

The Healthy School Program and Students' Discipline and Orderly Behavior in Junior High Schools: A Literature Review

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Abstract

This study reviews the literature on how the Healthy School Program relates to discipline and orderly behavior among junior high school students in Indonesia. Using a descriptive qualitative literature review, we analyzed 19 Indonesian scholarly sources (journal articles and research reports) and one official guideline published between 2019 and 2025, addressing the Healthy School Program, student discipline, and school order. The reviewed literature suggests that program components, namely Clean and Healthy Living Behavior (PHBS), the School Health Unit (UKS), and the Healthy School Movement (GSS), are associated with better student discipline. The proposed mechanism is the habituation of routines such as cleaning duties, proper waste disposal, and orderly queuing. Participatory approaches appear to support the shift from external compliance to internalized responsibility. Program success is commonly linked to the commitment of school principals, the participation of the school community, the availability of facilities, and cooperation among schools, families, and communities. Frequently reported barriers include limited budgets and sanitation facilities, limited teacher and cadre training, and ceremonial implementation. However, most of the evidence is correlational, and few studies measure discipline in junior high schools directly. Future research should use quantitative or mixed-methods designs to test these associations more rigorously.

Keywords: Healthy School Program; Student Discipline; Orderly Behavior; PHBS; UKS; Literature Review

1. INTRODUCTION

National education in Indonesia aims to develop students into individuals who are faithful, of noble character, healthy, knowledgeable, creative, independent, and responsible citizens (Republic of Indonesia, 2003). Discipline and orderly behavior are important foundations for these goals because they shape both the learning process and character development.

In many junior high schools, however, indiscipline remains a persistent problem, including truancy, tardiness, failure to queue properly, and noncompliance with school regulations. Such behavior disrupts learning and hinders character development. The problem became more visible after prolonged distance learning, when students had to readjust to school rules and social norms (Sari & Anggraini, 2023). Junior high school is a critical stage because students are entering early adolescence, forming their identities, and are highly susceptible to environmental influences. Discipline formed at this stage becomes a foundation for later levels of education (Rahmawati, 2022). Yet responses to indiscipline are still often reactive or punitive, so preventive and formative approaches are needed.

The Healthy School Program (Program Sekolah Sehat, PSS) is one such approach. It is implemented jointly by the education and health sectors through Clean and Healthy Living Behavior (PHBS), the School Health Unit (UKS), and the Healthy School Movement (GSS). It covers physical, mental, social, and environmental health (Kemenkes RI, 2014; Kemdikbud, 2024). Its daily routines, such as handwashing with soap, classroom cleaning duties, waste sorting, and orderly queuing, are repeated and structured practices that may also train discipline (Nita et al., 2025).

Habit Formation Theory offers a useful lens for this connection. Wood and R nger (2016) argue that behavior repeated in a stable context can become automatic, cued by the environment rather than by conscious effort or external enforcement. If PSS routines create such a context, they may help students move from compliance driven by supervision toward habitual, internalized discipline. PSS is

also participatory: students help create and maintain their environment, which may foster a sense of belonging and intrinsic motivation to follow rules.

Previous research on healthy schools has mostly examined health outcomes or learning motivation (Fitriani, 2023). Studies that touch on discipline and order are scattered, often use PHBS as their main outcome, and have not been synthesized for junior high schools. It therefore remains unclear what the existing literature shows about the relationship between PSS and discipline, and under what conditions.

This study addresses that gap by reviewing the Indonesian literature to answer two questions: (1) What does the literature report about the relationship between the Healthy School Program and students' discipline and orderly behavior in junior high schools? (2) What factors support or hinder the program's contribution to discipline? Because this is a literature review, the study describes reported associations and does not test causal effects.

