

# SCHOOL WELLBEING: A Literature Review

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**Abstract.** Research on school well-being has been widely carried out in the world using subjects at various school levels, gender, strategies, and determinants that affect school well-being. This article aims to review the notion of school well-being used, the subject used, the instruments used, and the factors that influence school well-being in Indonesia. School well-being research is an important topic to be followed up on because school well-being on students will have a positive influence and contribute to improving the quality of students both academically and non-academically. The method used in this study was a literature review by searching through Schi-Hub, Pub Med, Science Direct, Google Scholar, and Open Knowledge Access. The results of the study state that schools can carry out several strategies to improve the school well-being of their students, including by carrying out various kinds of intra- and extra-curricular activities and arranging student seating arrangements based on gender. The next researcher is also to test or look for the determinants that affect school well-being so that it can be known which determinants most affect school well-being. To reveal school well-being, it is also necessary to adapt school measuring instruments that are appropriate for research subjects and culture.

**Key Words:** School Well-Being, Literature review, student

## INTRODUCTION

School well-being is important to research and trace through previous studies because, in the world of education, which should create safety and well-being for students, many cases cause physical and psychological insecurity. The majority of schools in Indonesia only focus on academic achievement (Candra, 2018). Of course, this has an impact on the exclusion of the well-being values that students should receive in school life. This condition is one of the sources of problems in the implementation of the education system in Indonesia. Welfare and education in Indonesia have a separate impression (Misbah, 2018).

According to Candra (2018), the lack of school attendance has a significant impact on high levels of bullying among students, decreased academic achievement, use of illegal drugs, and dropping out of school. In addition, the Indonesian people are trapped in the perception of superior schools as schools that only produce students with high academic scores (Candra, 2018).

Research on school well-being has been carried out by many researchers as well as conducting searches conducted on research in the West and Indonesia. From the results of the initial research, it was found that there were problems with school well-being at the elementary school level which carried out full-day school, and also up to the tertiary level, there were still problems regarding school well-being in students of Semarang city (Wihartati, 2022). The search found several studies from the West regarding school well-being in schools. Løhre et al. (2010) examined Grade 1-10 students; Konu & Rimpela (2002) studied 8th and 9<sup>th</sup>-grade students; and for elementary to high school students; Løhrea,b, Moksnesa,c and Lillefjella,b, (2014) in elementary to high school students by differentiating gender; Puonti, V, Hirvonen, R., Kiuru, N, 2021 in grade 6 students by differentiating gender and temperament; And Lea Waters & Mathew White (2015) research on grade 12 students using appreciative inquiry; Konu et al (2002) studied Mental Health Promotion in School Communities Using Results From Wellbeing Profiles: Action Research Projects. The findings above provide an overview of the factors that have a relationship with the school well-being of students in the West and also the subjects who are research respondents. However, the question is whether, in the context of students or students in Indonesia, these factors and subjects have a relationship with school well-being and are the research subjects the same as research in the West and how is the development of research on school well-being that has been carried out in Indonesia? The search results regarding school well-being in Indonesia obtained the results of Alsa, Haq, Siregar, Kusumaningrum, Utami, and Bachria (2015) using school well-being which focuses more on aspects of school welfare as an institution capable of predicting mathematics achievement. Besides that, Royanto (2019) examines the role of persistence in the relationship between growth mindset and school well-being of junior high school

students; Rohman & Fauziah (2016) examined the relationship between adversity intelligence and school well-being (a study of students at SMA Kesatrian 1 Semarang); Ferdianto & Muhid (2020) examined academic stress in students: Testing the role of class climate and school well-being in MAN students; Rachmah, E. N, 2016 examined the effect of school wellbeing on junior high school students learning motivation; Herlof AI Laure, Damayanti, Marlyn Y Benu, Ruliati (2020) researched: School Welfare and Juvenile Delinquency in Vocational High School Students; Setiawan & Dewi. K (2019) researched the Effectiveness of "PEDE" (Forgiveness, Self-Efficacy, and Empathy) Training to improve School Well-Being; Prasetyo. Y. (2010) examined the Evaluation of School Well-being using the School WellBeing Model approach at SMP 24 Malang; Alwi, Suminar, and Nawangsari (2020) examines School Support and School Welfare: Self-Esteem as a Mediator; Rahma et al. 2019. examines differences in School Well-being in Full Day school and Half Day school students; Faizah, et al 2019 in their research on School Well-Being of Elementary School Students and Junior High School Students Using the Full-Day School System in Indonesia; and Amalia. I (2020) examine the description of school well-being for high school students.

