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Implementation of Change Management in the GEMARI Program (Healthy Friday and Love for the Nation Movement) at SDN Babatan 1 Surabaya

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A B S T R A C T

Most elementary schools in Indonesia carry out routine Friday activities without a structured change framework, which makes the educational impact of such programs difficult to measure. Previous research on school change management has focused largely on macro policy reform and has paid limited attention to how participatory change models operate within routine habituation programs. This study addresses that gap by examining the implementation of change management in the GEMARI Program (Gerakan Jumat Sehat dan Cinta Tanah Air) at SDN Babatan 1 Surabaya. The study uses a descriptive qualitative approach with a single case study design. Data were collected through observation, in depth interviews with eight informants including the principal, teachers, and a school committee representative, and documentation. Data validity was tested through source triangulation, member checking, and peer debriefing, then analyzed using the Miles and Huberman interactive model. The findings show that change management was conducted through systematic planning, implementation of four activity pillars based on Kurt Lewin's unfreeze, change, and refreeze stages, periodic evaluation, and a structured action plan. The novelty of the study lies in an Integrated Participatory Model that combines feasibility analysis, stakeholder engagement, and Lewin's three stages within a single elementary school habituation program.

1. Introduction

Basic education plays a fundamental role in shaping the character, habits, and mindset of students as the nation's future generation. SDN Babatan 1 Surabaya is one of the elementary schools that has established a regular "Healthy and Fun Friday" program, which is held consistently every week. This activity is fundamentally aimed at maintaining students' physical fitness while fostering a

pleasant school atmosphere. Based on initial observations and interviews with several teachers, the activity remains a routine practice without a clear strategic plan. Setiawan et al. (2022) emphasize that changes in school management provide an opportunity to improve aspects deemed in need of enhancement. The program currently lacks clearly defined measurable objectives, specific success indicators, and an evaluation system capable of assessing the activity's impact on changes in students' behavior and character. This condition reflects a broader research gap. Most studies on educational change management in Indonesian elementary schools concentrate on policy implementation at the district level, while few examine how routine school activities can be transformed into structured change programs supported by a defined model. The urgency of the present study lies in filling that gap through an empirical case at SDN Babatan 1 Surabaya.

The variety of activities in the "Healthy and Cheerful Friday" program also remains very limited. Most activities consist of morning exercises and a group breakfast that are repeated every week without significant innovation. This situation has the potential to cause boredom among students and reduce their enthusiasm for participating. Effective habit forming activities should be designed in a varied and creative manner to foster student motivation and active engagement. Sari et al. (2024), in their study at SMAN 1 Siluq Ngurai, found that school principals acting as agents of change can influence school culture, enhance learning effectiveness, and create an organizational climate that supports innovation. The integration of character values into these Friday activities has not yet been implemented optimally. The school therefore needs a structured framework that turns a routine activity into a measurable change initiative aligned with the school vision, the Merdeka Curriculum, and the Pancasila Student Profile.

In educational management, implementing change in school organizations requires a comprehensive analytical framework to assess the organization's readiness and identify gaps that need to be addressed. One widely used framework is the 7S Framework developed by McKinsey, which encompasses seven interrelated elements: strategy, structure, systems, shared values, style, staff, and skills. This framework allows researchers to holistically examine how a school can effectively manage change by ensuring alignment among these seven elements. Strategy refers to the long term plan, structure to the formal arrangement of roles, systems to standard procedures, shared values to core principles, style to leadership patterns, staff to the people who run the program, and skills to distinctive competencies.

Sari et al. (2024) emphasize that an ideal school principal must be a change maker capable of steering change through a deep understanding of the school's needs, teacher dynamics, organizational culture, and educational policy demands. The application of the 7S Framework at SDN Babatan 1 Surabaya is crucial for systematically identifying the gaps between the ideal conditions and the current reality. Rasak (2021) explains that the purpose of change is to ensure that an organization remains dynamic in responding to changing times. An analysis using the 7S Framework at SDN Babatan 1 Surabaya revealed several gaps that require attention in the implementation of the GEMARI Program. In terms of strategy, the most striking gap is the absence of a specific strategy that positions the Friday

activities as an integral part of strengthening character and school culture. The activities so far remain routine in nature and have not been integrated with the school's educational goals or national policies. The school does not yet have a roadmap explaining how Friday activities can systematically contribute to the achievement of the school's vision and mission. Winarini (2018) found that school principals who succeed in implementing change management are those who possess determination, self competence, and the courage to leverage strengths and overcome obstacles. In the structural element, the implementation of Friday activities is not yet supported by a clear and formal committee structure. The division of tasks among teachers remains informal and relies on individual initiative, which results in suboptimal coordination and continuity. This contrasts with the ideal scenario in which every school program is managed by a team with a defined structure and standardized coordination mechanisms.

