HEALTH MANAGEMENT FOR ELEMENTARY SCHOOL STUDENTS

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ABSTRACT

The purpose of this research is to determine the health management practices of learners in elementary schools. The research used a qualitative approach with case study design in three elementary schools in Banjarmasin City. The results of the study generally indicate that the implementation of health efforts for elementary school students in Banjarmasin City can be implemented as a result of the consistency of local government towards the implementation of policies both organisasional through coordination between institutions and operational conducted in schools. Successful implementation of health efforts for students in schools depends on the management process developed in schools, from planning, organizing, implementing / mobilizing, and controlling health business activities in schools on an ongoing basis. Based on the results of the study, then as an alternative in improving the performance of health business management in school researchers recommend hypothetical model of health business management for learners in Elementary School.

Keywords: Elementary School Students, Management Process, School Health Effort

Introduction

School-age children consist of middle childhood (ages 6-10 years) and early adolescence (11-14 years). The average age of primary school children in Indonesia is between 6-12 years. Elementary school children are included in school age who are very vulnerable to physical, psychological and social disorders because children have started to interact more openly with the environment, peers and other adults (including teachers). On the other hand, children do not yet have sufficient deterrent power physically, psychosocially and spiritually in determining what is best for themselves. (Onis et al, 2007; Department of Education and Early Childhood Development-Victoria, 2012; UNESCO, 2012; Nurihsan, 2011).

Based on the results of the research that has been done, the process of growth and development of children and children's health factors will have a direct or indirect influence on children's learning achievements. (Case Paxson, 2006; Hass & Fosse, 2008; Basch, CE, 2010; Valois, R.F. Slade & Ashford, 2011).

Learning achievement can be seen from academic and non-academic achievements. Academic achievement can be identified from the acquisition of grades in each given subject. While non-academic achievements can be seen from the affective and psychomotor abilities achieved by students. In other words, student achievement can be seen from the outcomes produced by education, namely the achievement of cognitive processing skills, emotional and social awareness and skills, and moral character development.

(Huitt, et al, 2009). Disturbances in the process of growth and development of children due to exposure to a disease, bad environment, accidents, or unsafe social influences for children will affect children's learning achievement.

While at school, children interact with other children, teachers and education personnel from various environmental backgrounds and are likely to be easily exposed to various infectious diseases. Likewise, the possibility of injury due to physical activities that are often done by children at school, such as sports or when children play. In addition, it is possible that schools will accept children who have a history of chronic health problems such as asthma, diabetes mellitus, heart disease and others who occasionally attack at school. Therefore, the existence of health services in schools is one of the most important needs in the implementation of education in schools. (Case & Paxson, 2006; Lear, 2007; Valois, R.F. Slade & Ashford, 2011). Schools must be able to ensure the availability of a healthy, safe and comfortable environment for every child and provide comprehensive health services that will help each child to grow and develop optimally. (Onis et al, 2007; Cetinkaya, 2009; RI Law No. 36 of 2009 concerning Health; Department of Education and Early Childhood Development-Victoria, 2012; UNESCO, 2012).

Awareness about the importance of health for school-age children has been echoed by WHO since 1995 which initiated the global school

health initiative. The aim of this WHO initiative is to mobilize and strengthen health promotion and education at the local, national, regional, and even global levels. The program targets are students, educational staff at schools, families (parents of students) and other groups in the community who will support the success of health promotion in schools. (WHO, 1996; WHO, 2000). WHO's initiation of health promotion in schools has become an international issue that moves countries in the world to develop health promotion in the school environment.

In Indonesia, health efforts in schools are carried out in order to realize Law no. 36 of 2009 concerning Health, article 79 which states that school health efforts are carried out to improve the ability to live healthy lives of students in a healthy environment so that students can learn, grow and develop harmoniously into quality human resources. To achieve this goal, the Government of Indonesia issued a policy of fostering and developing school health businesses which are managed jointly by 4 (four) Ministries, namely: Minister of Education and Culture, Minister of Health, Minister of Religion, and Minister of Home Affairs through Joint Regulation of 4 Ministers Number 6/ X/PB/2014, Number 7 of 2014, Number 41 of 2014, and Number 81 of 2014 concerning the Guidance and Development of School/Madrasah Health Business. Based on this policy, all schools from TK/RA, SD/MI, SMP/MTs, and SMA/SMK/MA along with special schools from all levels are required to carry out health efforts in schools in accordance with nationally established guidelines.

