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DESCRIPTIVE STUDY ON THE IMPLEMENTATION OF HEALTH PROMOTION IN THE SCHOOL DURING THE COVID 19 PANDEMI

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1 ABSTRACT

Health promotion needs to be done through schools because by the means of lessons at school, health information, attitudes, and healthy behavior can be conveyed to students. Through the delivery of various lessons, students learn to understand various life phenomena, one of which is the phenomena of illness and disease. The objective of this study was to determine health promotion through schools during the COVID-19 pandemic. A total of 232 principals of SD, SMP, SMA, SMK, SLB (Primary Schools, Junior and Senior High School, Vocational High School, Special Schools, and kindergarten) in Indonesia were involved as participants in this study. Participants were requested to complete the COVID-19 Health Literacy School Principals Survey: Questionnaire & Scale, which has been translated into Indonesian, online. In total there were 15 health promotion subtest items from a total of 136 question items in the measuring instrument provided. Processed with descriptive statistical techniques, the results found were that (1) all schools in Indonesia have carried out health promotion; (2) 77% of participants have taught students basic information about the corona virus; (3) 74% of participants have taught students how to protect themselves from infection; (4) only 58% of participants provide regular training on health topics, including protection against corona infection; (5) in more detail, only 50% of participants have provided regular treatment to deal with student stress due to the Covid-19 pandemic. This information is very useful for designing more effective health promotion through schools in the future.

Keywords: health promotion, schools.

INTRODUCTION

5 The COVID-19 pandemic has caused a revolution in the field of education. In the first year to the second year of the COVID-19 pandemic, students can no longer attend school face to face. All parties, principals, teachers and students work hard to ensure that the learning process can continue (Brivio, Fagnani, Pezzoli, Fontana, & Biffi, 2021)

In the academic field, they face many challenges such as unstable internet signal, not understanding the material delivered by the teacher as a whole, feeling lonely because of not meeting friends and teachers. In addition, many students have been impacted by the wider COVID-19 pandemic, for example parents who have been laid off, or family members having been exposed to COVID-19, some even died, or been exposed to information on social media about the chaos caused by the COVID-19 pandemic making them anxious to leave the house

because of the fear of contacting COVID-19 but in the end feeling lonely at home and even desperate (Dabravolskaj, Mohammed, Veugelers & Maximova, 2021). The results of the study found that the COVID-19 pandemic changed the behavior of children and adolescents, especially those related to physical activity and fitness, sleep patterns and eating habits (Derek, Katelynn, Sarah, Negin & Guy, 2021)

From various experiences during the first and second years of the COVID-19 pandemic, there were several psychiatric symptoms experienced by students: 67.5% experienced traumatic stress, 46.55% experienced depression, 34.73% experienced anxiety, 19.56% wanted to commit suicide (Sun, Goldberg, Lin, Qiao & Operario, 2021)

School is not only a place for academic learning but also a place for character building. At school, students not only learn various subjects, but also as a place to develop their full potential as well as being a place for social relations with other students, mutual support, mutual empathy and tolerance. Thus the school is an important place for the development of student cognitions, both individually and socially with other students (Hannah, Hannah, Michaela, Julianne & Lindsey, 2022)

To help students to be able to maintain physical-mental-social health, schools must be present in the form of designing and implementing health promotion programs for all members of the school community. What is meant by health promotion is any activity carried out to improve and/or protect the health and welfare of the entire school community (Brivio, at al., 2021) . In 1980 the concept of Health Promoting Schools (HPS) was developed which aims to establish a healthy lifestyle for all academics in schools by developing a supportive environment that is conducive to promoting health. The HPS concept includes (1) curriculum development that supports students² physical and psycho-social health; (2) a healthy school environment, applied to the quality of the physical environment, school climate, health services and school policies; (3) school interaction with the community. In addition, the concept of the Comprehensive School Health Program (CSHP) was born, which is a set of strategies, activities, and services that are planned, sequential, and affiliated with schools⁴ designed to optimally promote the physical, emotional, social, and educational development of students. The CSHP has 8 components, namely (1) planned and sequential delivery of health materials throughout the curriculum, from grade 1 to grade 12; (2) the provision of school-based health services; (3) a healthy school environment; (4) physical education in schools; (5) food service delivery; (6) provision of counseling services; (7) health promotion among teachers and school education personnel; and (8) seeking integrated health promotion between schools and the community (Marthe, Catherine, & Adèle, 2004). The two concepts are in accordance with