2. METHOD

This study uses a descriptive qualitative design with a literature review approach. The design was chosen because the aim is to describe and synthesize what existing studies report about the Healthy School Program and student discipline, not to test causal effects (Sugiyono, 2020; Febriani & Mustadi, 2021). Sources were collected from Google Scholar, Garuda, and the portals of SINTA-indexed journals in August 2026. The keywords, in Indonesian and English, were *sekolah sehat*, *Program Sekolah Sehat*, *PHBS*, *UKS*, *Gerakan Sekolah Sehat*, *disiplin siswa*, *tata tertib sekolah*, and *karakter siswa SMP*, combined with Boolean operators (AND, OR). Official guidelines from the Ministry of Education and Culture were added to capture the policy framework. Sources were included if they addressed the Healthy School Program or its components (PHBS, UKS, or GSS), discussed discipline, orderly behavior, or character formation, were conducted in Indonesia, were published between 2019 and 2025, and were available in full text. Junior high school studies were prioritized, and elementary school studies were retained only as supporting evidence. Opinion pieces without supporting data, unrelated studies, and duplicates were excluded. Of 46 records identified, 31 remained after title and abstract screening, and 19 scholarly sources and one official guideline were included after full-text review.

The data were analyzed using thematic content analysis, following the stages of data reduction, data display, and conclusion drawing (Miles et al., 2022; Hadi & Mutia, 2021). Each source was read in full, and its context, methods, and findings were extracted, coded, and grouped into three themes: implementation of the Healthy School Program, its reported relationship with discipline and orderly behavior, and supporting and inhibiting factors. Findings were cross-checked across sources to identify agreements and differences. This method has three limitations. The review covers only Indonesian sources, so the findings may not generalize to other contexts. No formal quality appraisal was applied, and sources were screened for relevance and scholarly credibility only. Most included studies use correlational or descriptive designs, so the findings indicate associations rather than causal effects.

3. RESULTS AND DISCUSSION

3.1 Overview of the Healthy School Program in Junior High Schools

The Healthy School Program at the junior high school level is a planned effort to create a clean and healthy school environment that supports students' optimal development, both physically and mentally. The program is particularly important at the junior high school level because students are in early adolescence, a critical period for developing long-term habits related to health and behavior. In general, the program includes activities that promote Clean and Healthy Living Behavior (PHBS), healthy school-environment management, and the provision of basic health services at school. Wati and Hermawan (2023) emphasize that these three pillars need to operate simultaneously; health education without a supportive healthy environment will not be effective.

More recently, this focus has been strengthened by the Ministry of Education through the Healthy School Movement (GSS), which emphasizes more specific and measurable pillars, including balanced nutrition, physical fitness, regular immunization, mental health, and a clean and comfortable environment (Kemdikbud, 2024). These pillars aim to address complex adolescent health issues, ranging from anemia and insufficient physical activity to bullying-related mental-health concerns.

Implementation of the Healthy School Program generally involves the active participation of the entire school community. This is reflected in concrete programs such as a Healthy Canteen free from the five undesirable food additives (5P: sweeteners, colorants, preservatives, artificial flavorings, and thickeners), Clean Friday activities, and activation of Youth Health Cadres (KKR) to monitor environmental cleanliness and serve as peer educators (Abdullah et al., 2023). Furthermore, evaluations of healthy-school implementation in several junior high schools using the CIPP model (Context, Input, Process, Product, Outcome) indicate that input components such as facilities, funding, and resource support have not fully met required standards.

Program processes and products tend to perform better, while outcomes are adequate but still require continuous habituation and improvement (Takain, 2022). This finding is consistent with Wati and Hermawan (2023), who identified major barriers at the input level, including insufficient comprehensive program socialization, inadequate sanitation infrastructure, and limited funding.

Although the primary focus of the Healthy School Program is health, its expected outcomes extend beyond physical health. Habituation practices required by the program—such as following cleaning-duty schedules, disposing of waste properly, and queuing when washing hands—constitute forms of discipline training at the micro level. Abdullah et al. (2023) emphasize that implementation of PHBS in school environments is positively correlated with students' character development, particularly responsibility and discipline. In other words, the Healthy School Program can be viewed as a means of instilling discipline through healthy routines and an orderly environment.