The cleanliness of Banjarmasin City has maintained the title as "UKS City" since 1996 until now, indicating that the aspects assessed in the Healthy School Competition can be fulfilled properly. The things that are assessed in the National Level Healthy School Contest, among others: (1) Assessment of the UKS Guidance Team at the Provincial, Regency/Municipal, and District levels. Aspects assessed include UKS development activities including monitoring, training, and school involvement; (2) Assessment of the school, with aspects assessed including the cleanliness of classroom facilities/infrastructure, teacher's room, canteen, toilets, clean water, hand washing areas, places of worship, condition of trash cans, and UKS room; (3) Assessment of students' health behavior, including knowledge of UKS, clean and healthy living behavior (PHBS); (4) Assessment of the implementation of health services, such as the implementation of health screening and counseling by Puskesmas officers, and others. (Ministry of Health RI, 2013).

Seeing this aspect of the assessment in the LSS, careful preparation is needed from the school, related institutions such as the Education and Culture Office, Health Office, Regional Government, and other elements that contribute to the expected healthy school implementation. To accommodate the need for organizing student health efforts in schools, an organizational development concept is also needed that is able to leverage all existing elements to achieve the expected goals. Organizational development is an applied process based on behavioral science that helps organizations build their capacity to change and to achieve organizational effectiveness. Organizational development in schools begins with the strength of the change plan, especially project management or innovation that builds the ability of the school organization from its current condition to achieve the expected goals. Organizational development is oriented towards improving the total system, therefore an important function in organizational development is the effectiveness of the management processes carried out. (Wahab, 2011).

The management process will run well if the management functions run in synergy. These management functions are planning (planning), organizing (organizing), implementation and leadership (leading), and supervision (controlling) or better known as the POLC framework (Carpenter & Sanders, 2009). The success of student health efforts in schools cannot be separated from the extent to which these management functions can be carried out and synergize with general learning programs in schools.

The implementation of student health efforts in schools in a holistic manner consists of managing the health status of students, providing infrastructure and a healthy and safe school environment, as well as multidisciplinary collaboration from across institutions to provide holistic health services. (Fowler, 2004; Fowler & Dell, 2005; Department Of Defense Education Activity, 2007; Onis et al, 2007; Cetinkaya, 2009; Foster Social Development In Early Childhood, 2009; State Government Victoria. Department of Education and Early Childhood Development , 2012; UNESCO, 2012).

Based on the results of a preliminary study conducted by researchers in Banjarmasin City Information was obtained that the Banjarmasin City Government, in this case the Banjarmasin

City UKS Guidance Team, had determined the UKS strata that was adjusted to the conditions and abilities of schools in implementing UKS. The data showed that almost all schools in Banjarmasin City (98.88%) had implemented UKS. Of the schools that have implemented UKS, most (62.88%) are in the standard, optimal and plenary strata. This means that most of them have implemented the UKS Trias in accordance with the standards set based on the results of the UKS National Working Meeting (2004). Ibtidaiyah Elementary School/Madrasah Ibtidaiyah is the largest educational institution in Banjarmasin City and all of them (100%) have implemented UKS. health efforts for students in schools and how the impact of UKS implementation on improving health degrees and changes in healthy living behavior that will support student achievement optimally.

