

# The Influence of the Policy of the Head of the Education Unit on the Implementation of the Healthy School Movement and the Improvement of Healthy Lifestyles of SD Negeri 018 Purnama Students

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## ABSTRACT

This study aims to determine the effect of the principal's policy on the implementation of the Healthy School Movement (HSM) and the improvement of students' healthy lifestyle at SD Negeri 018 Purnama. The research used a descriptive quantitative method with a sample of 30 fifth-grade students. Data were collected through questionnaires and documentation, and analyzed using regression tests. The results showed that the principal's policy had a positive and significant effect on the implementation of the HSM in the nutritious and healthy aspects and Clean and Healthy Living Behavior (CHLB). The contribution of the independent variables to the dependent variable reached 69%. Therefore, it can be concluded that the principal's policy plays an important role in the success of the HSM program in elementary schools.

**Keywords:** *Principal Policy, Healthy School Movement, Healthy Lifestyle.*

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## INTRODUCTION

Education has a very fundamental role in shaping quality, characterful, and competitive human resources. In the context of national development, education not only functions to transfer knowledge, but also serves as a means to shape behaviors, values, and life habits that support the welfare of individuals and communities. One of the important aspects that is of concern in the world of education today is how schools can play an active role in improving the health status of students. Students' health has a direct effect on learning ability, concentration levels, school attendance, and academic achievement. Therefore, education and health are two elements that are closely related and inseparable in creating a superior generation.

The Healthy Schools Movement (GSS) is one of the strategic initiatives of the Indonesian government initiated by the Ministry of Education, Culture, Research, and Technology in collaboration with the Ministry of Health, Ministry of Religion, and other related institutions. GSS is here as an effort to create a clean, healthy, safe, and fun school environment for all school residents. This program emphasizes the importance of habituating clean and healthy living behaviors (PHBS) and the implementation of a healthy lifestyle from an early age. Through the implementation of GSS, schools are expected to not only become a place of academic learning, but also a vehicle for character formation and sustainable healthy living habits.

The five main pillars of GSS launched by the Ministry of Education and Culture (2024) include healthy nutrition, physical health, healthy immunization, mental health, and healthy environment. These pillars are interrelated in forming a healthy and productive school ecosystem. For example, the nutritious healthy pillar focuses on consuming healthy food in the school canteen, while physical health emphasizes regular physical activity. Meanwhile, mental health fosters emotional balance for students, and a healthy environment ensures cleanliness and the availability of adequate sanitation facilities. With the implementation of the five pillars, it is hoped that all school residents will have a collective awareness to maintain overall health.

Nevertheless, the implementation of GSS in the field still faces various obstacles. Based on field findings and reports from several elementary schools, the challenges that often arise include low awareness of school residents on the importance of PHBS, limited hygiene infrastructure, lack of availability of clean water, weak supervision of children's snacks in the school environment, and lack of integration between schools and health centers or health agencies. This condition is exacerbated by the non-optimal role of the head of education unit in formulating policies that support the successful implementation of GSS.

The head of the education unit has a very strategic position in determining the direction and success of policy implementation in schools. As an education leader, the principal not only functions as an administrative manager, but also as a driving force and decision-maker in various aspects of school management, including in the implementation of the Healthy School Movement program. According to Mualif (2023), the policy of the head of the education unit is a set of decisions designed to achieve school goals effectively and efficiently. The policy includes the process of planning, implementing, monitoring, and evaluating each school program. In the context of GSS, school principals play the role of policy makers who determine implementation strategies, financing, coordination between parties, and the formation of a school culture that supports healthy living behaviors.

The strong and visionary leadership role of the principal is a key factor in driving the participation of all school residents. School principals who have awareness and commitment to the importance of health will be able to create a healthy learning environment, through policies that touch on curricular, co-curricular, and extracurricular aspects. For example, through the policy of washing hands before eating, the provision of clean water, improving sanitation, and monitoring of food sold in the school environment. Thus, the policy of the head of the education unit is not just an administrative document, but a real instrument that directs all school activities towards a healthy lifestyle.