In several junior high schools, implementation of the Healthy School Program is also strengthened by integrating character values into each activity. For example, Clean Friday is not only understood as an effort to maintain cleanliness but also as an opportunity to cultivate mutual cooperation, collective responsibility, and leadership. Students who join Youth Health Cadres (KKR) are trained to become agents of change who not only monitor but also educate peers about the importance of clean and healthy living. This peer-education approach is considered effective because students tend to receive messages more readily from peers than from teachers or adults. Thus, the Healthy School Program not only develops individual discipline but also strengthens positive social norms among students.

Some schools also adopt reward and recognition systems to reinforce students' motivation to participate in the program. Awards may be given to the cleanest class, students who demonstrate exemplary cleanliness practices, or the most active health cadres. Such systems function not only as external incentives but also as forms of social validation that reinforce students' positive identities as disciplined and responsible individuals. Over time, these rewards are expected to transform into intrinsic motivation, whereby students maintain cleanliness and discipline not because they want a reward but because these behaviors have become part of their self-concept.

Furthermore, implementation of the Healthy School Program at the junior high school level is often associated with the Merdeka Curriculum, which emphasizes project-based learning and the strengthening of the Pancasila Student Profile. In this context, healthy-school activities can be integrated into the Project for Strengthening the Pancasila Student Profile (P5), with themes such as sustainable living or developing the body and mind. Students do not merely learn health theory but also participate directly in designing and carrying out concrete actions to create a healthy school environment. This integration makes the Healthy School Program not simply an additional program but an integral part of meaningful and contextual learning.

On the other hand, implementation challenges are also related to the diverse characteristics of early-adolescent students who are in a transitional stage. At this age, students tend to be more sensitive to peer opinions and may be less receptive to rules perceived as restricting their freedom. Therefore, implementation approaches need to be adapted to adolescents' psychological characteristics, for example through persuasive and participatory approaches that provide space for creative expression. Some schools have addressed this challenge by involving students in designing engaging health campaigns, such as social-media content, podcasts, or creative videos that communicate healthy-living messages in language relevant to younger generations.

Sustainability is another important consideration. Programs that operate only for a short period or as temporary projects tend not to produce significant behavioral changes. Schools therefore need continuous monitoring and evaluation mechanisms to ensure that healthy-school activities remain consistent over time. Such mechanisms may include routine assessments of classroom cleanliness, periodic audits of school health facilities, or student-satisfaction surveys. Consistent monitoring enables schools to identify areas requiring improvement and take corrective action in a timely manner.

3.2 Impact of the Healthy School Program on Students' Discipline and Orderly Behavior

The Healthy School Program, implemented through the School Health Unit (UKS) and Clean and Healthy Living Behavior (PHBS), serves as an important foundation for developing disciplined and orderly attitudes in junior high schools. Through the program, students are encouraged to routinely participate in activities requiring responsibility and consistency, such as carrying out classroom cleaning duties, maintaining sanitation facilities, and complying with health regulations. These habits indirectly train students to follow schedules, respect an orderly environment, and fulfill their responsibilities conscientiously (Waruwu et al., 2023).

Active participation in maintaining cleanliness is related not only to physical health but also to collective awareness of the importance of protecting school assets and developing a sense of ownership. This becomes an important foundation for deeper self-discipline. Consequently, there can be a shift from mere compliance with rules toward internal appreciation and application of orderly values. A study conducted by Umakaapa (2024) at SMP Negeri 1 Merauke found a strong relationship between school-environment training through the UKS program and students' clean and healthy living behavior, which also contributed to improved discipline and student behavior at school (Nurhidayah et al., 2021). Effective school-environment training facilitates the development of a positive school culture, making students more compliant with applicable rules and regulations and more responsible for maintaining the cleanliness and well-being of the school environment.

