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The Healthy School Movement and Students' Quality of Life: A CIPP Evaluation Study in Indonesian Secondary Education

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ABSTRACT

This study aims to evaluate the implementation of the Healthy School Movement (Gerakan Sekolah Sehat/GSS) in improving students' quality of life at SMP Negeri 5 Palopo. The study employed a qualitative approach with a phenomenological design. Data were collected through observation, semi-structured interviews, and documentation involving the principal, teachers, school staff, and students. The study used the Context, Input, Process, and Product (CIPP) evaluation model developed by Daniel Stufflebeam as the analytical framework. Data analysis was conducted through data reduction, data display, and conclusion drawing. The findings revealed that the implementation of GSS was supported by institutional commitment, stakeholder participation, and school readiness in promoting healthy lifestyles. From the context aspect, the program addressed students' low awareness regarding hygiene and environmental cleanliness. From the input aspect, the school demonstrated adequate organizational support, human resources, and supporting facilities, although infrastructure limitations remained. From the process aspect, GSS activities were implemented through healthy nutrition campaigns, environmental maintenance, physical exercise, and health education programs integrated into students' daily routines. From the product aspect, the program contributed positively to improving students' healthy behavior, environmental awareness, discipline, and school environmental quality. However, several challenges were identified, including limited facilities, inconsistent student awareness, and limited time allocation for program activities. This study concludes that the Healthy School Movement has significant potential to improve students' quality of life through healthy behavioral development and supportive school environments. Sustainable collaboration, policy support, and infrastructure improvement are necessary to strengthen program effectiveness and sustainability.

Keywords: Healthy School Movement, CIPP Evaluation Model, Quality of Life, School Health Program.

INTRODUCTION

Student health has become an increasingly important issue in educational development because physical, mental, and social well-being strongly influence learning achievement, participation, and overall quality of life (Baalmann, 2024; Rahimi et al., 2025). Schools are not only responsible for delivering academic knowledge, but also for creating healthy environments that support students' holistic development. Educational institutions therefore play a strategic role

in cultivating healthy lifestyles, promoting hygiene awareness, and strengthening positive behavioral habits among adolescents (Mansour & Alfojery, 2025; Wang et al., 2023). In this context, school-based health programs are widely recognized as effective preventive and promotive approaches for improving student well-being and educational outcomes.

Despite various educational and health interventions implemented in Indonesia, many adolescents still experience unhealthy lifestyles and poor health behaviors. National health reports have shown that a large proportion of Indonesian adolescents consume insufficient fruits and vegetables, frequently consume fast food and high-fat meals, and demonstrate inadequate hygiene practices (Bernadeth et al., 2023; Kunset et al., 2023). In addition, smoking behavior among adolescents continues to increase significantly, particularly among male students (Akel et al., 2025; Rumi et al., 2025). These conditions indicate that health awareness and healthy living practices among students remain relatively low, even though adolescence is a critical phase for shaping lifelong behavior patterns. Consequently, schools are expected to become key agents in encouraging healthy behavior through structured and sustainable programs.

To address these challenges, the Indonesian government introduced the Gerakan Sekolah Sehat (Healthy School Movement/GSS) as a national initiative aimed at strengthening healthy lifestyles within educational institutions. The program emphasizes preventive and promotive health approaches through health education, behavioral habituation, environmental management, and active participation from school communities (Agustia & Sylvia, 2026; Octavianti & Komara, 2026). GSS is designed not merely as an additional school activity, but as a comprehensive movement involving teachers, students, parents, and external stakeholders in fostering a healthy school culture (Sari et al., 2025; Sujarman & Nurlizawati, 2025).

The implementation of GSS is supported by national policies and regulations concerning school health and student well-being. Indonesian Law Number 17 of 2023 concerning Health emphasizes that school health programs should improve healthy living capacities among students, educators, and educational staff through promotive and preventive efforts. Furthermore, the Ministry of Education issued Circular Letter Number 1725/C/C4/DM.00/02/2024 regarding the implementation of the Healthy School Movement in educational institutions. These policies demonstrate the government's commitment to integrating health promotion into educational practices as part of broader educational quality improvement.