WHO's call for schools to have opportunities to promote health, which include (1) the provision of health services, (2) a healthy school environment and school policies that support health, (3) healthy school culture, curriculum, teaching and learning methods (Lena, 2004).

An American junior high school, in its health promotion program during the COVID-19 pandemic, provides meals to students and their families, establishes a virtual health center that can help students and their families to do virtual reflection, yoga practice; the school promotes consistently positive things; the school provides counselling and support services for students and their families. Various studies have found that the health promotion program pursued by schools during the COVID-19 pandemic is very useful for reducing the impact on mental health and well-being (Dabravolskaj et al, 2021).

The purpose of this research is to find out the activities carried out by the school to improve and/or protect the health and welfare of the the entire community in the school.

METHODOLOGY

This study was a descriptive quantitative study to find out the activities carried out by schools in Indonesia in promoting health during the COVID-19 pandemic.

The participants of this study were principals of 12 educational foundations spread across Indonesia with education levels: Elementary School, Junior High School, Senior High School, Vocational High School, Special School, and Kindergarten.

Data collection was carried out using the Google Form platform which was sent to various educational foundations in Indonesia. Incidental technique was performed. Of the various principals contacted, only the principal who was willing to answer became the subject of the research. The data collection process took place from 7 May 2021 to 26 July 2021. There were 281 school principals filling the scale, but only 234 school principals filled out the scale completely.

Samples came from representatives of 12 educational foundations in Indonesia with an age range of 30 years - 67 years, with a total of 234 school principals participating in this study, consisting of 113 male principals and 119 female principals. The details of the number of principals based on education level are as follows: 74 elementary school principals (31.6%); 82 junior high school principals (35%); 31 high school principals (13.2%); 1 Special School Principal (0.4%); 4 Vocational High School Principals (1.7%); 42 Kindergarten Principals (17.9%).

The measuring instrument used in this study is a measuring instrument from Dadaczynski et al (2021) which has been translated into Indonesian and translated back into English and

consulted with the health literacy consortium expert team via email on 29 April 2021 and answered on 1 May 2021. This measuring instrument, specifically the health promotion sub, consists of 15 items. These included asking “whether students learn how to protect themselves from infection”; “whether students were supported in dealing with the worries and fears caused by the corona virus”. All items were closed questions with favorable type. Measurement of health promotion was with a score of 1 = not true at all; 2=almost all of them are not true; 3=seems to be true; 4=very true. From factor analysis test and validity and reliability test, these 15 items were valid, so all items could be used.

The data processing in this study used descriptive statistical analysis techniques that aimed to describe and provide an overview of the frequency distribution of health promotion activities carried out by schools in Indonesia in the perception of school principals.

RESEARCH RESULT

An overview of health promotion carried out by schools in Indonesia during the COVID-19 pandemic is shown in table 1

Table 1. Health promotion carried out by schools during the COVID-19 pandemic

No	Statement in items	Average
1	Students learn how to protect themselves from infection	3.73 (74%)
2	Students are taught basic information about the corona virus	3.69 (77%)
3	Aspects of health promotion play an important role in teaching and learning situations	3.67 (68%)
4	School cooperates with parents in health promotion	3.66 (70%)
5	Students learn how to eat healthily in a pandemic situation	3.65 (67%)
6	Health promotion plays an important role in working conditions	3.64 (67%)
7	Students learn to get enough practice despite the restrictions due to the corona virus	3.63 (73%)
8	School collaborates with community stakeholders from the health and social sectors in promoting and protecting student health	3.62 (71%)
9	School staff are supported in dealing with the stressful situation caused by the coronavirus	3.59 (39%)
10	There is a consensus that student health and performance in schools are interrelated	3.59 (45%)
11	Students are supported in dealing with the worries and fears caused by the corona virus	3.57 (72%)