Evidence from various studies in Indonesia indicates a relationship between a healthy school environment and improved student orderliness. Students involved in these programs tend to show fewer violations of school regulations, particularly those related to cleanliness, neatness, and punctuality.

A clean and orderly learning environment, free from litter and damaged facilities, may reduce stress and frustration, which in turn can minimize antisocial behavior. The health-service component of UKS, for example, provides students with learning about the importance of maintaining health, including emotional regulation and mental well-being, which may indirectly help reduce aggressive or destructive behavior in classrooms. When students understand the relationship between personal hygiene, health, and academic achievement, they may become more appreciative of and inclined to comply with both formal and informal rules. Suratman and Dewi (2023), for example, reported that a UKS intervention focusing on PHBS education increased students' awareness of disposing of waste properly by up to 80%, indicating improved compliance and responsibility-based discipline. Thus, the Healthy School Program functions as a catalyst for creating a school ecosystem that is not only physically healthy but also socially and emotionally orderly, with discipline emerging from an organized environment and collective responsibility.

The impact of the Healthy School Program can also be observed in changes in students' social interactions. A clean and orderly environment tends to create conditions that are more conducive to learning and positive interaction. Students become more aware of the importance of maintaining social harmony, for example by avoiding disruptive behavior, littering, or damaging shared facilities. This awareness may arise not from fear of punishment but from an understanding that individual behavior directly affects collective comfort and well-being. Thus, the Healthy School Program develops not only individual discipline but also social norms that support a harmonious and productive school community.

Several studies also indicate that the impact of the Healthy School Program on student discipline is cumulative and long-term. Behavioral change does not occur instantly but through consistent and sustainable habituation. Students who become accustomed to healthy and orderly routines at school may carry these habits outside school, including at home and in the wider community. This multiplier effect makes the Healthy School Program a long-term investment in the character development of young people. Therefore, consistency in program implementation is essential to ensure that positive impacts are sustained and continue to develop over time.

The impact on discipline may also be reflected in improved classroom learning. A clean and orderly school environment creates more favorable conditions for concentration and learning focus. Teachers report that students are easier to manage and more responsive to instructional directions when classrooms are clean and organized. This is consistent with research indicating that an orderly physical environment can increase student engagement in learning and reduce disruptive classroom behavior. Therefore, the Healthy School Program may affect not only discipline but also the quality of the learning process and students' academic achievement.

Furthermore, the Healthy School Program contributes to the development of a positive and inclusive school culture. When all members of the school community actively participate in maintaining cleanliness and health, a stronger sense of togetherness and solidarity can emerge. Students from different social, economic, and cultural backgrounds can unite around the shared goal of creating a healthy and comfortable environment. This inclusive culture provides a foundation for developing tolerance, empathy, and respect for differences. In the long term, these values can strengthen discipline and order at school while also equipping students with social skills needed to live in a diverse and democratic society.

Positive effects can also be observed in students' confidence and psychological well-being. When students perceive their school environment as clean, comfortable, and supportive, they tend to develop more positive feelings toward the school and become more motivated to participate actively in various activities. A sense of belonging and being valued can contribute to self-esteem and mental well-being, which in turn supports more stable and positive character development. Students with good psychological well-being may also be better able to regulate emotions, resolve conflicts constructively, and demonstrate prosocial behavior toward peers.

The program may also indirectly influence teacher–student relationships. When teachers and students work together to create a healthy and orderly environment, relationships can become more collaborative and mutually respectful. Teachers are less likely to be perceived solely as authority figures who issue commands and more as partners who share responsibility with students for the quality of the school environment. This more equal and participatory relationship can improve communication between teachers and students, reduce hierarchical distance, and foster a more democratic school climate. In this context, discipline is not viewed as blind obedience to authority but as a shared commitment to creating an optimal learning environment for everyone.