In terms of leadership style, the principal demonstrates a visionary, participatory, and open approach to change. Winarini (2018) found that effective principals fulfill their roles as educators, managers, supervisors, leaders, innovators, and motivators. The remaining gap is that this progressive leadership style has not been balanced with programs that have clear directions and objectives. The leadership's vision for change has not been translated into an operational framework that can be implemented in daily school activities. In terms of skills, gaps were identified in managerial skills, activity documentation, and digital literacy among most teachers. Although teachers' pedagogical skills are generally adequate, the supporting skills required to manage change programs such as GEMARI remain limited. Rasak (2021) explains that without adequate motivation and skills, the change process will encounter obstacles and become fragmented. The GEMARI Program is therefore proposed as a structured response to these gaps. Its novelty lies in combining the McKinsey 7S analysis at the diagnostic stage with Kurt Lewin's three stage model at the implementation stage within a single elementary school habituation program.

Based on this background, the objectives of this study are: (1) to describe the planning for the implementation of change management in the GEMARI Program at SDN Babatan 1 Surabaya, (2) to describe the implementation of change management in the GEMARI Program at SDN Babatan 1 Surabaya, (3) to describe the evaluation of the implementation of change management in the GEMARI Program at SDN Babatan 1 Surabaya, and (4) to describe the follow up plan for the implementation of change management in the GEMARI Program at SDN Babatan 1 Surabaya.

2. Methodology

In accordance with the research focus, this study uses a descriptive qualitative approach with a single case study design. According to Sugiyono (2022), a qualitative approach has five characteristics, namely (1) it is conducted in a natural setting, (2) it is descriptive in nature, (3) it emphasizes the process, (4) it uses abstract deductive analysis, and (5) it focuses on the interpretation of meaning. The case study design was chosen because the focus of this study is to understand in

depth how change management operates within a specific school program rather than to generalize findings across many schools.

The selection of SDN Babatan 1 Surabaya as the research location was based on the consideration that this school is one of the few elementary schools in the Surabaya area that has explicitly initiated a structured change program through the GEMARI Program, which is designed to transform the routine "Healthy and Cheerful Friday" activity into a systematic, measurable, and sustainable school development program. Three additional reasons strengthen this selection. First, SDN Babatan 1 Surabaya has been designated by the local education office as a pilot school for character habituation activities, which positions it as a strategic site for studying applied change management at the basic education level. Second, the school maintains consistent administrative documentation of weekly activities for at least one academic year, which provides sufficient empirical evidence for the analysis. Third, the school demonstrates active participation by all stakeholders, including the principal, teachers, the school committee, and parents, in every stage of the change process. These conditions make the school a representative site for examining how Kurt Lewin's unfreeze, change, and refreeze process is implemented in the real context of an elementary school. All the information and data necessary to examine the research problem were fully and adequately available at this school.

The data collection techniques used in this study included observation, interviews, documentation, and a combination of the three. Observation was conducted through non participatory observation during the Friday activities over an eight week period, covering the four pillars of the GEMARI Program. The researcher recorded the activity flow, the involvement of teachers and students, the use of facilities, and any obstacles that emerged. In depth interviews were conducted with eight informants selected through purposive sampling, consisting of the school principal, the vice principal in charge of student affairs, the coordinator of the GEMARI team, four classroom teachers from different grade levels, and one representative of the school committee. The interviews followed a semi structured guide that covered planning, implementation, evaluation, and the action plan of the program, with each interview lasting between forty five and seventy minutes. Documentation included the program planning document, weekly activity reports, photographs and videos of the activities, the school's strategic plan, and minutes of evaluation meetings.