Conceptually, the Healthy School Movement focuses on several interconnected dimensions of student well-being, including healthy nutrition, physical health, immunization awareness, mental health, and environmental health (Lestari & Yusuf, 2025; Suprihatin, 2025). These dimensions align with the broader concept of quality of life, which includes physical well-being, psychological conditions, social relationships, environmental quality, and healthy daily habits (Khanderia & Patel, 2023). A healthy school environment therefore contributes not only to disease prevention, but also to students' emotional stability, social interaction, learning motivation, and overall educational experience.

Previous studies have highlighted the importance of healthy school programs in improving school environments and student behavior. Relevant research found that healthy school programs contributed positively to school achievement through the optimization of school health units (Salsabila & Apriliani, 2026; Shi & Huang, 2025). Similarly, another research reported that healthy school implementation supported character development and students' behavioral improvement (Anisah, 2023; Mahbubi, 2024). Another studies emphasized that successful school health programs require adequate planning, infrastructure, and continuous implementation (Asadi

et al., 2025; Zhang et al., 2023). In addition, comparative research conducted by Rr. Mini Sariwulan and colleagues demonstrated that healthy school programs can be implemented systematically through the Context, Input, Process, and Product (CIPP) evaluation model.

Although previous studies have confirmed the importance of healthy school programs, most of them primarily focused on program implementation, school achievement, or administrative evaluation. Limited attention has been given to how the Healthy School Movement contributes specifically to improving students' quality of life, particularly in the context of environmental health and behavioral transformation at the secondary school level. In addition, studies evaluating GSS implementation in schools located outside major urban areas remain relatively limited. This situation indicates the existence of a research gap concerning the broader impact of GSS on students' daily behavior, health awareness, and quality of life.

Unlike previous studies that primarily focused on the implementation, management, or administrative aspects of healthy school programs, this study specifically evaluates how the Healthy School Movement (GSS) contributes to students' quality of life through the CIPP evaluation framework. Furthermore, this study provides empirical evidence from a secondary school located outside a major urban area, thereby offering a contextual understanding of the program's effectiveness in promoting healthy behaviors, environmental awareness, and students' well-being. This perspective extends the existing literature by linking program evaluation outcomes with students' quality of life dimensions.

This study addresses the gap by evaluating the implementation of the Healthy School Movement at SMP Negeri 5 Palopo, one of the schools selected as a healthy school development partner in South Sulawesi Province. Preliminary observations indicated that the school experienced noticeable environmental and behavioral improvements after implementing GSS, including better waste management practices, increased student awareness of healthy eating habits, and the use of reusable drinking containers. The school also implemented various health-oriented activities such as healthy nutrition campaigns, routine physical activities, health examinations, environmental cleanliness programs, and health education initiatives.

However, despite these improvements, several challenges remain in implementing the program effectively. These include limited infrastructure, students' inconsistent awareness regarding healthy behaviors, and time constraints experienced by teachers in integrating health activities into daily school routines. Therefore, evaluating the effectiveness of GSS implementation is necessary to understand the extent to which the program contributes to improving students' quality of life, as well as to identify supporting and inhibiting factors influencing program sustainability.

This study employs the Context, Input, Process, and Product (CIPP) evaluation model developed by Daniel Stufflebeam. The CIPP model is considered appropriate because it provides a comprehensive framework for evaluating educational programs through four dimensions: context evaluation, input evaluation, process evaluation, and product evaluation. Through this framework, the study systematically examines school readiness, implementation activities, challenges encountered during program execution, and the program's contribution to students' quality of life.

Using a qualitative phenomenological approach, this study aims to analyze the readiness of school resources in supporting GSS implementation, identify the main activities conducted within the program, explore challenges encountered during implementation, and evaluate the contribution of GSS to improving students' quality of life at SMP Negeri 5 Palopo. The findings of this study are expected to contribute theoretically to the literature on school health program

evaluation and practically to the improvement of healthy school policies and practices in Indonesian educational institutions.

METHOD

This study employed a qualitative research design using a phenomenological approach (Watson, 2025) to explore and evaluate the implementation of the Healthy School Movement (Gerakan Sekolah Sehat/GSS) at SMP Negeri 5 Palopo. A qualitative approach was considered appropriate because the study aimed to understand participants' experiences, perceptions, and interpretations regarding the implementation of the program and its contribution to students' quality of life.

