

Evaluation Of The Fresh Friday Program on The Healthy Living Culture of Students At I Bumi Harjo State Elementary School

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Article Information

ABSTRACT

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Aim: This study aimed to evaluate the effectiveness of the Jumat Segar Program in developing healthy living habits among students at I Bumi Harjo State Elementary School using the CIPP (Context, Input, Process, Product) evaluation model. **Method:** The study employed a qualitative approach with evaluative research methods. Research subjects consisted of the principal, physical education teacher, classroom teachers, and students. Data collection techniques included interviews, observations, and documentation. Program effectiveness was assessed using success indicators, including increased student participation, improved discipline, the development of healthy lifestyle habits, increased awareness of personal and environmental health, and the strengthening of positive character traits. **Result and Discussions:** The findings revealed that: (1) the context aspect indicated that the program was implemented based on students' real needs in improving physical fitness and healthy lifestyle habits and was relevant to the school's vision and mission; (2) the input aspect showed that the program was supported by human resources, facilities, and adequate planning although several limitations remained in facilities and instructor competence; (3) the process aspect demonstrated that the activities were implemented routinely and systematically through morning exercise, healthy eating, environmental cleaning, and health education, although student participation had not been fully equal; and (4) the product aspect indicated positive changes in students' healthy lifestyle behaviors, particularly in exercise habits, cleanliness, discipline, and environmental awareness. **Conclusion:** Based on the evaluation results, the Jumat Segar Program was considered effective in gradually and sustainably developing a healthy living culture among students.

Keywords: Program Evaluation, CIPP, Healthy Lifestyle, Elementary School, Fresh Friday



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INTRODUCTION

Elementary education plays a crucial role in shaping students' character and healthy lifestyle habits. During the elementary school years, children are at a critical developmental stage that significantly influences the formation of long-term health behaviors. As a formal educational institution, schools are responsible not only for fostering students' cognitive development but also for promoting affective and psychomotor competencies, including the cultivation of healthy lifestyle practices.

The development of a healthy living culture within schools can be achieved through various habituation-based programs, one of which is the Friday Fresh Program (Program Jumat Segar). This program is a routine school activity that includes morning exercise, healthy food consumption, environmental clean-up activities, and health education. The program aims to instill clean and healthy living behaviors from an early age.

The implementation of the Friday Fresh Program is closely aligned with the objectives of national education as

stipulated in Law Number 20 of 2003 concerning the National Education System, which emphasizes the importance of developing healthy, responsible, and morally grounded individuals. Furthermore, the program supports the implementation of the Pancasila Student Profile and the Healthy School Program.

Although the Friday Fresh Program has been routinely implemented at I Bumi Harjo State Elementary School, a comprehensive evaluation of its implementation has not yet been conducted. Previous studies have demonstrated that the Context, Input, Process, and Product (CIPP) evaluation model is an effective framework for assessing various habituation-based educational programs.

Rahayu et al. (2025) reported that the evaluation of an Islamic boarding school entrepreneurship program highlighted the critical role of resource inputs in determining program success. Similarly, Susiati, Fatchurahman, and Kartini (2026) employed the CIPP model to evaluate a school literacy program at a junior high school in West Kotawaringin Regency. Sugianto, Fatchurahman, and Kartini (2026) also utilized the

CIPP model to evaluate the Healthy School Movement Program at another junior high school in the same region. Kartini (2017) evaluated the Baitul Arqam Program for employees at Universitas Muhammadiyah Palangkaraya, while Kartini, Verawati, and Amirullah examined the implementation of the Baitul Arqam Program at the Muhammadiyah Regional Leadership School. Furthermore, Iriani et al. (2024) emphasized the importance of character habituation processes in the evaluation of the Pancasila Student Profile Strengthening Project (P5) at the secondary school level. Kartini (2021) also evaluated the Muhammadiyah Youth Volunteer Program for COVID-19 funeral management in Central Kalimantan. In addition, Hasanah and Pratiwi (2023) found that the CIPP model was highly effective for evaluating habituation-based programs in elementary schools.

These studies collectively indicate that healthy lifestyle habituation programs contribute positively to students' physical development and character formation. However, research specifically evaluating the Friday Fresh Program using the CIPP model at the elementary school level remains limited. Therefore, a comprehensive evaluation is necessary to determine the extent to which the program effectively fosters a healthy living culture among students.

Program success refers to the extent to which a program achieves its predetermined objectives through effective implementation, efficient resource utilization, and meaningful benefits for its target participants. According to Stufflebeam and Zhang (2017), the success of a program should not be assessed solely based on its final outcomes (product), but also on the appropriateness of the identified needs (context), the adequacy of available resources (input), the quality of implementation (process), and the resulting outcomes (product). Therefore, program evaluation should be conducted comprehensively to provide accurate information for decision-making and continuous program improvement.