Data validity was tested using four criteria: credibility, transferability, dependability, and confirmability (Handayani, 2020; Suhendra & Noor, 2022). Credibility was strengthened through source triangulation across the principal, teachers, and committee representatives, technique triangulation across observation, interviews, and documents, prolonged engagement during eight weeks of fieldwork, and member checking in which the summary of interview findings was returned to the informants for verification. Transferability was supported by a thick description of the school context so that readers can judge the relevance of the findings to other school settings. Dependability and confirmability were maintained through an audit trail of field notes, interview transcripts, coding sheets, and analytical memos that were reviewed by two peer debriefers from the educational

management program. The data analysis technique used the Miles and Huberman interactive model. Miles, Huberman, and Saldaña (2023) suggest that activities in qualitative data analysis are carried out interactively and continuously until data saturation is reached. The activities in data analysis include data reduction, data display, and conclusion drawing or verification. Data reduction was carried out by selecting and coding interview transcripts and field notes according to the four research objectives. Data display was prepared in narrative form supplemented by matrices that linked the four research objectives with the Kurt Lewin stages. Conclusions were drawn iteratively and were verified against the original data sources at each cycle of analysis.

3. Results and Discussion

Overview of the GEMARI Program Implementation during the Study

Before presenting the findings according to the four research objectives, this section outlines how the GEMARI Program was implemented at SDN Babatan 1 Surabaya during the data collection period. The program was implemented every Friday from 7:00 AM to 9:00 AM throughout one academic semester. The intervention combined the McKinsey 7S analysis at the diagnostic stage with Kurt Lewin's three stage model at the operational stage. The principal acted as the change leader, supported by a formal GEMARI team consisting of eight teachers with assigned roles in coordination, activity facilitation, documentation, logistics, and evaluation. Four activity pillars were rolled out in rotation, namely Physical Health Movement, Love for Culture and Country Movement, Nutrition and Hygiene Education Movement, and Reflection and Appreciation Movement. The diagnostic analysis using the McKinsey 7S Framework is illustrated in Figure 1.

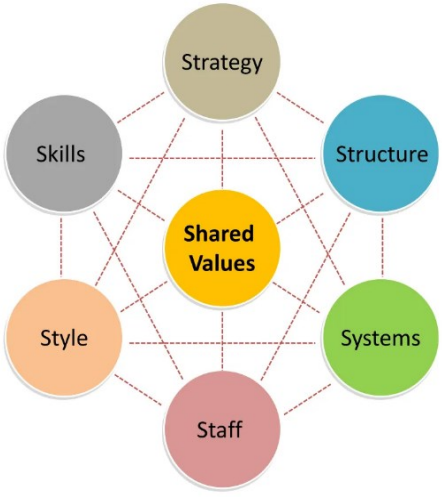


Figure 1. McKinsey 7S Framework

Following the diagnostic stage, the GEMARI Program followed Kurt Lewin's change model as illustrated in Figure 2.



Figure 2. Kurt Lewin Change Model

Planning the Implementation of Change Management in the GEMARI Program

The research findings indicate that the planning for the implementation of change management in the GEMARI Program at SDN Babatan 1 Surabaya began with the identification of needs and issues that were prevalent at the school. Based on field observations and interviews with teachers, the "Healthy and Cheerful Friday" activities that had been ongoing had not yet been systematically managed as a school development program. The activity remained a routine practice without clearly defined measurable objectives, specific success indicators, or an adequate evaluation system. Mirfani (2017), in his research on change management in elementary schools, explains that the establishment of change policies must be carried out through coordination involving all education stakeholders. This aligns with the finding that the planning of the GEMARI Program involves the teachers' council, the school committee, and parent representatives in formulating the program's vision, mission, objectives, and strategies in a participatory manner.

The planning phase of the GEMARI Program also includes a preliminary feasibility study that analyzes the readiness of human resources, infrastructure, funding, and the school's organizational culture. Cholik and Waruwu (2024) state that the planning phase is a continuation of the change identification phase, in which the principal must translate the results of the identification into programs and activities organized by type and priority. In line with this view, SDN Babatan 1 Surabaya established a program scope covering the entire school campus and allocated time every Friday from 7:00 AM to 9:00 AM for the duration of a full academic year. Program achievement indicators were formulated specifically to measure success in the aspects of healthy lifestyle habits, character building, instilling nationalist values, enhancing mutual cooperation, and optimizing Friday activities as a meaningful means of habit formation.

In addition, the planning for the GEMARI Program also includes risk analysis, team building, and the development of steps and a schedule for change activities based on Kurt Lewin's three stage model. Rasak (2021) explains that change requires administrative tools such as planning, organizing, coaching, and management to proceed effectively. This study found that the principal, together with the GEMARI team, developed clear standard operating procedures, a proportional division of tasks, and a routine coordination mechanism to ensure that all school components share a common understanding of the direction of change. This thorough planning served as the primary foundation for the successful implementation of the GEMARI

Program at SDN Babatan 1 Surabaya. Compared with the planning phase reported by Darmawati et al. (2025) in their study on principal management in developing teacher professionalism, the planning of the GEMARI Program adds an explicit participatory feasibility study that involves the school committee and parent representatives. This element is rarely emphasized in earlier studies that focus on internal teacher development and represents one distinctive feature of the program.