The framework of thought in this research is based on the understanding that complete (holistic) health is one of the factors that support the success of a person (individual) in achieving achievement through the teaching and learning process he takes. (Paxson, 2006; Hass & Fosse, 2008; Basch. CE, 2010; Valois. Robert. F, 2011). A person's health in the early days of life until school age is an important aspect in a person's continuity to excel at the next level of education (Hass & Fosse, 2008). In this study focused on school-age children, where this age is the age at which a person begins to interact with the wider environment of their parents and family. At this age children have faced many challenges from the surrounding environment and people outside their families, including peers, teachers and other adults. (Mc.Devitt & Ormrod, 2002; Fowler, 2004; Fowler & Dell, 2005; Onis et al, 2007; Cetinkaya, 2009; Foster Social Development In Early Childhood, 2009; Papalia et al, 2010; Desmita, 2012).

Disturbances in the process of growth and development of children due to exposure to a disease, bad environment, accidents, or unsafe social influences for children will affect children's learning achievement. Therefore, schools must be able to ensure the availability of a healthy, safe and comfortable environment for every child and provide comprehensive health services that will help each child to grow and develop optimally. (Onis et al, 2007; Cetinkaya, 2009; RI Law No. 36 of 2009 concerning Health; Department of Education and Early Childhood Development Victoria, 2012; UNESCO, 2012). Schools as open social systems are widely influenced by the environment and vice versa (Hoy & Miskel, 2008)

are potential institutions for school-age children to grow and develop optimally. Schools provide human resources, environment and infrastructure as well as a school management system (school culture) that is able to accommodate children's needs to be able to adapt, excel and integrate various basic knowledge for their future interests.

Student health efforts in schools consist of implementing health education, checking the health status of students, providing infrastructure and a healthy school environment. For the successful management of student health in schools requires a strong commitment from every element involved, especially from the government. The government provides policies and legalities that underlie the implementation of student health efforts in schools. (Fowler, 2004; Fowler & Dell, 2005; Department Of Defense Education Activity, 2007; Onis et al, 2007; Cetinkaya, 2009; Foster Social Development In Early Childhood, 2009; Valois, R.F. Slade & Ashford, 2011; State Government Victoria Department of Education and Early Childhood Development, 2012; UNESCO, 2012).

As a form of implementation of student health business policies in schools and to accommodate the implementation of student health efforts in schools, an organizational development concept is needed that is able to leverage all existing elements to achieve the expected goals. Organizational development begins with the strength of the change plan, especially project management or innovation that builds organizational capabilities from the current condition to achieve the expected goals (McLean. Gary. N, 2005; Gazaryan. Wahab, 2011). The implementation of health efforts in schools needs to be managed systematically through the implementation of management functions (planning, organizing, implementing, and controlling).

The results of implementing student health efforts in schools are expected that students will receive structured health care insurance, obtain education and skills related to healthy lifestyles, and obtain healthy facilities and environment in schools so that the teaching and learning process is more conducive. All of these aspects are in order to improve the health status of students holistically. With excellent health, students will have the potential to participate in the teaching and learning process optimally and show satisfactory learning achievements both academically and non-academicly.

METHOD

This research uses an approach qualitative. While the research strategy that used is a case study. Qualitative approach with case study method used to study and answer problems, as well as finding, and obtaining deeper meaning of Management Health of Students in Elementary Schools, in this is a case study at SDN Suryakencana CBM, SDN Dewi Sartika CBM and SDN Sukasirna Kota Banjarmasin.

The unit of analysis of this research is social situations in which the business management process health of elementary school students in the city Banjarmasin implemented. Sources of data that required according to the unit of analysis of this research determined purposively, that is, determined by adjusting to the research objectives. Data collection was obtained from the results of interviews, study of documentation and observation of activities related to health efforts in schools direct.

The research process begins with researchers' observations of phenomena that occurs in the implementation of health business in schools from various literatures, direct observation in schools and in the media mass. Then the researcher develops assumptions research and confirm/explain the realm which will be studied from the observed phenomena researcher. In this stage, the researcher also conducts strengthening of literature, concepts and results previous research that is in line with organizing health efforts for participants learn at school. Researchers make selections the object of research by conducting a study introduction that begins with study documentation of reports UKS implementation, Government Policy related to the implementation of UKS, the news on print and internet media related to the results of the competition healthy schools both at the provincial and local levels National, and implementation guidelines UKS issued by the Ministry of Health Education and Culture as well as the Ministry Health. Next, the researcher did direct observation to Banjarmasin City.