12	A (digital) space for social interaction and for conversation is created despite the restrictions related to corona	3.52 (67%)
13	Students are involved in planning prevention and health promotion activities	3.39 (66%)
14	Stress due to the COVID-19 pandemic (workload, student stress) is regularly handled	3.20 (50%)
15	There are regular further training courses on health related topics (protection against coronavirus infection, stress management)	3.09 (58%)

From the data above, it can be seen that three things that have a high average are (1) students learn how to protect themselves from infection with an average of 3.73 out of a total mean score of 4; (2) students are taught basic information about the corona virus with an average of 3.69 of the total average score of 4; (3) aspects of health promotion play an important role in teaching and learning situations with an average of 3.67 of the total mean score of 4. This was conveyed by 68%-74% of participants. This means that the provision of information on how to protect oneself from infection, basic information about the corona virus, health promotion to support teaching and learning conditions have been carried out by schools in general. However, there are three things that have a low average, namely (1) there are regular further training courses on health-related topics (protection against corona virus infection, dealing with stress) having an average of 3.09 of the total average score of 4; (2) stress due to the COVID-19 pandemic (workload, student stress) is regularly handled, with an average of 3.20 of the total average score of 4; (3) students are involved in planning prevention and health promotion activities, an average of 3.39 of the total mean score of 4. This was conveyed by 58% to 66% of participants. This means that the provision of regular training courses on health-related topics such as protection against corona virus infection; handling stress due to the COVID-19 pandemic such as workload, student stress; students being involved in planning prevention and health promotion activities have not been widely carried out by schools.

DISCUSSION

Health promotion has been carried out which includes providing information on how to protect oneself from infection; providing basic information about the corona virus, health aspects have played an important role in teaching and learning situations; the school has collaborated with parents in health promotion; students have been taught how to eat healthily in a pandemic situation; health promotion plays an important role in work situations; students have learned to get enough practice despite the restrictions due to the corona virus, the school

collaborates with community stakeholders from the health and social sectors in promoting and protecting student health; school staff are supported in dealing with the stressful situation caused by the coronavirus; there is a consensus that student health and performance in schools are interrelated; students have been supported in dealing with the worries and fears caused by the coronavirus; a (digital) space has been prepared for social interaction and for conversing despite the restrictions related to corona. This is in line with the HPS and CSHP concepts, although it has not been fully implemented. What has been done is specifically related to the delivery of health materials, a healthy school environment; health promotion among teachers and school education personnel, seeking integrated health promotion between schools and the community (Marthe et al, 2004)

What still needs to be improved is the provision of regular training on health-related topics such as protection against corona virus infection, as well as regular handling of stress due to the COVID-19 pandemic, for example on workloads, student stress in accordance with the HPS and CSHP concepts⁷. It is also necessary to involve students in planning prevention and health promotion activities. Involving students can increase students' sense of belonging to the school, increase motivation, positive attitudes, skills, competencies and knowledge, and personal development of students. Meanwhile, the impact on schools is the formation of a school culture and social climate, rules and policies and physical infrastructure. Besides, it will have an impact on social interaction with friends at school (Ursula, Daniel & Venka, 2017)

CONCLUSION

Based on the findings in this study, it can be concluded that health promotion has been carried out in schools in Indonesia during the COVID19 pandemic. The activities carried out generally revolved around providing information on how to protect yourself from infection and basic information about the corona virus, and it was found that aspects of health promotion had played an important role in teaching and learning situations. Meanwhile, health promotion activities that must be improved are providing regular training on health-related topics, such as protection against corona virus infection, as well as handling stress due to the COVID-19 pandemic, such as workload, student stress. In addition, students should be involved in planning prevention and health promotion activities.

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