Implementation of Change Management in the GEMARI Program

The implementation of the GEMARI Program at SDN Babatan 1 Surabaya is based on Kurt Lewin's change model, which consists of three stages: unfreeze, change, and refreeze. During the unfreeze stage, the principal conducted intensive outreach to all teachers and students regarding the urgency of developing the GEMARI Program as a replacement for the "Healthy and Cheerful Friday" activities. This outreach aims to build collective awareness and mental readiness for the upcoming changes. In the change stage, the GEMARI Program was implemented through four main pillars of activities, namely the Physical Health Movement, the Love for Culture and Country Movement, the Nutrition and Hygiene Education Movement, and the Reflection and Appreciation Movement. Each pillar was facilitated by an assigned coordinator from the GEMARI team and integrated with character building objectives. Documentary evidence of these activities is shown in Figure 3.



Figure 3. "Healthy and Cheerful Friday" Activities at SDN Babatan 1 Surabaya

The refreeze stage was implemented through institutionalization of the four pillars into the school's annual calendar, integration with the Pancasila Student Profile, and continuous reinforcement through routine evaluation meetings. The principal and the GEMARI team ensured that the new patterns of practice are sustained beyond the initial intervention period and become part of the school culture. A critical analysis of the implementation shows that the change management process in the GEMARI Program is conducted in a relatively orderly manner through Kurt Lewin's three stages, yet some weaknesses remain in the substance of each stage. The unfreeze stage tends to rely on the principal's top down communication without measurable participation from teachers and parents in the design of the change. The change stage focuses on the procedural rotation of four activity pillars without

instruments that capture the depth of behavioral change. The refreeze stage relies on routine repetition rather than on policy artifacts that bind the program to the school's strategic plan. These limitations indicate that the implemented change management still emphasizes procedural conformity over deep behavioral transformation.

Evaluation of the Implementation of Change Management in the GEMARI Program

The implementation of the GEMARI Program is evaluated periodically through monitoring and supervision by the school principal together with the GEMARI team. Supervision is conducted through direct observation during Friday activities, checking student and teacher attendance, and reviewing activity documentation. The performance indicators used include student attendance and participation rates, teacher involvement in facilitating activities, consistency in program implementation according to the schedule, as well as changes in student attitudes and behaviors such as discipline, responsibility, habits of clean and healthy living, and the ability to work together. Nikmah et al. (2025) explain that continuous evaluation in change management must be viewed as a process, not an instant product, where periodic reflection forums serve as a means to improve practices while ensuring the sustainability of change. In line with this view, SDN Babatan 1 Surabaya conducts weekly, monthly, and end of semester evaluations to assess the alignment between planning and the implementation of activities.

The evaluation results indicate that the GEMARI Program has a positive impact on increasing student engagement and participation in Friday activities. Students appear more disciplined, are beginning to develop healthy lifestyle habits, and are able to demonstrate cooperation and a sense of community in every activity. Activities that instill values of nationalism and love for the homeland also received a positive response from students, thereby helping to foster a sense of pride in their school and the surrounding community. Sari et al. (2024), in their study at SMAN 1 Siluq Ngurai, found that a principal acting as an agent of change can influence school culture, enhance the effectiveness of learning, and create an organizational climate that supports innovation. This finding is relevant to the situation at SDN Babatan 1 Surabaya, where changes implemented through the GEMARI Program have successfully improved the effectiveness of habit forming activities and created a more dynamic and enjoyable school atmosphere.

Corrective actions were taken in response to various obstacles encountered during the program's implementation. The obstacles included some teachers' limited ability to document and manage the administrative aspects of the activities, the potential for student burnout due to activities conducted on a weekly basis, and the limited time available for activities on Fridays. To address these issues, the school implemented a clearer division of tasks within the GEMARI team, appointed teachers with stronger technological skills as documentation coordinators, introduced activity variations through weekly themes, and established a more effective activity workflow. Winarini (2018), in her study at SD Negeri No. 3 Kuwum, explains that school principals who succeed in implementing change

management are those who possess determination, enthusiasm, self competence, and the courage to leverage strengths, overcome obstacles, capitalize on opportunities, and face challenges. The principal of SDN Babatan 1 Surabaya demonstrated these characteristics in managing the various challenges that arose during the implementation of the GEMARI Program.