Researchers carry out research stages by collecting data intensively on the policy factors for the implementation of UKS in Banjarmasin City which includes the formulation, strategy, policy implementation and evaluation. Furthermore, researchers collect related data with the process of student health management in schools as a direct policy implementation operations, which include: implementation of management functions (planning, organizing, implementing and controlling), coordination, funding and information systems management carried out and the impact of the business health of students towards achievement performance. Data collection is done by in-depth interview with the speaker sources/participants according to research needs, documentation study and observation of activities UKS at the designated school/location.

Researchers triangulate sources data to avoid bias obtained from results of interviews, documentation and observation studies, and focus more on operational aspects student health management in schools. Along with this process, the researcher carried out analysis and validation of data from various sources integrated manner. Results of data processing then summarized / concluded and become input to answer questions study. The final stage of the researcher proposes Hypothetical Model of Participant Health Management Educate in Elementary School according to the results study.

RESULT

In general, research findings shows that business operations health for elementary school students in the city Banjarmasin can be implemented as a result of local government consistency towards good policy implementation organizationally through cross-institutional coordination as well as operations carried out in schools.

The success of the implementation of the health business for students at school is very dependent of the management process developed in school, starting from planning, organizing, implementing/activating, and control of health business activities in schools.

Specific research findings shows that :

1. Organizing health business for participants learning in schools is the implementation of policies that have been set by Centralized government. Local government have autonomy in determining regional policies related to the implementation of health efforts in schools in accordance with the health needs of students in the area

2. Business operation success health for students at school is very depending on the management process developed in schools, starting from planning,organizing,implementation/movem

ent,and control health business activities in schools sustainable.

    a. Good and purposeful planning can determine the success rate of the program health care in schools. Obscurity outcome indicators in planning result in difficulties in determine the success rate of the program.

    b. Proper organization helps smooth running of the program health care in schools. Availability adequate human resources and neadiness of all elements of the school in support the implementation of business programs Health in school is very important program success.

    c. Successful implementation of business programs health in schools depends on Principal leadership and commitment of all elements of the school to support program implementation.

    d. Control of health business programs in school is carried out with efforts monitoring, evaluation and assessment. Weaknesses in setting the program work and indicators of success result in difficulty in assessing program success and determine follow-up program.

3. Cross-institutional coordination in organizing health efforts for participants students in schools are driven and driven by Local Government as needed health business development in schools.

4. Organizing participant's health business education in schools is funded by the Government. The school has the authority to manage and seek funding for health businesses students at school.

5. Use of management information systems student health (SIMKesdik) in schools assist in the control process student health data continuously starting from the collection data, documentation, reporting and decision-making for follow-up student health business activities school.

6. Impact of health efforts on participants students at school can be seen clearly from student health monitoring periodic, changes in healthy living behavior, increasing knowledge about health, and keep the school environment clean and healthy all of which will have an impact on increasing health status and support achievement student learning achievement.

From the results of the research above, it was also found that some discrepancies to be noticed researchers, namely:

1. Policy aspects

    a. In policy control organizing participant health business students at school are not paid attention follow-up to the development of UKS activities in LSS ex-champion schools, so that many UKS facilities in schools it is not well maintained.

    b. Activity reporting system mechanism UKS from schools to Team UKS Supervisor (Sub-district and City) not supported by the documentation systematic. This causes the difficulty in assessing the level successful policy implementation implementation of UKS in Banjarmasin City.

    c. Policybusiness operation health in schools has not had an impact significantly on behavior change healthy living in the community around the school.

2. Aspects of the health business management process students at school

a. Planning Function

    1) UKS Work Formulation Program use the standard format determined by the UKS Advisory Team City, showing no indicator the success of each activity planned. This will for the UKS Implementation Team at school to assess program success after held.

    2) More descriptions of UKS program activities focuses on the health aspect physically. Activities from aspects of psychosocial health and spiritual is not visible in the program

b. Organizing function

    1) The main obstacle in organization of health efforts in school is a limitation of human resources (both from UKS Guidance Teachers and from health center staff). so many activities are not implemented according to the program.

c. Execution function

    1) As a result of limited human resources, then many UKS programs can't implemented according to the program.