The study was conducted at SMP Negeri 5 Palopo, one of the schools selected as a Healthy School development partner in South Sulawesi Province. The participants consisted of the school principal, teachers, school staff, and students who were directly involved in the implementation of the Healthy School Movement. Participants were selected purposively based on their roles, experiences, and involvement in the program implementation process.

Data were collected through observation, semi-structured interviews, and documentation. Observations were conducted to examine school environmental conditions, student health-related behaviors, and the implementation of health-oriented activities within the school environment. Semi-structured interviews were carried out with school stakeholders to obtain in-depth information regarding school readiness, program activities, implementation challenges, and the perceived impact of the program on students' quality of life. Documentation data included school policy documents, photographs, health campaign records, school activity reports, and official documents related to the implementation of GSS.

The study adopted the Context, Input, Process, and Product (CIPP) evaluation model developed by Daniel Stufflebeam as the analytical framework (Stufflebeam & Zhang, 2017). The context component evaluated the background, objectives, and needs underlying the implementation of GSS. The input component examined school resources, infrastructure, human resources, and institutional support. The process component focused on the implementation of health-related activities and program execution, while the product component evaluated the outcomes and contributions of the program to students' quality of life and behavioral changes.

Data analysis followed the interactive model proposed by Matthew B. Miles and A. Michael Huberman, consisting of data reduction, data display, and conclusion drawing. Data reduction involved selecting, simplifying, and organizing relevant information obtained from field data (Miles et al., 2014). Data display was conducted through narrative descriptions and thematic categorization to facilitate interpretation. Finally, conclusions were drawn by identifying patterns, relationships, and meanings emerging from the collected data.

This study applied triangulation techniques through the comparison of interview, observation, and documentation data to ensure the trustworthiness of the findings. In addition, member checking and prolonged engagement in the research setting were conducted to improve data credibility and confirm the consistency of participants' responses.

RESULT AND DISCUSSION

Results

1. Context Evaluation
2.

The context evaluation examined the background, institutional needs, policy support, and program objectives underlying the implementation of the Healthy School Movement (GSS) at SMP Negeri 5 Palopo. The findings showed that the implementation of GSS was aligned with the school's vision to create a healthy, clean, and supportive learning environment for students.

Table 1.
Context Evaluation Results

Indicators	Findings
School needs toward GSS implementation	The school required a structured program to improve environmental cleanliness, students' healthy behavior, and health awareness.
Policy and institutional support	The implementation of GSS was supported by national education and health policies as well as school regulations regarding healthy school programs.
Program objectives	The program aimed to cultivate healthy lifestyles, improve environmental awareness, and strengthen students' quality of life.
Relevance to students' needs	GSS was considered relevant because students still demonstrated low awareness regarding hygiene, nutrition, and environmental responsibility.
Stakeholder commitment	The principal, teachers, and school staff actively supported the implementation of GSS through collaborative activities and program coordination.

The findings in Table 1 indicate that the implementation of GSS was strongly supported by contextual needs within the school environment. The program emerged as a response to problems related to environmental cleanliness, students' unhealthy habits, and the need to strengthen health awareness among students. Institutional commitment was also reflected through policy support and collaborative involvement from school stakeholders. Furthermore, the objectives of the program were aligned with students' developmental needs, particularly in establishing healthy behavioral habits and improving their overall quality of life.

Table 2.
Triangulation of Context Evaluation

Data Source	Findings
Observation	The school environment showed improvements in cleanliness, waste management, and healthy campaign activities.
Interview	Participants stated that GSS was necessary to improve students' healthy behavior and school environmental quality.

Data Source	Findings
Documentation	School decrees, program schedules, and Healthy School Team documents confirmed institutional support for GSS implementation.

The triangulation results confirmed the consistency of findings obtained through observation, interviews, and documentation. Observation data showed improvements in environmental conditions and healthy school activities, while interview data emphasized the importance of GSS in addressing students' health-related behaviors. Documentation evidence further strengthened the findings through official school decrees and program records demonstrating institutional support for GSS implementation.