SD Negeri 018 Purnama is one of the elementary schools that has tried to implement the Healthy School Movement. This school actively involves teachers, students, and education staff in various health activities such as morning gymnastics, periodic health check-ups, and balanced nutrition education. However, in its implementation, various obstacles are still found, such as the low awareness of some students in maintaining personal hygiene, the lack of coordination between schools and the health center, and the lack of optimal policy support from the head of the education unit in the form of measurable and sustainable programs. Therefore, it is important to conduct an in-depth study on the extent to which the policies of the head of the education unit affect the implementation of GSS and the improvement of healthy lifestyles of students in this school.

Research on the influence of education unit principals' policies on the implementation of GSS is relevant considering the role of school principals not only as policy implementers from the government, but also as innovators and facilitators in creating a healthy school climate. The right policies can increase the effectiveness of the implementation of GSS and encourage healthy behavior changes among students. On the other hand, policies that are not directed or poorly socialized can cause the implementation of the program to be less than optimal.

In addition, the results of this research are expected to make theoretical and practical contributions. Theoretically, this study enriches the study of health-based education management and the implementation of school policies. Practically, the results of the research can be considered for school principals in formulating strategic policies that support the success of GSS, as well as a reference for local governments in strengthening cross-sector synergy between education and health.

Thus, this study aims to analyze the influence of the policy of the head of the education unit on the implementation of the Healthy School Movement (GSS) and the improvement of the healthy lifestyle of students at SD Negeri 018 Purnama. This research is expected to provide a comprehensive understanding of the leadership role of school principals in creating a healthy school environment, as well as provide concrete solutions to strengthen the sustainable implementation of the GSS program in elementary schools.

### **Policy of the Head of Education Unit**

Education policy is an important instrument in the implementation and management of education at the level of education units. According to Nurdin Usman (2002), a policy is a series of actions designed to achieve a certain goal effectively. In the context of schools, the policy of the head of the education unit acts as a guideline that directs all managerial, administrative, and pedagogical activities to be in harmony with the vision and mission of the school. School principals as educational leaders have a great responsibility in designing, implementing, and evaluating policies related to the development of students, educators, and learning environments. Mualif (2023) explained that the policy of the head of the education unit includes several main elements, namely:

The policy formulation is based on a rational background that addresses the identified problems and needs within the school. Its purpose is to provide clear solutions to these challenges, ensuring that the needs of students, teachers, and the educational community are met effectively. The implementation strategy includes well-defined stages, necessary resources, and the roles of all related parties to ensure smooth execution. Success indicators will be established to measure the progress and outcomes, allowing for a clear assessment of goal achievement. Finally, policy evaluation will be conducted to assess the overall effectiveness and sustainability of the program, ensuring continuous improvement and long-term impact.

Effective school principal policies must be based on the analysis of real needs in schools, as well as involving all elements of school residents in their implementation. School principals play the role of leaders, managers, innovators, and motivators (Ministry of National Education, 2010), which is able to mobilize the participation of teachers, students, education staff, and the community in achieving educational goals. In the context of the Healthy School Movement (GSS), the principal's policy is the driving force in directing health programs to run systematically and have a real impact on changing student behavior.

### **Healthy School Movement (GSS)**

The Healthy School Movement (Gerakan Sekolah Sehat, GSS) is a national initiative launched by the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) in collaboration with the Ministry of Health. This program aims to instill healthy living behaviors and shape the character of school communities by integrating health aspects into learning activities, school culture, and the management of the learning environment. According to Fadhila et al. (2024), GSS is based on five main pillars: healthy nutrition, which emphasizes balanced and nutritious meals and snack supervision; physical health, which promotes regular exercise and educational games; healthy immunization, ensuring students receive basic vaccinations as recommended by health guidelines; mental health, fostering an environment that supports emotional and mental well-being; and a healthy environment, focusing on creating a clean, safe, and child-friendly school atmosphere.

The implementation of GSS requires collaboration between elements of schools, health workers, and the community. GSS is also oriented towards the establishment of school well-being, which is a condition where all school residents feel healthy, safe, and happy. This is in line with the theory of the Whole School Approach, which emphasizes the importance of integrating academic, social, and health aspects in creating a holistic education ecosystem (UNICEF, 2023)

Thus, GSS is not just an additional activity, but a national strategy to instill awareness of healthy living from elementary school age as the foundation of behavior in adulthood.

