School Well-being of Senior High School students in the Indonesian Region: A Review of the Literature

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Abstract: School is a place to gain knowledge, moral and character maturation, schools played a role in cognitive development, emotional and social development of individuals. Contentment, comfort and fulfillment of students' basic needs can be called school well-being. This article aims: (1) to review the meaning of school well-being and building aspects of student well-being, (2) identify factors to react of school well-being in Indonesia (3) and implications. This article reviews 7 research articles related to determinants of school well-being published in the last five years. The method used is a systematic literature review using the 2015 PRISMA guideline. The article search method was carried out by entering the keywords “school wellbeing” AND “school well-being”. The inclusion criteria for articles used are articles written in Bahasa and English, published in peer-reviewed journals, discussing school well-being senior high school, published between 2019-2023, and no cultural boundaries. There are 7 articles on school well-being senior high school in Indonesia.

INTRODUCTION

Studies discussing well-being have continued to develop and have become increasingly popular in the last decade. Well-being has been widely studied as an important indicator of an individual’s quality of life (Helliwell et al., 2015). Well-being is a construct that refers to a person’s capacity to live life with positive emotions and evaluate life as satisfying in various life settings (Diener et al., 2010). There have been many research studies that provide evidence of the importance of well-being in various areas of life, one of which is education (Chen, 2012). Based on research according to (Heffron et al., 2017) recommends the importance of contextual analysis to expand research on well-being at this time. Contextual exploration refers to an in-depth investigation of well-being across cultures to explore differences due to variations in socio-economics and culture. The subject of study of human welfare is also growing from the elderly, teenagers, to children.
In connection with the increasing mental health problems in young people, (World Health Organization, 2003) recommends that developing and developed countries need to implement more comprehensive promotive, preventive and intervention mental health programs to reduce the negative effects of mental disorders, disease in patients and their local and global communities. In particular, mental health and well-being are significant resources for facilitating productive lives for young people. Fortunately, in recent years there has been growing interest in understanding the important role of mental health and well-being, particularly for young people (Graham & Fitzgerald, 2011). Well-being is a state of managing thoughts, feelings and behavior positively so that individuals can enjoy life, maintain positive relationships and work towards goals. Adolescents’ mental health and well-being have a strong correlation with healthy physical, cognitive, social and emotional development. Childhood development and life experiences contribute strongly to an individual's mental health and well-being during childhood and later in life.

Children's welfare is a very important factor that makes the younger generation have the ability to succeed in the future. To achieve good outcomes for children’s welfare, schools are required to play a role in promoting children's welfare. Sawyer et al., (2001) found that schools that provide a positive learning environment contribute to positive school life experiences for children and that these experiences have a major impact on their mental health status into adulthood. Indonesia is a country that has low student welfare compared to other Asian countries (Bradshaw et al., 2010). In research (Cho, 2014) it was found that Indonesia has low points in welfare indicators in the form of material, health, education, behavior and social. The lower a student's well-being, the higher the boredom and discomfort he or she feels at school (Salmela-Aro et al., 2009), discomfort at school makes students vulnerable to experiencing symptoms of depression and emotional disorders (Mubasyiroh et al., 2017).

In connection with the importance of children's involvement as the main key to realizing a pleasant school, Pelana (2012) stated that children's involvement in school activities can influence increasing school well-being. In relation to school well-being, its impact makes students comfortable in the school environment, motivated to learn (Rachmah, 2016), influences the ability to observe and process difficulties experienced to resolve them (Rohman & Fauziah, 2016), and influences students' ability to adapt and persist in difficult environments (Saraswati et al., 2017). Ideally, students should feel happy and prosperous while at school because well-being is related to students' mental health (Long et al., 2012).

Research discussing the welfare of students at school has been carried out for a long time, but more specific research on the welfare of high school students still needs to be developed. This research aims to conduct a systematic literature review to see what school well-being means and its constructive aspects, identify factors that influence school well-being in high school students in Indonesia, and provide brief implications.

METHODS
Research question
The questions in this research are:
What is the meaning of school well-being?
What are the aspects that build school well-being? Factors that influence school well-being among high school students in Indonesia? And what implications can be applied to achieve student welfare at school?

Inclusion Criteria
The method used in the literature review is the SLR (Systematic Review of Literature) scientific approach using the PRISMA 2015 guidelines for selecting literature (Moher et al., 2016). The article inclusion criteria used are: 1. Articles written completely in Indonesian or English; 2. Articles published in peer-reviewed journals; 3. Discussing school well-being among high school students in Indonesia; 4. Using quantitative, mixed methods,
qualitative study designs; 5. Published between 2019-2023; 6. No cultural restrictions are used in finding targeted articles.

**Data Search and Collection**

The data collected in this research is primary and secondary data. In this study, the primary data taken were journals originating from search engines with the website addresses Google Scholar (2,200 articles), Garuda Portal (15 articles), Neliti (6 articles). This is because Google Scholar, Garuda Portal, and Neliti provide complete facilities, the required data is easy to find, because they have years that can be adjusted to the researcher's needs, and the data displayed can be adjusted to suit their needs. Secondary data is used to complement primary data, secondary data is obtained using the help of Google. Data collection in the research was obtained through several stages, including observation, literature study to conduct data assessment studies related to the SLR method in the journals obtained and documentation by saving the found articles into Mendeley software. The article search method was carried out by entering keywords using the Boolean.