Input Evaluation

The input evaluation focused on the availability of human resources, facilities, infrastructure, and school readiness in supporting the implementation of GSS.

Table 3.
Input Evaluation Results

Indicators	Findings
Human resources readiness	Teachers and school staff were involved in implementing health campaigns and supervising healthy activities.
Organizational structure	The school established a Healthy School Team with specific coordinators for nutrition, physical health, mental health, immunization, and environmental health.
Facilities and infrastructure	The school provided trash bins, handwashing facilities, green house areas, and healthy school environments, although some facilities remained limited.
Health program support	The school collaborated with local health centers to conduct regular health examinations and health education.
Learning and campaign materials	Health promotion materials and campaigns were integrated into school activities and student habituation programs.

The findings in Table 3 demonstrate that SMP Negeri 5 Palopo possessed sufficient organizational and human resource readiness to support the implementation of GSS. Teachers and school staff actively participated in program execution, while the establishment of the Healthy School Team strengthened program coordination and responsibility distribution. Although several facilities were still limited, the availability of handwashing stations, waste management facilities, and green areas indicated the school's commitment to creating a healthy environment. In addition, collaboration with local health institutions contributed positively to strengthening health promotion activities within the school.

Table 4.
Triangulation of Input Evaluation

Data Source	Findings
Observation	Handwashing stations, waste separation bins, and environmental cleanliness facilities were available within the school area.

Data Source	Findings
Interview	Teachers explained their involvement in supervising healthy school activities and campaigns.
Documentation	Organizational decrees, facility inventories, and activity reports confirmed the school's readiness to implement GSS.

The triangulation findings showed consistency among observational, interview, and documentation data. Observation results confirmed the existence of supporting facilities for healthy school activities, while interview data highlighted the active participation of teachers and staff in implementing the program. Documentation data further validated the school's preparedness through official decrees, facility records, and reports related to GSS implementation.

Process Evaluation

The process evaluation examined how GSS activities were implemented within the school environment and how stakeholders participated in the program execution.

Table 5.
Process Evaluation Results

Indicators	Findings
Healthy nutrition campaigns	Students were encouraged to consume healthy food and reduce unhealthy snacks sold outside the school environment.
Physical health activities	Routine physical exercise and school cleaning activities were conducted regularly.
Environmental health implementation	Students participated in waste management, classroom cleaning, and environmental maintenance activities.
Health education activities	The school conducted health socialization programs regarding hygiene, nutrition, and healthy lifestyles.
Stakeholder participation	Teachers, students, and school staff collaboratively participated in implementing healthy school activities.
Program implementation challenges	Challenges included limited infrastructure, students' inconsistent awareness, and limited time allocation for program activities.

The findings in Table 5 indicate that the implementation of GSS activities was carried out continuously through various promotive and preventive health programs. The school integrated healthy nutrition campaigns, environmental maintenance activities, physical exercise, and health education into students' daily routines. The collaborative involvement of teachers, students, and school staff contributed positively to program implementation. However, several obstacles remained, particularly regarding infrastructure limitations, inconsistent student awareness, and restricted time availability for conducting health-related activities comprehensively.

Table 6.
Triangulation of Process Evaluation

Data Source	Findings
Observation	Students participated in school cleaning activities, physical exercises, and environmental campaigns.
Interview	Participants stated that GSS activities were implemented continuously but still faced several obstacles.
Documentation	Activity schedules, photographs, and program reports documented the implementation of GSS activities.

The triangulation results demonstrated strong consistency among the collected data sources. Observational findings revealed active student participation in healthy school activities, while interview data explained the continuity of the program alongside the challenges encountered during implementation. Documentation evidence such as photographs, schedules, and reports further supported the existence and regular implementation of GSS activities within the school environment.

Product Evaluation

The product evaluation focused on the outcomes and contributions of GSS toward improving students' quality of life and healthy behavior.