### **Healthy Lifestyle of Students**

A healthy lifestyle is a conscious behavior that a person performs to maintain and improve his or her health. The Ministry of Health of the Republic of Indonesia (2008) stated that a healthy lifestyle in the school environment can be realized through the implementation of Clean and Healthy Living Behavior (PHBS). PHBS in schools includes the habit of washing hands with soap, disposing of garbage in its place, maintaining toilet cleanliness, eating nutritious food, exercising regularly, and avoiding unhealthy snacks.

According to Aisyah et al. (2023) in a UNICEF Indonesia report, healthy living behaviors in schools have been proven to have an effect on increasing study concentration, reducing absenteeism, and increasing student happiness and welfare. Therefore, the implementation of a healthy lifestyle must be an integral part of the school program, not just a ceremonial activity.

The healthy lifestyle of students is also influenced by internal factors (knowledge, attitudes, and motivation) as well as external factors (family support, teachers, school facilities, and the principal's policies). Policies that support PHBS will shape positive habits of students, because the school environment has a great influence on the behavior of elementary school-age children who are still in the habituation and imitation stage.

### **The Relationship between School Principals' Policies and the Implementation of GSS and a Healthy Lifestyle**

The policy of the head of the education unit has a strong relationship with the effectiveness of the implementation of GSS and the improvement of the healthy lifestyle of students. School principals who implement participatory and needs-based policies will be able to mobilize all school components to support the success of health programs. Handayani's research (2022) shows that the democratic and collaborative leadership style of school principals increases the success of PHBS programs in elementary schools by up to 70%. Meanwhile, research by Wulandari (2021) found that school principals' policies in providing sanitation facilities and nutrition education contribute significantly to improving students' personal hygiene.

The results of previous research also confirm that the success of GSS is not only determined by the support of the facilities, but especially by the principal's leadership commitment in creating a healthy school culture. The principal acts as a catalyst that moves teachers and students to apply health values in every school activity.

Thus, it can be concluded that the policy of the head of the education unit is a determining factor that has a direct influence on the success of the implementation of GSS and the improvement of the healthy lifestyle of students. Clear, systematic, and sustainable policies will create a healthy school environment that is conducive to optimal child growth and development.

### **Conceptual Framework**

Based on the literature review above, this study places the policy of the head of the education unit as an independent variable that is suspected to affect two dependent variables, namely the implementation of the Healthy School Movement (GSS) and the healthy lifestyle of students. The relationship can be described as follows: (1) The policy of the principal → directs and regulates the implementation of GSS in schools. (2) The implementation of GSS → affect students' health behavior through habituation and education. (3) The healthy lifestyle of

→ students is the result of the success of the GSS policy and implementation in a sustainable manner.

In other words, the more effective the policy of the head of the education unit, the higher the success of the implementation of GSS and a healthy lifestyle in the elementary school environment.

## METHODS

This study uses a quantitative approach with a descriptive method. This approach was chosen because it aims to describe and empirically analyze the influence of the policy of the head of the education unit on the implementation of the Healthy School Movement (GSS) and the improvement of students' healthy lifestyles. The quantitative descriptive method is used to describe the relationships between variables through numerical measurements and statistical analysis, so that the results of the study can be interpreted objectively.

According to Sugiyono (2017), descriptive quantitative research aims to determine the condition of a phenomenon as it is based on data obtained from respondents without manipulation. Thus, this study measures the level of influence of the policy of the head of the education unit as an independent variable on the dependent variable, namely the implementation of GSS and the healthy lifestyle of students.

The research was carried out at SD Negeri 018 Purnama, which is located in West Dumai District, Dumai City, Riau Province. This school was chosen as the research location because it has implemented the Healthy School Movement (GSS) program for the past few years, but its implementation still faces various obstacles such as low student awareness of PHBS and the lack of optimal principal policies in strengthening the GSS program.

The population in this study is all students of SD Negeri 018 Purnama, while the research sample is 30 students in class V. The sampling technique uses simple random sampling, which is simple random sampling where each member of the population has an equal chance of being selected as a respondent.