Based on the explanation of the problems above and the results of research and preliminary research that has been done on school well-being, it is very important in this study to examine school well-being based on previous studies.

## METHODS

### Research design.

The study was compiled using a literature review design. As stated by (Nurislamingsih, et al 2020) in the journal "Reference Librarian as a Knowledge Worker" citing that Snyder (2019: 333) defines literature review as a research methodology that aims to collect and take the essence of previous research and analyze several overviews of experts written in the text. The author analyzes and synthesizes the results of previous research regarding the description of School well-being in students to find innovative results and new understanding conclusions.

### Journal Database.

The process of searching for article data is carried out extensively through a database of research journals that have been validated on an international scale in the form of SCOPUS, Google Scholar, Schi Hub, and Schimagojr.

### Publication Time Limits.

The author stipulates that the deadline for publication of research journals to be analyzed and synthesized is the last fifteen years of research, namely 2008-2022 to obtain comprehensive results on tracing past research on school wellbeing.

### Keyword Research.

The keywords used in grouping research journals are School Wellbeing Wellbeing, And College or Student. Journal searches using the punctuation mark "AND" become "Wellbeing", "Students" "School" "School Wellbeing" and "Collage".

### Article Type.

The types of research used by previous researchers are quantitative studies, qualitative studies, systematic reviews, meta-analyses, randomized controlled trials, cohorts, and case controls.

### Search Criteria.

The search criteria are divided into 2, namely inclusion and exclusion criteria. This is to the quote(Masturoh, 2018) in the book "Health Research Methodology" where it is explained that the inclusion and exclusion criteria according to (Notoatmodjo 2018) are as follows:

#### 1. Inclusion Criteria

Inclusion criteria are conditions that must exist in each member of the population that can be included in the sample (Notoatmodjo, 2018). The inclusion criteria in this study are as follows:

- a. Articles use international and national languages, namely English and Indonesian.
- b. Articles can be accessed free of charge.
- c. Research within 15 years
- d. Research articles conducted on students or students who are normal and active at school or college
- e. Keywords: wellbeing, school wellbeing, school, student and College

## 2. Exclusion Criteria

Exclusion criteria are characteristics that cannot be present so they cannot be included in the sample (Notoatmodjo, 2018). The exclusion criteria in this study are as follows:

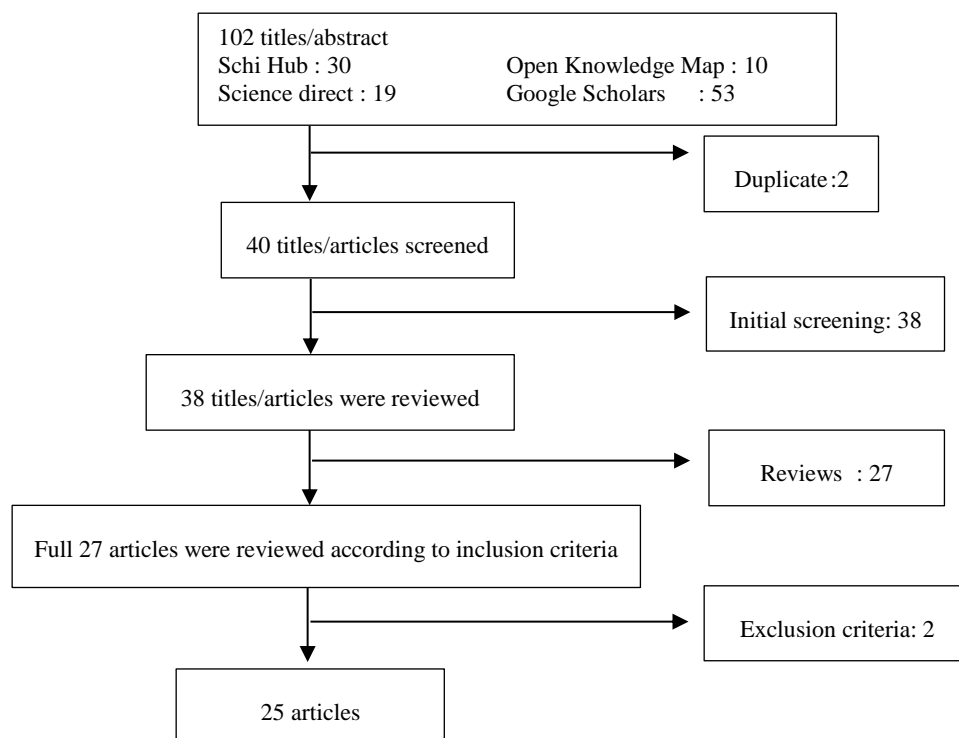
- a. Students or students who are not active in college or school New students because they haven't felt the length of lectures, haven't used infrastructure facilities from campus facilities, haven't interacted much with lecturers and students and fellow students, haven't utilized health services and haven't checked student health during lectures or student conditions to grow and develop on campus

