Empowering Schools to Maintain the Health of School Environments in Indonesia and Malaysia: Collaborating Community Services

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Abstract
The prevalence of anemia among adolescent girls in Southeast Asia is categorized as a serious situation with a figure of more than 40 percent. Adolescents, especially girls, are a group that is very vulnerable to anemia, caused by menstruation which causes significant iron loss. Adolescent girls who are healthy and free from anemia will grow into healthy mothers and give birth to healthy children, so this initiative supports the first 1000 days of life program. Adolescent girls are ten times more likely to suffer from anemia than adolescent boys, because they menstruate every month and are in a growth phase that requires more iron intake. Education on handling anemia among adolescent girls aims to provide understanding and knowledge about anemia and the consequences faced. The target of this activity is adolescent girls at SMA Negeri 5 Padang City. Education is carried out through direct counseling and class discussions. It is hoped that participants can better understand and realize the importance of preventing anemia among adolescent girls.

Keywords*: Education, Anemia, Adolescent Girls*

INTRODUCTION

Schools are currently like a second home for students. This is because most of their time is spent at school studying and doing other activities such as learning activities, playing and extracurriculars. Education functions to develop abilities and shape the character and civilization of a dignified nation to educate the life of the nation, aiming to develop the potential of students to become human beings who believe in and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. This means that education and the school environment are very closely related.

To improve the health of students in schools, both in Indonesia and in Malaysia, it is influenced by factors including environmental factors and Clean and Healthy Living Behavior in schools. These two factors can be pursued in schools by involving various parties, namely the school community, School Committees, Health Agencies, Education and Culture Offices and other related agencies. Without strong cooperation and commitment from all parties, schools that have a healthy environment will be difficult to achieve.

Environmental health as one of the health efforts, is proposed to realize a healthy environmental quality, both physical, chemical, biological, and social, that allows everyone to achieve the highest degree of health (Law No. 36 of 2009 Article 162). The provisions for the implementation of health are further regulated in Government Regulation No. 66 of 2014 concerning Environmental Health which aims to realize the quality of environmental health through efforts to prevent diseases and or health disorders from environmental health risk factors in residential areas, workplaces, recreational places and public places and facilities. In this case, the

school is included in Public Places which needs supervision efforts and must meet environmental health standards. In monitoring the health of the school environment, it includes aspects including: Location, building construction, air quality, lighting, ventilation, noise, school sanitation facilities, sports facilities and worship facilities as well as courtyards. By looking at these aspects, it is necessary to have involvement from various sectors to support the creation of Healthy Schools.

School conditions both in Indonesia and in Malaysia in general face various problems of a healthy school environment. In Indonesia, for example, the problem of waste, the feasibility of environmental facilities and the integrity of school residents in protecting their environment still require extraordinary awareness. Meanwhile, in Malaysia, it can be said that it is better to still need assistance and supervision efforts so that the school environment is maintained and maintained. In this regard, this service team focuses on strengthening the role of schools in maintaining the condition of the school environment so that it remains healthy, healthy and comfortable.

METHOD

This community service activity is carried out in the form of training that contains reinforcement both online and offline to increase understanding and motivation about the importance of maintaining a healthy school environment and maintaining it continuously. Training/strengthening is a method or effort carried out by certain parties to improve the competence of employees by providing training in certain skills. The stages of this training adapt the conceptual model of Gustiana, et al. (2022), namely identifying needs, designing training programs, implementing training programs, and evaluating.

The implementation of this community service activity was carried out at the Sultan Ibrahimy School in Malaysia and at schools in Indonesia. The method of this service is to provide direct counseling to teachers and students regarding the school environment.

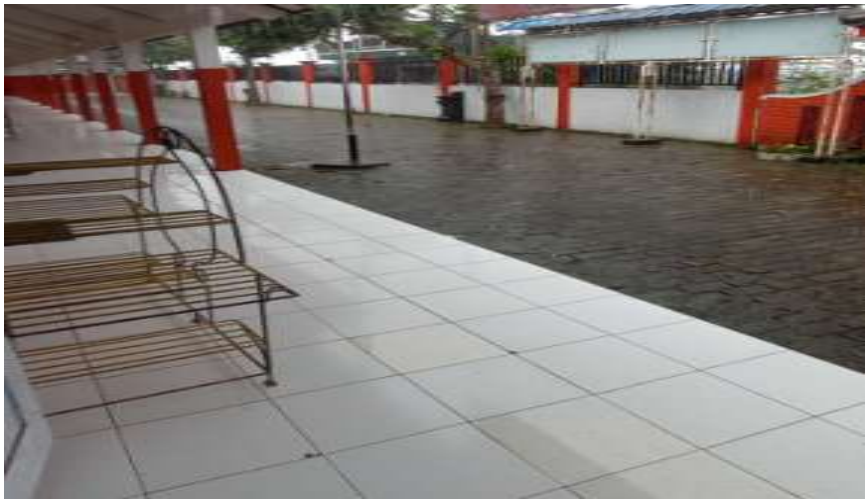
RESULTS AND DISCUSSION

The activity was opened directly by the chairman of KODELN Indonesia and Cel Malaysia, and the headmaster of the school as the main partners of this service activity, which was held on July 10, 2022, at 08.30 PM offline in Malaysia.

