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# Improving Clean and Healthy Islamic Educational Institution

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**Abstract**—Islamic educational institution was required to be clean, beautiful, comfortable, safe, and healthy. The facts showed that there were still many Madrasah Ibtidaiyah with low health degrees. The success of the creating such conditions depended on the quality of the program planning. The process of preparing the program included the analysis of situations which produced the information related to the planning, the existence of problem priority determination activities, and the preparation of program planning based on the chosen problems. The research objective was to analyze the implementation of clean and healthy school/madrasah program planning. Several madrasah had not properly planned the clean and healthy madrasah program. It was recommended that the principal arranged planning by involving all elements of madrasah and cooperate with third parties, especially health universities.

*Keywords*---clean, healthy, Islamic education institution, madrasah, program planning.

#### Introduction

Pesantren is the oldest Islamic education system in Indonesia even before

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independence. Almost throughout the interior of the archipelago, especially in the centers of the Islamic empire, there were educational institutions that were more or less similar, although using different names, such as Meunasah in Aceh, Surau in Minangkabau and Pesantren in Java. However, historically, the emergence and origin of pesantren still leaves debate among historians (Esa et al., 2021). However, historically, the emergence and origin of pesantren still leaves debate among historians. Many Islamic boarding school history writers argue that Islamic boarding schools are Islamic educational institutions adopted from outside (Badriah et al., 2020; Bocheliuk et al., 2021). The learning method in the pesantren seems simple but produces a spectacular product. This expression is an answer to the statements of outside and inside observers of the pesantren (Allegranzi et al., 2010). This learning system is historically rooted in Islamic educational institutions which later became the forerunners of Islamic boarding schools, madrasah and schools (Pakhomova et al., 2021). Various new breakthroughs were made according to the situation and conditions of the community so far (Permatasari et al., 2021). The condition of Islamic boarding school education gets the spotlight from various parties, even pesantren with alternative education frames that still survive.

Health development in elementary school/ Madrasah Ibtidaiyah students contained in the 2013 Curriculum provide directions for the implementation of integrated health education. Students of grade I-VI must have the competence in personal hygiene to reproductive health, the dangers of narcotics, and various infectious and non-infectious diseases. Learning materials are integrated in physical and health education as well as various appropriate subjects. Health education aims to change healthier behaviors, and to make students responsible for their own health, it is expected to realize a high degree of public health in Indonesia (Hatthakit et al., 2016). The implementation of health education in the school/ madrasah is regulated in a joint regulation of four ministries (Ministry of Education and Culture, Ministry of Health, Ministry of Religious Affairs, and Ministry of Home Affairs, about the Founding and Development of School/ Madrasah Health Business (UKS/MI). The follow-up is contained in the Development Guidelines of Clean and Healthy Elementary School. The Ministry of Health technically published the Technical Guidelines for the Implementation of Healthy School/ Madrasah in elementray school/ madrasah ibtidaiyah (bahasa: Sekolah Dasar (SD)/MI) level (Gruber et al., 2014; Geller et al., 2007).

The implementation of this policy has not been fully implemented properly, it is proven that the health degree of school/madrasah is still low (Rianti et al., 2020). Basic sanitation index (bahasa: Indeks Sanitasi Dasar (ISD)) which includes the facility of clean water, healthy latrines, and washing hands with soap are still low. The national average value of ISD in SD/MI only reached 53.75%, the highest was Special Region of Yogyakarta (80.7%) and the lowest was Papua (24.96%). Ownership of SD/MI group facilities explained that they who do not have clean/unfit water are still high 31.85%; do not have healthy latrines 12,19%; and do not have a facility of washing hands with soap 34.90%. Sanitation ownership in SD/MI in Lampung Province are still low, they who do not have clean/unfit water 23.49%; do not have healthy latrines/ do not have latrines 8.25%; and do not have a facility of washing hands with soap/unfit 29.15%. Based on the description above, it can be concluded that there are still many

schools/madrasah, especially Madrasah Ibtidaiyah (MI) in Bandar Lampung which do not have the facilities and infrastructure and various things to support the clean and healthy madrasah programs, it is suspected that madrasah have not prepared a good plan (Asadullah, 2018; Indrayani, 2020).

The low health degree of SD/MI was indicated that they did not have a good planning of healthy elementary school/ madrasah (SD/MI) program, such as: (1) Healthy school management has not been carried out properly, the principal has not been able to meet the needs of funds to build UKS facilities; (2) Evaluation of the completeness of healthy madrasah facilities with a low level (UKS (bahasa: Usaha Kesehatan Sekolah) facilities 50.54% adequate category (C)), CTPS 37.07% inadequate category (D)), and healthy latrines 61.50% adequate category (C); (3) Evaluation of healthy madrasah education at Madrasah Ibtidaiyah (MI) in Bandar Lampung, overall it has only reached 62.97% with an adequate rating (C)).