**RESULTS AND DISCUSSION**

After collecting articles with school well-being criteria for high school students in Indonesia, 7 journals were identified. Based on the results of the review, it shows that in general, research points of view regarding school well-being in Indonesia can be grouped based on: (1) sociological abilities of schools, (2) student evaluations, and (3) academic/social/emotional abilities of students in carrying out their roles, and its function in school. Based on the literature review above, it shows that the definition of school well-being which is widely used in Indonesia is a development of the concept of (Konu & Rimpelä, 2002), this concept uses Allardt’s theory of welfare approach. According to (Konu & Rimpelä, 2002) students who feel comfortable at school with indicators of school conditions (having), social relationships (loving), self-fulfillment (being), and health status (health) are a manifestation of student welfare at school or school well-being.

School well-being research on high school students in Indonesia involved a relatively diverse number of subjects, between 35-418 students. Research was conducted on several islands in Indonesia, such as: (Muhid & Ferdiyanto, 2020) East Java area, (Alwi et al., 2020) Surabaya East Java, (Wahidah & Royanto, 2019) Purbalingga area Central Java, (Hasanah & Sutopo, 2020) Lamongan, East Java, (Ramdani & Prakoso, 2019) Bandung, West Java, (Laure et al., 2020) Kupang, East Nusa Tenggara, and (Jalal, 2022) Makasar, South Sulawesi. These studies involved high school searching technique “school wellbeing” AND "school well-being".

**Article Quality Assessment**

Initial screening of articles in this study was carried out by selecting all titles and abstracts that met the inclusion criteria. Selected titles and abstracts from the initial screening were then further selected based on predetermined inclusion criteria. After carrying out the identification process by selecting journals according to the inclusion criteria, the researchers then continued the analysis to evaluate the quality of the articles. The inclusion and exclusion criteria above found 7 articles that studied student welfare qualitatively, qualitatively, or mixed method. In this literature review, the researcher reviews the article at several important points. The important points reviewed in the 7 articles that are suitable for inclusion are: name of researcher, year of publication, research subjects/participants, number of research samples, definition, dimensions/aspects/components of student well-being used, findings related to determinants of student well-being, and implications. The results of the review are then entered into a table.
and equivalent students as research subjects.

There are different components or aspects of school well-being that are used in the studies above. Most use the definition according to (Konu & Rimpelä, 2002) which states that school well-being or well-being at school is a condition where students can fulfill their basic needs where the aspects contained therein are having (school conditions), loving (social relationships), being (self-fulfillment), and health status (health status) (Muhid & Ferdiyanto, 2020); (Wahidah & Royanto, 2019); (Hasanah & Sutopo, 2020); (Ramdani & Prakoso, 2019); (Laure et al., 2020); and (Jalal, 2022). The belonging dimension is a description of school conditions in the form of facilities, physical and non-physical environments to support learning activities. The loving dimension generally describes the social relationships of students and the entire academic community, broadly describing the school climate, teacher and student relationships, as well as school and family relationships. Being is a method used by schools to fulfill students' self-fulfillment needs such as appreciation, guidance, increasing self-esteem and developing student creativity. And the last one is health, where this dimension describes health status consisting of physical or mental symptoms (Konu & Rimpelä, 2002).

Meanwhile, research according to (Alwi et al., 2020) shows that students' welfare cannot be separated from the way they evaluate their experiences at school (Konu & Rimpelä, 2002). The assessment includes cognitive and affective components in the school context (Tian et al., 2013), the cognitive component refers to satisfaction at school which is described as a student's assessment of the cognitive experience while at school, while the affective component relates to students' positive and negative emotions while at school at school.

The results of the literature review also concluded that there are factors that can influence school well-being, namely internal and external factors. The internal factors are self-esteem (Alwi et al., 2020), Growth Mindset (Wahidah & Royanto, 2019), learning motivation (Hasanah & Sutopo, 2020) and (Jalal, 2022). Meanwhile, external factors are school climate (Muhid & Ferdiyanto, 2020), social support (Alwi et al., 2020), academic integrity (Ramdani & Prakoso, 2019), juvenile delinquency (Laure et al., 2020).

The results of this literature review can also provide brief implications for students to have prosperity at school, including: Managing a conducive classroom climate and managing classroom management is one effort to reduce academic stress and can create enjoyable learning (Muhid & Ferdiyanto, 2020). can increase students' motivation to participate in learning at school because the classroom or school situation is pleasant (Hasanah & Sutopo, 2020; Jalal, 2022). Apart from that, Growth Mindset intervention can also be applied because it can influence changes in students' beliefs regarding assignments, as an activity that is useful for their development. The student's belief in question is that the student's ability and intelligence will be able to change so that it can increase student persistence. This growth mindset intervention needs to be accompanied by persistence to achieve student school well-being (Wahidah & Royanto, 2019). Evaluations can be carried out by schools to avoid juvenile delinquency. The evaluation process is like participating in social or charity activities, this can foster positive relationships with other individuals, and increase good cooperation between school and home. Apart from that, school conditions need to be improved to improve learning facilities and smooth the learning process (Laure et al., 2020).

CONCLUSION

School well-being research is an important topic for further research because school well-being in students will have a positive influence and contribute to improving the quality of students, both academic and non-academic. It doesn't stop there, it is also necessary to provide implications or how to achieve school well-being for students. Children's welfare is a very important factor that makes the younger generation have the ability to succeed in the future. The results of the literature review show that much research
has been conducted on school well-being among high school students.

REFERENCES