    2) Implementation of health services for students are limited to activities Regular health center run that is networking

health, immunization, eradication of infectious diseases, health education and giving supplements/supplements.

d. Control function
1) Control activities that carried out by the UKS Implementation Team in school is not documented with good, so hard to judge development of existing programs held.
2) The UKS Implementing Team did not make UKS activity reports as shown should be done to the Team UKS builder.
3) There is a sufficient gap between the work program and the indicators of program success determined by the government (guidelines) implementation of UKS in schools).

d. Aspects of cross-institutional coordination
1) Implementation of cross-institutional coordination in the implementation of UKS in the City Banjarmasin is very intensive at this time implementation of activities that initiated by the UKS Advisory Team Cities/Districts such as LSS and UKS Jamboree. Outside activities it is limited to schools with Health Center to implement health service activities routinely carried out.

f. Aspects of using information systems student health management
1) The school has no documentation student health data complete and continuous. Health development of students unknown.
2) Health data reporting mechanism students who have been screened health is carried out by the Health Center. No feedback on examination results health for the parents of participants educate for follow-up services health

DISCUSSION
1. Regional Policy in Implementation Health Efforts for Elementary School Students.

The UKS implementation policy which has been originally involved 4 Ministries, namely:
Ministry of Health, Ministry of Education and Culture, Ministry of Religion, and The Ministry of Home Affairs is a opportunities as well as challenges for every institution the.

The collaboration of the four ministries hierarchically designed from the center to the regions, as well as involving key officials at every level governance requires a good understanding balance of every official involved. This matter it's not easy to remember the dynamics of government Indonesia is currently growing and often changed. Based on the results of research that has conducted in Banjarmasin City, it was found that In general, the implementation of UKS can implemented because of the commitment jointly driven directly by Local government to support implementation of UKS in every school. The Regional Government of Banjarmasin City took the dominant portion in setting policy implementation of UKS in Banjarmasin City, so that every element of government and government officials from various sectors can carry out activities in accordance with the policies set by the Regional Government.

Formulation of business implementation policy school health is based on awareness to improve well-being communities that are specifically addressed to school community to prepare healthy, intelligent and prosperous generation. With see the results of the study of real conditions in the community then the health business implementation policy schools are formulated to improve and correcting perceived deficiencies, and strengthen and develop potential existing ones become more optimal for the interests of the wider community.

Business implementation policy formulation school health results in a strategy which is used as a reference and guide for implementing policies at the organizational level as well as operational. Policy implementation in organizational level implemented by the Team UKS supervisor in the context of coaching and
school health business development, while at the operational level it is carried out by the education unit, where the main target is are students.

Implementation of participant's health business policy learning at school is a very important process important in assessing policy success that. Policy implementation

will be successful good if the policy is understood What is clear by policy actors in this case is UKS Guidance Team and UKS Implementation Team in schools, and conversely policy makers need to know exactly the objectives of the policy and problems that occur at the policy location it will be implemented. Policy socialization very important to give understanding of policy objectives and benefits specifically to increase the degree student health, and in general for increase awareness of healthy living behavior in school and community environment. Support from the government or the head of the institution in, policy implementation is very necessary for mobilize existing resources to support the success of policies that held.

Control of business implementation policies the health of students in schools needs to be done continuously by reporting, continuous evaluation and supervision to ensure the policy process is implemented in the field and assess the level of success enforced policies.

Student health business policy in schools are expected to have an impact on improving the health status of students and the occurrence of changes in clean and healthy living behavior in among students. With increasing The health status of students is expected to be have an impact on increasing the potential for learning well and be a smart person, highly competitive and can provide contribute to nation building.

2. Participant Health Business Management Process Educate in Elementary School

Basically the business management process The health of students in schools is a operational implementation of the policy organizing student health efforts set by the government. Management of student health efforts in Schools don't just carry out mandate of government policy, but it must be realized that the health aspect of students is an important aspect in supporting the smooth the educational process of students in schools. Aspect Health is an individual need of every student that must be considered when students are in the school environment.