A critical analysis of the effectiveness of change management implementation in the GEMARI Program shows that reported successes are still partial and do not fully reflect sustainable transformational impacts. Periodic evaluations conducted through direct observation, attendance lists, and activity documentation focus more on procedural compliance than on fundamental changes in student behavior and attitudes (Hardiman et al., 2025). Performance indicators such as participation and attendance rates only measure physical involvement, not the deeper internalization of the values of health, cleanliness, mutual cooperation, and nationalism (Dewi et al., 2025). This study has not provided evidence on the extent to which the healthy lifestyle habits practiced every Friday are carried over into students' daily lives outside the program schedule. Similarly, the changes in attitudes toward discipline and responsibility, claimed to be positive, have not been tested using standardized instruments such as daily behavior observation sheets or in depth interviews with parents. The effectiveness of reported changes therefore remains at the level of superficial impressions and participation, rather than changes in school culture that are authentically internalized by all members of the school community.

The real challenges that emerged during the change process have also not been critically analyzed, particularly those related to limited human resource capacity, potential participant burnout, and the imbalance between administrative workload and field implementation. The limited ability of some teachers to manage documentation and activity administration indicates a competency gap that was not anticipated during the planning stage. Appointing a teacher with better technology skills as documentation coordinator was only a short term technical solution without addressing the root problem of insufficient training and mentoring for the entire team. Student burnout due to the same activities every week also indicates that variation through weekly themes is not effective enough to maintain motivation and enthusiasm in the long term. Furthermore, the limited time for activities on Fridays creates pressure for teachers to complete all activity pillars in a short time, often neglecting depth of reflection and appreciation. School principals and the GEMARI team need to fundamentally re evaluate the program design, including considering redistributing activities to other days or reducing the number of pillars without sacrificing substance. Without honest recognition of temporary failures and structural corrections, the sustainability of the GEMARI Program risks becoming routine without transformative meaning.

Action Plan for the Implementation of Change Management in the GEMARI Program

The action plan for the GEMARI Program is designed as an ongoing effort to improve the quality and sustainability of the change initiatives that have been implemented. Based on the results of the activity evaluation, development is

focused on strengthening the program's concepts to ensure they remain relevant to students' needs and aligned with the school's educational objectives. This development is achieved by designing activities that are more varied, innovative, and meaningful, so that the GEMARI Program does not merely become a weekly routine but truly functions as a consistent tool for character building, fostering healthy lifestyle habits, and instilling national values. Mirfani (2017) recommends that schools demonstrating sufficient capacity in developing quality improvement programs receive recognition, along with the role of sharing their positive experiences with other schools. In line with this recommendation, SDN Babatan 1 Surabaya plans to position the GEMARI Program as a flagship program that can serve as a model for other schools within the sub district.

The development of the GEMARI Program is also aimed at improving the quality of the human resources involved in program implementation. Teachers and the GEMARI team are encouraged to continuously improve their skills in planning activities, managing time, and conducting systematic documentation and evaluation. This capacity building is carried out through internal coordination, reflective discussions among teachers, and the sharing of best practices in the implementation of habit forming activities. Cholik and Waruwu (2024) state that training and coaching human resources to keep up with the times is an ongoing process that will continue both now and in the future. The principal of SDN Babatan 1 Surabaya plans a digital literacy training program for senior teachers who still face limitations in utilizing technology for documenting and publishing activities, as well as workshops on developing varied activities to prevent student boredom. Compared with the leadership and discipline based teacher performance study reported by Kamalia et al. (2022), the GEMARI action plan integrates capacity building with daily program activity rather than treating training as an isolated intervention. This integration is one practical novelty that the program contributes to school based teacher development.

The implementation of the action plan is carried out in a phased and systematic manner involving the entire school community. The principal, together with the GEMARI team, serves as the primary coordinator in guiding and overseeing the implementation of follow up actions to ensure they proceed in accordance with the established development plan. Every development outcome that has been formulated is integrated into GEMARI Program activities in the subsequent period, whether in the form of schedule adjustments, activity flow, or more effective and efficient implementation methods. Hidayat and Tiarawati (2023) emphasize that supervision in educational organizations is directed toward the overall implementation of school programs, the ultimate goal of which is to improve the quality of learning. The implementation of the GEMARI Program's follow up plan is also accompanied by ongoing monitoring and evaluation to ensure that the developments undertaken genuinely have a positive impact on program quality. Through consistent and focused implementation supported by continuous evaluation, the GEMARI Program is expected to continue operating optimally and strengthen its role as part of a healthy, character building, and sustainable school culture at SDN Babatan 1 Surabaya.