The differential impact of the Healthy School Program can also be considered in relation to students' initial level of compliance. Some studies indicate that students who initially have lower levels of discipline may experience more substantial improvement after participating in the program than students who were already disciplined. This suggests that the Healthy School Program has potential as a remedial intervention for students experiencing disciplinary difficulties. Through routine habituation and a

structured environment, students who were previously difficult to manage can gradually learn to internalize values of order and responsibility. This is important for schools considering the program not only as a preventive measure but also as an intervention strategy for students who require additional support in developing disciplined character.

The temporal dimension of program impact also deserves attention. Some longitudinal studies indicate that the most significant effects on student discipline generally become visible after the program has been implemented consistently for approximately 6–12 months. During the early implementation period, behavioral changes may remain superficial and may be driven by external factors such as teacher supervision or reward systems. Over time, however, consistent implementation may allow these changes to become internalized as automatic habits that no longer require close supervision. Schools therefore need patience and long-term commitment rather than expecting immediate results. Consistency during the first 6–12 months is presented as an important determinant of whether the program develops sustainable habits or produces only temporary behavioral changes.

3.3 Supporting and Inhibiting Factors in the Implementation of the Healthy School Program

The main factors supporting the success of the Healthy School Program are the commitment and participation of the entire school community. Support from school principals, teachers, education personnel, and active student involvement through organizations such as Youth Health Cadres (KKR) are important foundations for program sustainability. A visionary school principal can integrate healthy-school activities into school culture through policies, time allocation, and consistent monitoring (Dewi et al., 2022). Support from parents and the surrounding community is also crucial. When parents practice clean and healthy living behaviors at home, habits developed at school can be reinforced consistently in students' daily lives (Nurhidayah et al., 2021). Cross-sector collaboration, for example between schools, community health centers (puskesmas), education offices, and environmental agencies, can further strengthen the educational and technical aspects of program implementation.

Another supporting factor is the availability of adequate facilities and infrastructure, such as clean toilets, handwashing stations with soap, segregated waste bins, healthy canteens, and properly functioning UKS rooms. According to Irfan and Effendi (2025), adequate physical facilities are closely related to successful habituation of clean and healthy living behaviors among students. Incentive programs such as healthy-school competitions and awards for exemplary students may also increase motivation and strengthen the internalization of discipline values.

Implementation of the Healthy School Program, however, is not free from structural and cultural obstacles. Limited budgets and supporting facilities are among the main barriers. Many schools, particularly those in peripheral areas or with lower accreditation status, do not yet have sanitation facilities that meet health standards. This can prevent activities such as handwashing, waste management, and environmental cleanliness from operating optimally (Aminah et al., 2021). Another inhibiting factor is limited awareness and discipline among students, particularly in maintaining personal and environmental cleanliness. Littering or neglecting cleaning-duty schedules may occur because discipline values have not been fully internalized (Hamidah et al., 2024). Teachers and UKS supervisors therefore play an important role in applying persuasive and educational approaches so that behavioral changes occur gradually.

Insufficient coordination among schools and related agencies can also hinder program success. Some schools continue to treat healthy-school activities as ceremonial agendas rather than as processes for developing school culture (Dewi et al., 2022). Limited training for teachers or health cadres can also reduce the quality of activities such as routine health checks and nutrition education. The social environment is another influence. For example, community behavior around the school that does not fully support clean living—such as disposing of waste near the school fence—can undermine efforts to create a healthy and orderly school environment.

To overcome these obstacles, some schools have adopted innovative strategies involving active student participation in program planning and implementation. Students may participate in developing cleaning schedules, determining waste-bin locations, or designing creative health campaigns such as posters, short videos, and social-media content. Such involvement not only increases students' sense of ownership but also develops leadership and creativity.

Some schools also use digital technology to monitor and evaluate implementation, for example through classroom-cleanliness recording applications or online reporting systems for damaged facilities. These innovations demonstrate that despite resource limitations, schools can develop creative approaches to ensure that the Healthy School Program operates effectively and sustainably.