The success of students' health efforts in Schools cannot be separated from the extent to which management functions start from planning, organizing, leading and controlling can be run and synergize with learning programs common in schools. Business operation holistic health of students in schools consists of managing the health status of participants education, provision of infrastructure and the environment healthy schools, as well as multidisciplinary collaboration from cross-institutional to organize holistic health services. (Fowler, 2004; Fowler & Dell, 2005; Department Of Defense Education Activity, 2007; Onis et al, 2007; Cetinkaya, 2009; Foster Social Development In Early Childhood, 2009; Valois. Robert. F, 2011; State Government Victoria. Department of Education and Early Childhood Development, 2012; UNESCO, 2012).

Student health business planning in school begins with a study of needs and desires to realize healthy and intelligent students. Desir This is stated in the school's vision and mission as a statement of commitment to all citizens schools to organize health efforts for students at school. Desired goal achieved in the implementation of health business students in schools are described in strategies maintenance, including by curriculum development to accommodate student health business activities in curricular and extracurricular programs. Program work is structured taking into account abilities and potential that exist in schools and cross-institutional multidisciplinary support for meet the health needs of students comprehensively.

Organizing student health efforts at school is a process carried out for manage the resources owned by the school to carry out a number of activities in order to achieve the goal of increasing the level of student health and build habits live clean and healthy. Resource organization Human resources in schools must be arranged in such a way in such a way that it does not overlap with activities others at school. The role of health workers is very dominant in the implementation of health services comprehensively through promotional

activities, preventive, curative and rehabilitative in schools, by Therefore, the presence of professional health workers such as health nurses need to be considered as a way out to improve continuity health services to students. Involvement of various parties across institutions and society at large in the implementation of health efforts in schools require the principal Schools to be more proactive in socialize the health business program schools and build cross-institutional collaboration and develop effective and efficient collaboration with community institutions.

Implementation of health efforts for students in schools must be adapted to the needs holistic health of students, namely: includes physical, psychological, social and spiritual. Implementation of business activities health in schools can be implemented by good if all elements of the school and supporters of the institution is committed to implementing it according to the established program. The principal's leadership role in move and motivate all elements school to carry out activities will be very great influence on the success of the implementation health efforts for students in schools.

Control of health business activities for students at school includes efforts to monitoring and evaluation supported by recording and reporting to view, assess and ensure the implementation of business activities health for students in schools. Control is carried out periodically and sustainable, one of the ways that used by the government (regional) in monitor and evaluate implementation Health business activities in schools are by organize healthy school competitions tiered starting from the district level, City/District, Province and even National level which is held every year.

3. Coordination between Internal Institutions Implementation of Participant Health Business Educate in Elementary School.

Multidisciplinary coordination across institutions within implementation of health efforts in schools in basically is to meet the needs holistic health of students. Elements involved in business coordination The health

of students is an element that will able to give contribution in realize these needs. Fulfillment The health needs of students include: physical, psychological, social health needs and spiritual also complete the need for facilities infrastructure and a healthy school environment and conducive and policies that needed to support compliance those needs.

4. Funding for Student Health Business Primary school

Funding for student health efforts in school is the responsibility of the government managed by the school with the principle of school based management. School by autonomy has the right to manage finances and funds available according to need organizing student health efforts in schools and develop business partnerships with institutions in the community to support funding wherever possible well accounted for.

5. Implementation of Management Information System Health of Elementary School Students.

The results of research carried out related to use of management information systems student health (SIMKesdik) in schools The basis of Banjarmasin City in general proves that with the help of computers management of student health in schools can be implemented more effectively and efficiently. Results The research is in accordance with the description put forward by Laudon & Laudon (2007) that management information systems based on computers in general can improve processes business in two ways, namely: (1) increasing business process efficiency due to increased coordination, avoid duplication and speeding up the process thereby saving time; (2) changing business processes in the form of change the shape of the product to digital, and make the procedure easier. Use of management information systems the health of students can improve the performance of the UKS Implementation Team at schools in manage student health data starting from continuous documentation of health data, processing data into reports and increase speed in retrieval decisions due to simplification of tasks and reporting process

flow starting from the Implementation Team at schools to the UKS Guidance Team located in District, City/District, Province up to Center.