A critical analysis of the effectiveness of change management implementation in the GEMARI Program shows that the action plan developed is still more focused on strengthening operational technical aspects than on addressing fundamental weaknesses in the change design itself. While program development through more innovative and meaningful activity variations is necessary, it has not been accompanied by a review of the success indicators currently used (Darmawati et al., 2025). The school plans to make GEMARI a flagship program that can be emulated by other schools, but these claims of success are not supported by systematic comparative data on changes in student behavior before and after the program's implementation.

Digital literacy training for senior teachers and workshops on developing varied activities are positive steps, but both efforts are more reactive to identified weaknesses rather than proactive in building long term capacity (Kamalia et al., 2022). The effectiveness of change management in this action plan therefore remains trapped in a cycle of procedural improvements without conceptual breakthroughs capable of transforming the entire school community's perspective on the essence of the habit building program. Plans that are not based on a critical evaluation of past failures risk repeating the same patterns in a different package. This is also relevant to Natasya and Maksum (2025), who explain that principal innovation through superior programs can support efforts to improve school quality.

The real challenges that emerged during the change process have also not been fully addressed in the action plan, particularly those related to systemic resistance and structural time and resource constraints. Although the school has established a clearer division of tasks within the GEMARI team, the challenge of additional workloads for teachers remains a persistent issue. Digital literacy training does not automatically eliminate some teachers' reluctance to actively participate in documenting and publishing activities without adequate incentives or professional recognition. Plans to improve the flow of activities to make them more effective and efficient have not seriously considered the limited timeframe of two hours each Friday, which must accommodate four pillars of activity simultaneously. Reflection and appreciation, two crucial pillars, are often neglected or implemented hastily. The principal and the GEMARI team need to recognize that without increasing the time allocation, reducing the number of pillars, or redistributing activities to other days, the program's effectiveness will remain limited. Ignoring these structural challenges in the action plan demonstrates that the implemented change management still prioritizes the image of procedural success over honest and fundamental problem solving.

Distinctive Features of the GEMARI Program Compared with Other School Change Models

Compared with similar studies in Indonesian elementary schools, the GEMARI Program shows three distinctive features. First, while the studies of Mubarika et al. (2024) at SDN Madyopuro 3 Malang and Mirfani (2017) on basic education describe change management in general terms, the GEMARI Program operationalizes change through four explicit pillars that are organized along Kurt

Lewin's stages. Second, while the study of Hardiman et al. (2025) on the development of literacy culture at SDN Brebes 09 emphasizes a single domain of habituation, the GEMARI Program integrates physical health, nationalism, nutrition, and reflection within one weekly schedule. Third, while Dewi et al. (2025) and Darmawati et al. (2025) examine the principal's managerial role at a strategic level, the GEMARI Program offers a school level integrative model that combines diagnostic analysis with the McKinsey 7S framework and operational implementation with Lewin's three stages. This combination is the conceptual basis for the proposed Integrated Participatory Model discussed in the conclusion.

4. Conclusion

This study has answered the four research objectives concerning the planning, implementation, evaluation, and action plan for the GEMARI Program at SDN Babatan 1 Surabaya. Planning was conducted through participatory needs identification, a feasibility study, and the formulation of objectives based on Kurt Lewin's model. Implementation was carried out through the unfreeze, change, and refreeze stages with four pillars of habituation activity. Evaluation was conducted periodically with both procedural and behavioral indicators, while the action plan focused on program enrichment and teacher capacity building. The research succeeded in describing how change management operates within a routine elementary school program, yet its limitations include a single school setting and the absence of standardized instruments to measure behavioral change in the long term. Theoretically, this study contributes to the literature on educational change management by proposing an Integrated Participatory Model that combines McKinsey 7S diagnostic analysis with Kurt Lewin's three stages within one school habituation cycle. Practically, schools that intend to adopt the GEMARI Program should begin with a participatory feasibility study, establish a formal program team, allocate sufficient time for reflection, develop simple behavioral indicators, and conduct cross school sharing to sustain change.

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