Arikunto (2020) explains that the success of an educational program can be identified through several indicators, including the achievement of program objectives, the implementation of activities according to the planned procedures, active participation of stakeholders, and positive behavioral changes among participants after the program has been implemented. Consequently, program success should be viewed not only in terms of outputs but also through sustained improvements in students' attitudes, habits, and character.

Within the context of habituation-based programs in elementary schools, program success is reflected in the establishment of consistent behaviors that become part of students' daily routines. Notoatmodjo (2019) argues that health behavior change occurs when individuals gradually develop knowledge, positive attitudes, and healthy practices through continuous learning and habituation. Accordingly, school-based healthy lifestyle programs are expected to produce lasting behavioral changes among students.

Based on these theoretical perspectives, the indicators of success for the Friday Fresh Program in this study include: (1) increased student participation in all program activities; (2) improved discipline in regularly attending and participating in the program; (3) the development of healthy lifestyle habits, including regular physical exercise, healthy eating, and maintaining environmental cleanliness; (4) increased awareness of personal and environmental health; and (5) the development of positive character traits such as responsibility, cooperation, discipline, and environmental stewardship through continuous habituation. These indicators serve as the basis for assessing the effectiveness of the Friday Fresh Program, particularly within the Product dimension of the CIPP evaluation model.

To address this gap, the present study employs the CIPP evaluation model developed by Stufflebeam to assess the implementation of the Friday Fresh Program comprehensively. The CIPP model provides a systematic framework for evaluating educational programs through four dimensions: Context, Input, Process, and Product. Accordingly, the research questions addressed in this study are as follows: (1) What is the contextual basis for implementing the Friday Fresh Program? (2) What inputs support the implementation of the program? (3) How is the Friday Fresh Program implemented in practice? and (4) What outcomes does the program generate in fostering a healthy living culture among students?

METHOD

This study employed a qualitative approach using an evaluative research design based on the Context, Input, Process, and Product (CIPP) evaluation model. The research was conducted at I Bumi Harjo State Elementary School from February to May 2026. The participants of the study consisted of the school principal, physical education (PE) teacher, classroom teachers, and students. Data were collected through semi-structured interviews, participatory observations, and document analysis. These techniques were utilized to obtain comprehensive information regarding the implementation and effectiveness of the Friday Fresh Program. The research instruments included interview guidelines, observation checklists, and documentation forms. Prior to data collection, all instruments were reviewed and validated by experts in language and content to ensure their appropriateness, clarity, and relevance to the research objectives.

Data analysis was conducted using the interactive model of qualitative data analysis, which involved three stages: data reduction, data display, and conclusion drawing/verification. Data reduction was performed by selecting, organizing, and simplifying the information obtained from the field. Subsequently, the data were presented systematically to facilitate interpretation. Finally, conclusions were drawn and verified continuously throughout the research process to ensure the credibility and trustworthiness of the findings.

The CIPP evaluation model was employed as the analytical framework to assess the Friday Fresh Program comprehensively through four dimensions: Context, which examines the background and needs underlying the program; Input, which evaluates the resources and planning supporting the program; Process, which assesses the implementation of program activities; and Product, which examines the outcomes and impacts of the program on students' healthy living culture.

RESULTS AND DISCUSSION

Context Evaluation of the Friday Fresh Program

The Friday Fresh Program was initiated in response to the school's need to improve students' physical fitness and foster healthy lifestyle habits. The program emerged as a strategic response to the relatively low levels of students' physical activity and the importance of establishing healthy behaviors from an early age. The findings revealed that the program is strongly aligned with the vision and mission of I Bumi Harjo State Elementary School, particularly in promoting character development, discipline, environmental awareness, and moral values consistent with the principles of the Pancasila Student Profile.

The physical education teacher reported that the Friday Fresh Program is highly relevant to physical education learning, as it serves as a practical application of the physical fitness concepts taught in the classroom. Furthermore, students perceived the program as an opportunity to engage in physical exercise and practice healthy eating habits. These findings indicate that the contextual aspect of the program fulfills the principles of a need-based program, as it was designed to address the actual needs of students.

This finding is consistent with the study of Kurniawan and Setiawan (2023), which emphasized that the success of school programs is largely determined by their alignment with students' needs and institutional objectives. Similarly, Hasanah and Pratiwi (2023) argued that context evaluation within the CIPP model serves as a fundamental basis for determining the relevance and appropriateness of educational programs.

Input Evaluation of the Friday Fresh Program

The input component of the Friday Fresh Program encompasses human resources, facilities and infrastructure, and program planning. The program is supported by the school principal, physical education teacher, classroom teachers, and the entire school community of I Bumi Harjo State Elementary School. Within the program, the physical education teacher serves as the primary facilitator of the morning exercise activities, while classroom teachers are responsible for monitoring students' attendance and preparedness throughout the implementation process. In terms of facilities, the school provides basic infrastructure, including a school field and cleaning equipment to support program activities.