6. Impact of Students' Health Efforts School Against Participant Achievement Educate Elementary School.

Health aspects will affect direct student achievement or indirectly, because of health factors will provide support for the child's physical fitness / stamina to follow age-appropriate activities provide encouragement to move actively, and increase motivation to learn something age-appropriate. Statement is the same as the statement that expressed by several authors and researchers (Case Paxson, 2006; Hass & Fosse, 2008; Basch. CE, 2010; Valois, R.F. slides & Ashford, 2011) which states that the process education can be taken and implemented optimally when students are in adequate physical, psychological, social and moral and spiritual.

RESEARCH HYPOTHETIC MODEL

Referring to the research framework, research results, theoretical studies and concepts as well as the discussion that has been described, then researchers propose a hypothetical model of management health of students in elementary schools.

Model This hypothetical is an alternative to management the health of students in elementary school starts from setting policies, implementing operations in schools, and the impact maintenance of increasing degrees holistic health of students support the improvement of participants' learning achievement educate.

This hypothetical model consists of input elements, processes, outputs and outcomes. Description of each element in the description of the hypothetical model these are as follows:

1. Input (input)

The input factors in this model consist of national policy for business administration school health, student characteristics, school institutions, and society.

Business administration policy national health has been determined by in the Law of the Republic of Indonesia Number 36 of 2009

on Health, article 79 and described in detail more clearly in the Joint Rule four Ministries, namely: Minister of Education and Culture, Minister of Health, Minister of Religion, and the Minister of Home Affairs through Regulations Together with 4 Ministers Number 6/X/PB/2014, Number 7 of 2014, Number 41 of 2014, and Number 81 2014 concerning Development and Health Business Development School/Madrasah. Based on policy then all schools starting TK/RA, SD/MI, SMP/MTs, and SMA/SMK/MA along with Extraordinary schools of all levels are required to carry out health efforts in school in accordance with the guidelines that have been determined nationally.

Childhood growth and development school is strongly influenced by factors that brought him to this stage, namely: school entry age (elementary school age ranged from 6-12 years), gender, background family background, medical history before phase this, and the state of health when the child entered school. Most of the productive time owned by school-age children, an average of 6-7 hours a day spent in the school environment. Therefore school is a strategic place for children learn to socialize with the social environment wider after family and environment around the house. The school provides facilities and educational facilities, human resources, namely educators (teachers) and other education staff who support the learning process in schools. Schools develop learning curriculum according to the needs and policies enforced to meet educational standards nationally. School builds culture education and a safe, comfortable environment and conducive to preparing students ready to learn and contribute in all educational activities carried out.

The existence of the school as a means public services receive attention and support from the surrounding community. Support the community towards the existence of the school is very closely related to the community's need for adequate educational service facilities for educate and educate the public. Related with the aspect of health, the existence of facilities health services in the community become a very vital input for the

implementation of student health efforts in schools. Thereby also with community support in the form of active participation of community members in create a healthy school environment and financial support to increase and developing health services in school environment.

2. Process

The factors involved in the process consist of: government policies in the implementation of health efforts in schools including policy cross-institutional coordination to support organizing student health efforts in school and health business management processes students at school. The government makes policies on health efforts for participants educated at school based on the consideration that aspects of the health of students must be pursued optimally to prepare generations successor of a healthy, intelligent and prosperous nation. Health business policies in schools are formulated to meet the needs of students for holistic health while students are in school. Efforts to meet health needs holistic for students in schools involving various cross-sectoral/institutional disciplines organized by the government in accordance with government policy.