The selection of class V students is carried out with the consideration that at that age students have been able to understand the questionnaire well and have participated in the GSS program for a long time, so that they are able to provide accurate answers according to their experience.

### Research Variables and Operational Definitions

This research examines two main variables: the independent variable (X) is the policy of the Head of the Education Unit, which refers to all regulations, strategies, and decisions made by school principals in regulating the implementation of the Healthy School Movement (GSS) and fostering a healthy school culture. Key indicators of this variable include policy planning, program implementation, teacher and student participation, and program evaluation and follow-up. The dependent variable (Y) is the implementation of the Healthy School Movement and the healthy lifestyle of students, which encompasses the five pillars of GSS—healthy nutrition, physical health, healthy immunization, mental health, and a healthy environment—as well as the students' habits in practicing clean and healthy living behaviors (PHBS). Indicators for this variable include student involvement in GSS activities, cleanliness of the school environment, PHBS behavior, consumption of healthy food, and participation in school sports activities.

## FINDINGS AND DISCUSSION

This study was conducted to determine the influence of the policy of the head of the education unit on the implementation of the Healthy School Movement (GSS) and the improvement of the healthy lifestyle of students at SD Negeri 018 Purnama. Data was obtained

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through the distribution of questionnaires to 30 students in class V, then analyzed using a simple regression test with the help of the SPSS program.

### Simple Linear Regression Test Results

Regression analysis was carried out to find out how much the policy variable of the head of the education unit (X) influenced the implementation of the Healthy School Movement (Y). The calculation results show that: Variable t-count T-table ( $\alpha = 0.05$ ;  $df = 28$ ) Sig.

Aspects	3,066	2,048410,005	Significant
Statement of the Policy of the Head of the Education Unit on Healthy and Nutritious Aspects	2,873	2,048410,008	Significant

The t-value of t-count > t-table and significance < 0.05, which means that the policy of the head of the education unit has a positive and significant effect on the implementation of GSS, both in the aspects of healthy nutrition and Clean and Healthy Living Behavior (PHBS).

In addition, the results of the calculation of the determination coefficient ( $R^2$ ) showed a value of 0.692 or 69.2%, which indicates that the policy of the head of the education unit was able to explain 69% of the variation in the implementation of the Healthy School Movement and the healthy lifestyle of students, while the remaining 31% was influenced by other factors outside this study, such as parental support, school health facilities, and individual motivation of students.

### The Influence of the Policies of the Head of Education Unit on the Implementation of GSS

The results of the study show that the policy of the head of the education unit has a strong influence on the implementation of the Healthy School Movement at SD Negeri 018 Purnama. This can be seen from the significance values of 0.005 and 0.008 which are smaller than 0.05, indicating a significant relationship between the principal's policy and the implementation of GSS.

These findings support the theory of Mualif (2023) which states that effective school principal policies are able to direct all school activities towards clear and measurable goals, including the implementation of school health programs. School principals who have a good vision and policy strategy can coordinate teachers, students, and education staff to play an active role in the GSS program.

At SD Negeri 018 Purnama, the principal's policy appears through activities such as: (1) Determination of routine schedules for morning gymnastics and periodic health check-ups. (2) Supervision of the cleanliness of the canteen and healthy snacks of students. (3) Provision of adequate handwashing and sanitation facilities. (4) Implementation of PHBS education programs in the classroom and outside the classroom.

This policy shows the role of the head of the education unit as a leader and role model in building a healthy school culture. The success of the implementation of GSS in schools is inseparable from the ability of the principal to formulate participatory policies, motivate teachers and students, and establish cooperation with the health center and the surrounding community.

### The Influence of the Policies of the Head of Education Unit on the Healthy Lifestyle of Students

The results of the study also prove that the principal's policy contributes significantly to improving the healthy lifestyle of students. A determination coefficient value ( $R^2$ ) of 0.692 indicates that most of the changes in students' healthy behavior can be explained by the principal's policy. This means that the better the policies implemented, the higher the students' awareness in implementing clean and healthy living behaviors in the school environment. For example, students become accustomed to washing their hands with soap before eating, bringing nutritious provisions from home, and keeping the classroom clean.

