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Acknowledgement

Good day, ladies and gentlemen!

It is an honour for us to present to you: The Second International Conference on Biopsychosocial Issues (IConBI 2022). After the success of the First International Conference on Biopsychosocial Issues in 2018, we believe this edition will come as successful and fruitful as before. This particular event is organized by five universities: Soegijapranata Catholic University (SCU) from Indonesia, De La Salle University Dasmaringas from The Philippines, University of Cyberjaya from Malaysia, Open Universiteit from The Netherlands, and Radboud Universiteit Nijmegen from The Netherlands, with SCU come as the main organizer. There are one keynote speaker and six invited speakers that are divided into two days session.

On the first day, we will listen to the keynote speaker, Dr. Ferdinandus Hindiarto, M.Si, Rector of Soegijapranata University. In this session, we can learn how biopsychosocial approach is used to make policy during the pandemic. After that, we will listen to Prof. Dr. Rosnah Ismail (University of Cyberjaya), Dr. M. Sih Setija Utami, M. Kes. (Soegijapranata Catholic University), and Dr. Marijtje L. A. Jongsma (Radboud Universiteit). On the next day, we will listen to Riza Sarasvita, M.Si., MHS, PhD (Deputy for the Rehabilitation, National Anti-Narcotics Agency), Susan T. Mostajo, PhD, RGC, RPsy (De La Salle University Dasmaringas), and Dr. Janet Boekhout, M.Sc. (Open Universiteit).

Each of the invited speakers will talk about their research on biopsychosocial issues. In the afternoon, there will be presentation from 90 presenters. On the first day, the presenter is from the academic and general population. On the second day, the students will show their capabilities in writing and presenting scientific articles. Thank you for joining us. We are hoping that you will have a great experience for the next two days with us.

Eugenius Tintus Reinaldi, M.Psi., Psikolog
Head of IConBI 2022 Committee

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Descriptive Study on The Implementation of Health Promotion in The School During The COVID-19 Pandemic

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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, and SLB (Primary Schools, Junior and Senior High schools, Vocational High schools, and Special Schools) 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. In total, there were 15 health promotion subtest items from a total of 136 question items in the measuring instrument provided. Based on descriptive analysis, we found that (1) all schools in Indonesia have carried out health promotion; (2) 77% of participants have taught students basic information about COVID-19; (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 COVID-19 infection; (5) 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

The COVID-19 pandemic has caused a revolution in the field of education. From 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 et al., 2021).

In the academic field, students face many challenges, such as unstable internet signals, not understanding the material delivered by the teacher as a whole and 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 et al., 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 et al., 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 et al., 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 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 et al., 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, et 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 students' 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 schools 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 et al., 2004). The two concepts are following 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, and 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 counseling 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 entire community in the school.

Method

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. An 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.

281 school principals were 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 coronavirus". All items were closed questions with favorable types. 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 the 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.

Result

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

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 coronavirus	3.69 (77%)

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

No	Statement in items	Average
3	Aspects of health promotion play an important role in teaching and learning situations	3.67 (68%)
4	The 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 coronavirus	3.63 (73%)
8	The 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 coronavirus	3.57 (72%)
12	A (digital) space for social interaction and 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%)

Discussion

Health promotion has been carried out which includes providing information on how to protect oneself from infection; providing basic information about the coronavirus, 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 coronavirus, 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 and 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 coronavirus infection, as well as regular handling of stress due to the COVID-19

pandemic, for example, workloads, student stress following the HPS and CSHP concepts. 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 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 et al., 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 coronavirus, 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 coronavirus infection, as well as handling stress due to the COVID-19 pandemic, such as workload, and student stress. In addition, students should be involved in planning prevention and health promotion activities.

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