Despite these strengths, several challenges were identified. These include limited audio facilities for exercise sessions and uneven levels of competence among exercise

instructors. In addition, parental support in reinforcing healthy lifestyle habits at home remains suboptimal. Overall, the input evaluation indicates that the Friday Fresh Program is supported by adequate resources, although several aspects require further improvement. These findings are consistent with Iswahyudi (2022), who found that the success of school health programs is significantly influenced by the readiness of human resources and supporting facilities. Likewise, Nugraha (2024) reported that limitations in facilities and implementer competencies may affect the effectiveness of school program implementation.

Process Evaluation of the Friday Fresh Program

The Friday Fresh Program is implemented routinely every Friday morning through several core activities, including group exercise sessions, healthy eating activities, environmental clean-up campaigns, and health education. Observational data indicated that the majority of students participated enthusiastically and demonstrated a high level of discipline throughout the activities. Teachers also actively provided motivation and guidance during program implementation. However, student participation was not entirely uniform. Some students showed lower levels of enthusiasm and were not consistently prepared with healthy meals, indicating varying levels of engagement across participants.

Overall, the implementation process was carried out according to the planned procedures and successfully created an enjoyable and meaningful learning environment for students. The findings support Dewi (2024), who reported that habituation through non-academic activities can enhance students' discipline and engagement in school programs. Similarly, Cahyono (2022) found that collaborative and cooperative activities contribute to the development of social responsibility and a sense of togetherness among students.

The present findings are also consistent with Kartini (2021), whose evaluation of the Muhammadiyah Youth Volunteer Program for COVID-19 funeral management in Central Kalimantan demonstrated that successful program implementation is strongly influenced by active participant involvement, effective coordination, and continuous habituation. Furthermore, Kartini, Verawati, and Amirullah, in their evaluation of the Baitul Arqam Program, concluded that regularly implemented and systematically organized programs can gradually shape participants' behavior and character.

Product Evaluation of the Friday Fresh Program

The findings indicate that the Friday Fresh Program has generated positive outcomes in fostering a healthy living culture among students. The program contributed to improvements in students' exercise habits, awareness of personal and environmental hygiene, and overall discipline. According to the physical education teacher, students who consistently participated in the program demonstrated noticeable improvements in physical fitness and activity levels.

Classroom teachers also observed gradual changes in students' clean and healthy living behaviors over time.

The program's impact extends beyond physical health outcomes. Through environmental service activities and collective participation, students developed social values such as cooperation, responsibility, and environmental stewardship. These findings suggest that continuous habituation practices can effectively foster a sustainable healthy living culture. The results are consistent with Darmawan (2022), who found that routine exercise activities improve physical fitness among elementary school students. Similarly, Fitriani (2023) reported that healthy eating habits positively influence the health status of school-aged children, while Utami (2024) demonstrated a close relationship between healthy lifestyles, social behavior development, and student discipline.

Furthermore, the findings support Kartini's (2017) evaluation of the Baitul Arqam Program for employees at Universitas Muhammadiyah Palangkaraya, which concluded that sustained habituation programs can facilitate behavioral and character development among participants. Likewise, Kartini, Verawati, and Amirullah found that successful program outcomes are reflected in positive changes in participants' attitudes, behaviors, and organizational culture following consistent program participation. Therefore, the effectiveness of the Friday Fresh Program in promoting a healthy living culture demonstrates that systematic and continuous habituation strategies can significantly contribute to the development of students' character, healthy behaviors, and overall well-being.

CONCLUSION

Based on the findings of this study, it can be concluded that the Friday Fresh Program at I Bumi Harjo State Elementary School has been implemented effectively and has contributed significantly to the development of a healthy living culture among students. From the context perspective, the program was designed and implemented in response to the actual needs of students and was closely aligned with the school's vision, mission, and educational objectives. Regarding the input component, the program received adequate support from human resources and school facilities, although several limitations remain, particularly in terms of infrastructure and parental involvement. In terms of the process component, the program was implemented regularly and systematically through various healthy lifestyle habituation activities, including physical exercise, healthy eating practices, environmental cleaning, and health education. Concerning the product component, the program generated positive outcomes, as evidenced by improvements in students' healthy lifestyle habits, discipline, and environmental awareness.

Overall, the findings demonstrate that the Friday Fresh Program is an effective school-based initiative for promoting healthy behaviors and character development among elementary school students. Therefore, the program has

strong potential to be maintained and further developed as a flagship school program to support the sustainable cultivation of a healthy living culture within the school community.

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