Schools as operational units accommodate business operations the health of students in schools is necessary develop the school organization to be more flexible and more effective. It is necessary for that organizational development concept (organizational development) capable of leveraging all the elements that exist to achieve expected goal. Organizational development oriented to total system improvement, therefore an important function in organizational development is process effectiveness implemented management. Process management will run well if the management functions work in synergy. Management functions These are planning organize (organizing), run (leading), and controlling (controlling).

Planning in health management students in school-oriented plans to meet the health needs of students holistically at school. Planning student health business management refers to the established policy government in conducting business health in schools, which are further elaborated into strategies in schools according to characteristics and health needs of participants specifically teach. Planning to produce the formulation of a directed (measured) program for achieve the expected goals. Indicator success is very vital in planning as a benchmark in assess the success of the program. With program directed at achieving goals, the school set a budget according to need.

Organizing in management the health of students in schools is empower all contributing elements in organizing the participant's health business learn in school both from the internal environment school and from other institutions outside the school. Schools regulate resource empowerment human, infrastructure and other resources available to support business implementation health of students in schools. With empowerment of all elements in the school for the implementation of student health efforts in schools, schools need to build culture organization that fits the strategy so that a healthy lifestyle in the school environment can really be lived and implemented by all school members. Likewise for support the success of health efforts for students in schools, schools need to open up opportunities for collaborative efforts with other parties which has the potential to develop a health business students at school. Presence of energy full-time healthcare health services and promotion in schools become the key to the success of the health business in school. Student health business program in schools consist of health education, health services, and environmental development healthy schools that meet the needs holistic health of students. Success implementation of the participant's health program students are strongly influenced by leadership Principal in communicating, motivate and move all the elements that are in school to actively implement activities according to the established program and take the right decision in implementation of activities.

Successful implementation too influenced by school organizational commitment to

align performance, psychological and capacity to learn and change from all elements in the school environment. Harmony performance occurs when the whole system school organization which consists of structure, systems, people, and culture match goals and strategies for student health efforts. Psychological harmony is touch emotional state of all the elements involved, especially the Principal to achieve the goals, the mission and values contained in the business health of students in schools. And if in school continuously aligns performance and psychological then these two things will encourage the capacity of all elements in the school to learn and change in order improve and develop business health of students in schools.

Control in health management students in schools carried out for ensure and assess management processes implemented in accordance with the targets that have been set. Internal control function organizing student health efforts in schools include monitoring, evaluation, recording and reporting. Control process basically occurs at all stages of the process management from planning, organizing, implementing and evaluating. By Therefore, for the purposes of control it is necessary supported by the existence of an information system health management system that provides processing of participant health data and information complete, continuous, accurate and real time. Health management information system students will make it easier to record, documentation and processing of health data students for the sake of taking the right decision to improve and develop student health efforts in school.

3. Output and Impact

Output factors from business operations the health of students in schools is maintenance of student health, change clean and healthy living behavior, as well as improvement clean and healthy school environment. Whereas the impact is an increase in health status students and increase student achievement educate. Outcomes of effective health management holistic for students in schools is increasing knowledge and skills on health, maintaining the health of students holistically, as well as increasing awareness students to behave clean and healthy both in school and outside school environment. Impact of business results holistic health of students is expected to improve health status students and will ultimately improve achievement of academic and non-academic achievements students in accordance with the educational objectives in school.

4. Feedback

Results and impact of student health efforts in schools as input for improvement efforts, policy development or change implementation of health efforts in schools that determined by the Government and provide input to improve management processes health care in schools.

Conclusion

The results of research that focus on organizing student health efforts elementary school by looking at the management process carried out in an effort to support optimal student achievement shows that business operations health for elementary school students in the city Banjarmasin can be implemented as a result of local government consistency towards good policy implementation organizationally through inter-institutional coordination as well as operations carried out in schools.

Hypothetical model of participant health management students in elementary schools that are proposed are alternative to student health management in elementary schools starting from setting policies, operational management in schools, and the impact of implementation on improving the health status of students holistic that supports achievement improvement learn students. Submission of a hypothetical model from this research is expected to provide input to improve quality health business management for students in school so as to increase the degree the health of students which ultimately affects on improving student achievement at school.

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