Table 7.
Product Evaluation Results

Indicators	Findings
Changes in healthy behavior	Students demonstrated increased awareness regarding cleanliness, healthy eating habits, and environmental responsibility.
Environmental improvement	The school environment became cleaner and more organized after the implementation of GSS.
Students' health awareness	Students showed better understanding of healthy lifestyles and personal hygiene practices.
Quality of life improvement	The program contributed positively to students' comfort, discipline, and healthy daily routines.
Program sustainability	The school planned to continue and strengthen GSS activities through collaborative participation among school stakeholders.

The findings in Table 7 reveal that the implementation of GSS contributed positively to improving students' healthy behavior and overall school environmental conditions. Students became more aware of the importance of maintaining cleanliness, consuming healthier food, and participating in environmental preservation activities. The school environment also became cleaner and more conducive to learning activities. These improvements indicated that GSS not only promoted physical health but also contributed to students' comfort, discipline, and quality of life within the educational environment.

Table 8.
Triangulation Table of Product Evaluation

Data Source	Findings
Observation	Students brought reusable drinking bottles, maintained classroom cleanliness, and participated in environmental activities.

Interview	Participants acknowledged positive behavioral changes and improvements in the school environment after GSS implementation.
Documentation	School reports and activity documentation showed ongoing healthy school activities and environmental improvements.

The triangulation findings confirmed that the positive outcomes of GSS implementation were consistently reflected across all data sources. Observation data showed visible behavioral changes among students, while interview data emphasized improvements in students' awareness and environmental conditions. Documentation evidence also supported these findings through reports and activity records demonstrating the sustainability and positive impact of healthy school programs at SMP Negeri 5 Palopo.

Discussion

The findings of the context evaluation showed that the implementation of the Healthy School Movement (GSS) at SMP Negeri 5 Palopo was motivated by the school's need to improve environmental cleanliness, strengthen students' health awareness, and create a healthier learning environment. This finding is consistent with the Context component in the CIPP evaluation model, which emphasizes that program implementation should be based on institutional needs, environmental conditions, and clear program objectives (Stufflebeam & Zhang, 2017). The existence of unhealthy student habits and environmental issues within the school demonstrated the importance of implementing a structured health program to support students' quality of life. The study also showed that stakeholder commitment and policy support played important roles in strengthening the implementation of GSS within the school environment.

These findings are consistent with previous studies which found that healthy school programs become more effective when implemented based on actual school needs and supported by strong institutional commitment (Pérez-Jorge et al., 2021; Ponsford et al., 2022). Similarly, research by Wahyuni Budiarto revealed that school health programs require collaborative participation and policy support to improve students' healthy behavior and environmental awareness (Gandara et al., 2023; Zhang et al., 2023). Therefore, the present study strengthens previous findings by confirming that contextual relevance and institutional readiness are important foundations for successful healthy school implementation.

The input evaluation findings revealed that SMP Negeri 5 Palopo demonstrated adequate readiness in terms of human resources, organizational structure, and supporting facilities for implementing GSS. Teachers and school staff actively participated in supervising health-related activities, while the establishment of the Healthy School Team strengthened coordination and responsibility distribution. This finding aligns with the Input component of the CIPP model, which emphasizes the importance of resource readiness, organizational support, and infrastructure availability in supporting effective program implementation (Stufflebeam & Zhang, 2017). The availability of handwashing stations, waste management facilities, and environmental cleanliness programs indicated that the school attempted to create a supportive environment for healthy behavioral development among students.

The findings are also consistent with previous research reported that the success of healthy school programs is strongly influenced by organizational readiness and the availability of supporting facilities (Álvarez Ahlgren et al., 2026; Lee et al., 2019). Likewise, another research

emphasized that adequate infrastructure and institutional support are essential factors in strengthening the implementation of school health programs (Richter et al., 2022; Zhang et al., 2023). The current study therefore confirms that human resources, facilities, and organizational commitment are important determinants of healthy school program sustainability.

The process evaluation findings showed that GSS activities were implemented through healthy nutrition campaigns, environmental maintenance, physical exercise, and health education programs integrated into students' daily activities. The implementation of routine activities and behavioral habituation reflects behaviorist learning theory, which suggests that repeated practice and environmental reinforcement contribute to the formation of positive habits (Reimann, 2018; Shaoying, 2024). Through continuous participation in healthy school activities, students gradually developed awareness regarding hygiene, healthy lifestyles, and environmental responsibility. However, the study also identified several implementation obstacles, including limited facilities, inconsistent student awareness, and limited time allocation for health-related activities.