This result is in line with the opinion of the Ministry of Health of the Republic of Indonesia (2008) that the formation of healthy living behaviors can be grown through habits that are carried out repeatedly in the school environment with consistent policy support. Clear and

targeted policies are the foundation for building a sustainable culture of healthy living in elementary schools.

In addition, these findings reinforce the results of previous research conducted by Fadhila et al. (2024) which stated that the success of GSS is highly dependent on the involvement of school principals in setting implementation strategies, monitoring, and evaluating health programs in schools.

### **Implications of Research Findings**

Based on the results and discussion above, it can be concluded that the policy of the head of the education unit plays a crucial role in creating a healthy and productive learning environment. Effective implementation of the Healthy School Movement (GSS) requires strong leadership, coordination among stakeholders, and continuous evaluation. A healthy lifestyle for students will be established when the school has a policy that supports the regular habituation of healthy behaviors. Therefore, the success of the Healthy School Movement in elementary schools is not solely determined by the availability of facilities and infrastructure, but, more importantly, by the commitment of school principals in enforcing policies that are based on participation and the specific needs of the school community.

### **Comparison with Previous Research**

The results of this study are consistent with the findings of Aisyah et al. (2023) which show that the implementation of PHBS in schools that have strong principal policy support shows better results than schools that do not have a clear health policy. Similarly, Wulandari's research (2022) states that the success of GSS implementation is highly dependent on the leadership of school principals in mobilizing all school resources. Thus, this study strengthens the theory and previous findings that the policy of the head of education unit has a significant influence on the healthy behavior of students and the effectiveness of the implementation of GSS in elementary schools.

### **Research Limitations**

This research has several limitations, including: (1) The research sample was limited to only 30 students in class V, so the results could not be generalized to the entire primary school population (2) The research only uses a quantitative approach, so it has not explored qualitative aspects such as the motivation and perception of teachers or parents towards the implementation of GSS. (3) External factors such as home environmental support and surrounding health facilities have not been analyzed in more depth.

However, the results of this study still provide a strong empirical picture of the importance of school principal policies in supporting the success of the Healthy School Movement in elementary schools.

## **CONCLUSION**

Based on the results of the research and discussions that have been carried out regarding the Influence of the Policy of the Head of the Education Unit on the Implementation of the Healthy School Movement (GSS) and the Improvement of Healthy Lifestyles of Students at SD Negeri 018 Purnama, several conclusions can be drawn as follows: (1) The policy of the head of the education unit has a positive and significant effect on the implementation of the Healthy School Movement (GSS) at SD Negeri 018 Purnama. The results of the regression test showed that the t-count value was  $3.066 > t\text{-table } 2.04841$  with a significance of  $0.005 < 0.05$ , which means that the better the policies implemented by the school principal, the more effective the implementation of the GSS program in schools, especially in the aspects of healthy nutrition and clean and healthy living behavior (PHBS). (2) The policy of the head of the education unit also has a significant effect on improving the healthy lifestyle of students. The t-calculation value of  $2.873 > t\text{-table } 2.04841$  with a significance of  $0.008 < 0.05$ , and the value of the determination coefficient ( $R^2$ ) of 0.692 showed that 69% of the variation in the healthy lifestyle of students could be explained by the policy of the head of the education unit, while

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the remaining 31 % was influenced by other factors such as family support, social environment, and school facilities. (3) The success of the implementation of the Healthy School Movement is greatly influenced by the visionary, participatory, and consistent leadership of school principals in formulating policies based on school needs. Principals who are able to empower teachers, students, and education staff will create a healthy, clean, and characterful school culture. (4) A good policy is not only in the form of written regulations, but also includes implementation strategies, periodic evaluations, and the involvement of all school residents. In the context of SD Negeri 018 Purnama, this can be seen through the routine policy of morning gymnastics, health checks, supervision of healthy snacks, and the habituation of PHBS in the school environment. Thus, this study emphasizes that the policy of the head of education unit is a key factor in the successful implementation of the Healthy School Movement and the formation of a healthy lifestyle for students in elementary schools.

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