementation of all programs and activities of a healthy culture in schools; (3) the school involves parents in a healthy culture while at home. The goal is to establish a harmony between the vision and mission of healthy culture education in schools and families.

SMK Negeri 26 Jakarta provides and optimizes school supporting facilities and infrastructure in implementing a healthy culture in schools for the smooth implementation of healthy school culture. The implementation of a healthy culture in schools is supported by the principal and all teachers in its implementation while at school.

3.4 Evaluation of Healthy School Culture at SMK Negeri 26 Jakarta

The results of interviews, document reviews, and observations show that the evaluation of a healthy school culture includes monitoring, evaluation, and reports on the implementation of healthy school culture.

The purpose of monitoring and evaluating is so that the implementation of healthy cultural education at SMKN 26 Jakarta goes according to the plan and work instructions. Observation or monitoring activities are carried out by teachers and focus on checking the suitability of work plans and instructions with the implementation of healthy culture education program plans in schools. While the evaluation was carried out to determine the qualitative level of the effectiveness of the healthy school culture education program based on the achievement of the planned targets.

The final output of the implementation of monitoring and evaluation produces data that can be used as consideration for decision-making by the head or principal of the school. The leadership or principal of SMKN 26 Jakarta can make decisions on the implementation of a healthy culture in schools. In addition, the purpose of monitoring and evaluation is to improve the quality of the healthy culture education program in schools.

The implementation of the control of a healthy school culture including students and teachers is carried out by the principal. Teacher control is related to the implementation of healthy cultural education at SMKN 26 Jakarta, including the process of inculcating healthy school cultural values to students and the attitudes and behavior of teachers in setting an example for students. Schools create programs to control and foster their human resources while carrying out work.

Controlling student behavior is done through morning habituation with the homeroom teacher. This control is also carried out through observing the behavior of students during activities at school. The teacher is always agile and responsive to make behavioral improvements when there is a change in the behavior of students towards negative behavior.

This changed behavior is carried out in stages starting with the principal, homeroom teacher to the teacher.

IV. Conclusion

Based on the results of research at SMK Negeri 26 Jakarta, the conclusions of this study are as follows:

a. Planning

The formulation of the concept of healthy school culture at SMKN 26 Jakarta was carried out by the Healthy School Culture Development Team. The team consists of the principal, administration, and education coordinator (chosen teachers). The purpose of this team activity is to build a common mindset and can synergize strongly to realize the school's goals.

b. Organizing

The principal organizes the organization at SMKN 26 Jakarta by paying attention to the effectiveness of the school when carrying out tasks, appropriately in choosing human resources who are responsible and in harmony with carrying out tasks according to a predetermined plan.

c. Implementation

Healthy school culture is carried out under the coordination of the principal and the coordinator. They are both responsible for implementing a technically healthy school culture from start to finish at SMKN 26 Jakarta. Meanwhile, teachers also have an equally important and strategic role in implementing a healthy school culture.

d. Evaluation

All activities of the school residents of SMKN 26 Jakarta are always monitored by the principal by regularly involving all parties. Teacher behavior that is not in accordance with the concept of a healthy school culture will be coached by the principal. All teachers also monitor, record, and improve healthy school culture during learning at school.

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