# Islamic educational institutional purpose

Islamic boarding school is a private educational institution founded by individuals (kyai) as central figures who are sovereign in setting the educational goals of their boarding schools to have different unwritten goals (Jauhari et al., 2020). The philosophical attitudes of individual kyai are not the same, some are broad and some are narrow. The objectives can be assumed as follows: The specific goal: "to prepare students to become pious people in the religious knowledge taught by the kyai concerned and to practice it in society". General objective: "guiding students to become human beings with Islamic personalities who are able with their religious knowledge to become Islamic missionaries in society through their knowledge and deeds". The objectives of Islamic boarding schools can be grouped into two categories, namely: 1. General purpose To form Indonesian missionaries with Islamic spirit who are pious, who are capable both physically and spiritually to practice the teachings of Islam for the benefit of the happiness of life for oneself, family, community and nation, as well as the Indonesian state (d'Aiglepierre & Bauer, 2018; Guven, 2005; Saada, 2020). 2. Special purpose/Intermediary a) Fostering the atmosphere of religious life in the Islamic boarding school as best as possible so that it impresses the souls of the students (santri) b) Providing religious understanding through the teaching of Islamic religious knowledge c) Developing religious attitudes through worship practices d) Realizing Islamic brotherhood in Islamic boarding schools and their surroundings. e) Providing skills, civic and health education, as well as sports to students f) Strive for the realization of all facilities in Islamic boarding schools that allow the achievement of these general goals. Education and coaching at each Islamic boarding school has its own goals that characterize it. However, according to Nurcholish Madjid, the indecisiveness of Islamic boarding schools in formulating goals and development steps that makes pesantren often lags behind when compared to general education. Factors that are considered to affect the blurring of the educational goals of Islamic boarding schools are often influenced by the spirit of the founders of Islamic boarding schools. The purpose of fostering students in Islamic boarding schools is to form people who have a high awareness that Islamic teachings are comprehensive values. In addition, pesantren products are expected to have a high ability to respond to the challenges and demands of life in the context of space and time. It is illustrated that all Islamic boarding

schools have been able to make humans have an awareness that Islam is a value that covers all life. But when viewed from the readiness of Islamic boarding schools in conducting coaching and education to answer the challenges of the times, not all Islamic boarding schools are capable. This is due to the orientation and motivation of the Islamic boarding school.

## Health development

A healthy organization has plans to realize its goals. Planning a process/ step of activities/ decisions systematically what things will be done to achieve certain goals that have been agreed (Agussalim et al., 2016; Agussalim et al., 2020; Ali et al., 2016). Planning is a conscious choice of decision regarding the systematic process/steps of activities to achieve predetermined goals effectively, efficiently, and productively in order to meet the needs/expectations of the community (Bastari & Ali, 2020; Desfiandi et al., 2017; Elmi et al., 2016).

The purpose of planning is to determine when the implementation and completion of the work, who is involved both qualifications and quantity, the process of activities will be organized, the cost, and the quality of the work, reduce unproductive activities and save energy and time (Noor et al., 2016; Mukhtar et al., 2016; Prayetno et al., 2017). While the benefits of planning provide a comprehensive picture of the work to be done, synchronize and combine several interrelated sub-activities, can identify the obstacles of difficulties that may arise, and can lead to the achievement of predetermined goals (Prayetno et al., 2020; Prayetno et al., 2020; Richardo et al., 2020).

Health development aims to increase awareness, willingness, and ability to live healthy for everyone in order to realize the highest level of public health, as an investment for the development of socially and economically productive human resources (Ridwan et al., 2020; Rivai et al., 2017; Riyanto et al., 2017). School health is organized to improve the student abilities to live healthy in a healthy living environment so that students can learn, grow, and develop harmoniously and as high as possible become quality human resources (Silitonga et al., 2017; Widayati et al., 2020; Widodo et al., 2020).



Figure 1. Madrasah Ibtidaiyah Negeri

Figure 1 shows Madrasah Ibtidaiyah Negeri. The success of clean and healthy madrasah depends on the implementation of healthy madrasah management which played by the principal and the staff (Yacob et al., 2020). One of the functions of management is planning, how is it implemented in madrasah ibtidaiyah as a basic educational institution is required to be clean, beautiful, comfortable, safe, and healthy (Maseleno et al., 2019). The focus of the study was the Clean and Healthy Madrasah Program Planning with sub-focus on the situation analysis, problem priorities, and clean and healthy madrasah program planning. The objective of the study were to: (1) analyze the process of analyzing the situation in finding the problem, (2) analyze how the informant chooses the problem as their priority, and (3) analyze the program planning.

## Conclusion

Based on the findings, it can be concluded that: (1) All informants had not conducted a situation analysis to find problems with the program; (2) All informants had not carried out the problem selection process using the priority analysis method of a particular problem; (3) Most informants had not prepared the MBS program planning properly. A small proportion of those who compiled the quality/content were not good enough, had not yet meeting the standards of a program planning (Schalock et al., 2008; Julian et al., 1995). It was recommended that the principal be more focused on analyzing the situation to find problems with the program by mobilizing his staff and preparing various documents as the basis for planning. To support the success of the program, it was expected that cooperation with universities, especially health, through community service activities, especially in helping to develop the MBS program planning. The regional health development team was more active in providing guidance at least once every six months.

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