These findings are in line with previous studies found that continuous healthy school activities contribute positively to improving students' discipline and behavioral development (Bagus et al., 2025; Rusdiana et al., 2023). Similarly, Nadjibah Yahya emphasized that sustainable implementation and active participation from school stakeholders are important for maintaining the effectiveness of healthy school programs (Adomako Gyasi et al., 2024; Day et al., 2019). Therefore, the present study strengthens previous research by showing that behavioral habituation and collaborative participation are essential processes in developing students' healthy lifestyles.

The product evaluation findings demonstrated that the implementation of GSS contributed positively to improving students' healthy behavior, environmental awareness, and overall quality of life. Students became more disciplined in maintaining cleanliness, consuming healthier food, and participating in environmental preservation activities. The school environment also became cleaner, more organized, and more supportive of learning activities. These findings are consistent with quality of life theory, which emphasizes that physical health, environmental conditions, social interaction, and psychological comfort are interconnected dimensions influencing individuals' well-being (Khanderia & Patel, 2023). The implementation of GSS therefore contributed not only to students' physical health but also to their comfort, discipline, and learning environment.

These findings are consistent with the study which revealed that healthy school programs positively influence students' well-being and school environmental quality (Hawkins et al., 2023; Vega-Ramírez, 2024). In addition, research found that healthy school initiatives contribute to behavioral transformation and environmental improvement when implemented systematically and continuously (Adomako Gyasi et al., 2024; Calise et al., 2021). Thus, the present study confirms that the Healthy School Movement has significant potential to improve students' quality of life through healthy behavioral development and supportive educational environments.

The findings of this study imply that the implementation of healthy school programs should be strengthened through sustainable policy support, adequate infrastructure provision, and collaborative participation among school stakeholders. Schools need to integrate healthy lifestyle programs into daily educational activities to ensure that healthy behaviors become part of students' long-term habits. In addition, educational policymakers should provide continuous assistance, training, and facility support to schools implementing GSS programs, particularly in areas with limited resources. The study also implies that healthy school programs should be viewed not only as health initiatives but also as holistic educational strategies that contribute to students' academic development, environmental awareness, discipline, and overall quality of life.

CONCLUSION

This study mapped the research landscape of talent management and academic workforce research in higher education through a bibliometric review. This study concludes that the implementation of the Healthy School Movement (Gerakan Sekolah Sehat/GSS) at SMP Negeri 5 Palopo has generally been implemented effectively and contributed positively to improving students' quality of life. Based on the Context, Input, Process, and Product (CIPP) evaluation model developed by Daniel Stufflebeam, the findings demonstrated that the program was supported by contextual needs, institutional commitment, organizational readiness, and collaborative stakeholder participation.

The context aspect showed that the implementation of GSS was highly relevant to the school's need to improve environmental cleanliness and strengthen students' healthy behavior. From the input aspect, the school demonstrated adequate readiness through the involvement of teachers and school staff, the establishment of a Healthy School Team, and the provision of supporting facilities, although several infrastructural limitations remained. From the process aspect, the program was implemented through continuous health-related activities, including healthy nutrition campaigns, environmental maintenance, physical exercise, and health education activities integrated into students' daily routines. From the product aspect, the implementation of GSS contributed positively to improving students' awareness regarding hygiene, healthy lifestyles, environmental responsibility, and overall school environmental quality.

The study also identified several challenges affecting program implementation, including limited infrastructure, inconsistent student awareness, and limited time allocation for health-related activities. However, despite these obstacles, the implementation of GSS succeeded in promoting positive behavioral transformation and creating a cleaner, healthier, and more supportive learning environment for students.

This study recommends that schools strengthen the sustainability of healthy school programs through continuous stakeholder collaboration, improved infrastructure support, and integration of healthy lifestyle education into school culture and learning activities. In addition, policymakers are expected to provide ongoing assistance and institutional support to ensure the effectiveness and long-term sustainability of the Healthy School Movement in Indonesian educational institutions.

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