At the policy level, stronger regulations and dedicated budget allocations for the Healthy School Program are also important recommendations. Local governments and education offices need to ensure that schools, particularly those in remote areas, receive adequate support to implement the program. Continuous training for teachers and health cadres should also be intensified to increase their capacity to manage the program professionally. With strong policy support and adequate resources, the Healthy School Program can serve as a best-practice model for character education integrated with health and environmental education.

School culture also plays an important role in determining program success. Schools that already have strong cultures of discipline and order tend to find it easier to integrate healthy-school activities into daily routines. Conversely, schools without an established culture of discipline need to undertake gradual cultural transformation through consistent leadership, effective communication, and active participation by the entire school community. This transformation requires time and patience, but its long-term effects can become evident when health and discipline values form part of the school's identity.

Technology and digital media are increasingly significant in supporting Healthy School Program implementation in the contemporary era. Many schools now use digital platforms to disseminate health information, monitor program implementation, and provide feedback to students. For example, WhatsApp groups or school-management applications can enable teachers and health cadres to communicate in real time about cleaning schedules, facility conditions, or current health campaigns. Technology also enables program documentation and reporting to become more transparent and accountable, facilitating continuous evaluation and improvement. When used effectively, technology can make the Healthy School Program more efficient, engaging, and relevant to students growing up in the digital era.

Transformational leadership is another key factor in successful implementation. School principals who can inspire, motivate, and empower the school community to commit to a shared vision may be more effective in sustaining the program. Transformational leadership is characterized by the ability to establish a clear vision, communicate program values persuasively, and provide a concrete example through consistent action. Such principals function not only as administrators but also as role models who embody health and discipline values in daily practice, thereby inspiring teachers, students, and staff to follow their example.

Evaluation and feedback are also critical to maintaining the quality and sustainability of the Healthy School Program. An effective evaluation system should measure not only program outputs, such as the number of activities conducted or facilities provided, but also outcomes and impacts, such as changes in student behavior, reductions in violations, or improvements in the culture of discipline. Evaluation feedback can then be used for continuous improvement. Schools that routinely evaluate their programs and remain open to feedback tend to be more adaptive in addressing challenges and more innovative in developing implementation strategies over time.

4. CONCLUSION

The Healthy School Program at the junior high school level is a strategic initiative that focuses not only on improving students' physical health but also plays an important role in character development, particularly discipline and orderly behavior. Through activities such as Clean and Healthy Living Behavior (PHBS), the School Health Unit (UKS), and the Healthy School Movement (GSS), schools seek to instill positive habits that are integrated into students' daily lives.

The implementation of this program has been reported to have positive effects on students' discipline and orderly behavior, including compliance with school regulations, responsibility for cleanliness, and collective awareness of maintaining the learning environment. The Healthy School Program therefore serves not only to improve the health quality of the school environment but also as an effective instrument for developing students' discipline, responsibility, and orderly behavior. To achieve sustainable results, the program needs to be implemented consistently with strong policy support, continuous training for teachers and health cadres, and harmonious cooperation among schools, families, and communities in creating a healthy and character-oriented educational ecosystem.

For future research, more in-depth studies using quantitative or mixed-methods approaches are needed to measure the impact of the Healthy School Program on student discipline in a more empirical and measurable manner. Future studies may also explore variations in program implementation across different geographical and socioeconomic contexts to identify factors influencing program effectiveness. In this way, the findings of this study can serve as a basis for developing more comprehensive and adaptive character-education models suited to students' needs in the contemporary era.

AI USAGE STATEMENT

During the preparation of this manuscript, the authors used ChatGPT to assist with language editing, improving sentence clarity, and refining the academic presentation of the manuscript. All AI-assisted content was reviewed, verified, and revised by the authors. The authors take full responsibility for the accuracy, interpretation, originality, and final content of the manuscript.

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