Next, we continued with community service material related to the environment. Cleanliness is very important in our daily lives as humans. Humans are always in direct contact with the environment to carry out activities. When the environment is clean and well-maintained, we will be comfortable in carrying out daily activities. Likewise, by maintaining the cleanliness of the school, students and teachers will be comfortable in carrying out teaching and learning activities. Therefore, it is very important to maintain cleanliness because it not only affects humans, but also has an impact on the environment and other living things. Maintaining cleanliness is the same as creating a healthy environment so that it is far from the nest of disease and is not easily affected by disease (Chan et al., 2019).

Environmental cleanliness is something that cannot be separated from human life and is a definite or permanent element in health science and its prevention. As humans, we need to maintain environmental cleanliness and personal hygiene in order to stay healthy and not cause dirt or transmit disease to ourselves or others. Therefore, we must be good at maintaining cleanliness. There are many ways to maintain the cleanliness of the school environment, for example by throwing trash in its place, always cleaning the classroom every day, separating dry and wet waste, recycling unused items into crafts, and so on. If students cannot maintain the cleanliness of the school, the school environment will be unhealthy and can interfere with teaching and learning activities at school. A clean school environment makes life healthier, the air feels cool, learning becomes comfortable, and the classroom becomes clean and free from disease. Therefore, we must also always maintain the cleanliness of the school environment because it has many benefits for our daily lives (Waskitoningtyas et al., 2018).





Gambar 1 Dokumentasi kegiatan

Teachers are the closest motivators to students. Students learn from what they see. So it would be good if teachers could invite and give examples to their students about maintaining cleanliness in order to create a clean and comfortable environment. Ways to create a healthy school environment include: 1. The first thing that can be done is to launch a green school program. School greening programs, in addition to making schools shady, can also provide comfort during teaching and learning activities. 2. Implement school regulations and maintain the cleanliness and balance of the school environment. 3. Instill an attitude of caring for the environment in students by launching various programs that can make students aware of the importance of maintaining the cleanliness and health of the school environment. 4. Carry out strict supervision and enforce strict school regulations so that school residents are willing and consciously prepared to implement order and school regulations. 5. Launch environmental love activities or school cleanliness activities. 6. If possible, schools should take advantage of national holidays to carry out positive activities, such as community service to clean the school or launch environmental care activities.



Gambar 2. Dokumentasi kegiatan

Various activities that students can do under teacher supervision to keep the school environment healthy and comfortable include: For lower grade students, namely grades 1-3, there are several activities including: 1. Defecating and urinating in the toilet 2. Throwing garbage in its place 3. Cleaning the school yard 4. Not picking flowers in the school garden 5. Not stepping on grass in the school garden 6. Maintaining cleanliness of the house. While for upper grade students, namely grades 4-6, in addition to all activities for grade 103, the following activities can be added: 1. Cleaning the toilet 2. Cleaning the trash 3. Cleaning the school environment 4. Beautifying the classroom and school with plants 5. Participating in maintaining the garden in the school yard 6. Participating in activities to maintain environmental cleanliness (Harianti, 2017).



Gambar 3. Dokumentasi kegiatan

A clean school environment makes life healthier, the air feels cool, learning becomes comfortable, and the class becomes clean and free from disease. For the cleanliness of the school environment, knowledge about the environment needs to be given to students from an early age in order to provide a deeper understanding of the importance of the environment for humans so that it can produce citizens who have responsible behavior towards their environment and foster a sense of environmental awareness.



Gambar 4. Dokumentasi kegiatan

CONCLUSION

The achievements of activities or results obtained from community service related to strengthening a healthy environment in Indonesian and Malaysian schools are: 1) Community service activities run smoothly and receive good responses as seen from the participation of all partners and participants during the activity 2) Students and teachers during and after the service are very committed to efforts to care for and maintain the school environment 3) This service has also succeeded in mobilizing various stakeholders to participate in creating a safe, comfortable and healthy environment in schools 4) Teachers and students in particular feel helped by the materials provided in efforts to maintain the school environment

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