## Journal Analysis

The research articles obtained totaled 25 articles which were then analyzed and synthesized in a tabular format containing the title, author, year, methodology, subject, and results

## Chart of Research Article Selection Process

**Figure 1.** Process Flow of Research Article Selection



## RESULTS AND DISCUSSION

Much research has been carried out on school well-being that occurs in students, both from research from Western countries and from Indonesia. From the search results obtained 25 journal articles on school well-being from elementary school to university level. A summary of the analysis can be seen in the following table:

**Table 1.** Results of the School Well-Being Literature Review

No	Title	Writer/ Year	Research Methods	Results
1	Case study of a school wellbeing initiative: Using appreciative inquiry to support positive change.	Waters, L & White, M/2015	Case Study with qualitative analysis. Research on the subject of a boarding school in Australia with a total of 1239 students and 151 teachers and staff	This research provides an applied example of how AI (Appreciative Inquiry) can be structured into a strategic change process to support student welfare.

2	Support in schools and School well-being: self-esteem as a mediator	Alwi, Suminar, and Nawangsari/2020	Quantitative correlation study with path analysis. The research participants were 220 high school students	The results show that the social support of teachers and friends is related directly and indirectly to school well-being mediated by self-esteem variables. This research suggests that students increase their self-esteem through support from the school and their self-esteem and policymakers in Akmapus, especially teachers and principals, can improve well-being.
3	Effectiveness of "PEDE" (Forgiveness, Self-Efficacy, and Empathy) Training to Improve School Well-Being	Setiawan & Dewi. K/2019	The research method uses the Paired sample t-test. Participants were vocational high school students, totaling 50 people, consisting of 21 boys and 29 girls, with an age range of 16-17 years	Forgiveness is needed to deal with weaknesses and pressures from school that come from friends and the school environment. Empathy can be used to feel what other people feel and efficacy can have self-confidence that all difficulties will be faced, all of which improve school well-being.
4	Mental Health Promotion in a School Community by Using the Results From the Well-Being Profile: An Action Research Project	Puolaka. K, Pesu, KM H, Konu A, Kurki., PA, Paavilainen., E/2012	Qualitative analysis through a school well-being profile survey. The study was conducted at a junior high school in Finland with 446 pupils where the pupils were between 12 and 15 years old.	Welfare questionnaires were used to identify areas requiring improvement, providing a basis for planning and implementing development measures together with local actors. The instrument proved to be a useful way to gather feedback on the welfare of the school environment. As a result of the action research project, the school's physical condition and social relations improved accordingly.
5	The Influence of Teacher Interpersonal Communication, Student Engagement, and Self-Efficacy on School Well-Being Students of SMPN 1 Semanu, Gunungkidul Regency	Kuswoyo, Hidayah, N, Diponegoro, A. M/2021	This study uses the method of multiple regression analysis. The research sample was students of classes VI A, VIII C, and IX A, totaling 95 students.	The results of this study are 1) There is a very significant influence between teacher interpersonal communication, student engagement, and self-efficacy on school well-being. 2) there is a positive and very significant effect of teacher interpersonal communication on school well-being. 3) there is a positive and significant effect of student engagement on school well-being. 4) there is a positive and very significant effect of students' self-efficacy on school well-being.
6	Evaluation of School Well-being with The School Well-being Model Approach in SMP 24 Malang	Prasetyo. Y.B/2010	The research design is a descriptive analysis to determine prosperous schools with school welfare conditions. Data collection used the School Health Promotion Survey (SHPS). The survey was conducted on students of SMP 24 Malang	The condition of the school at SMP 24 Malang is dusty and noisy. There are students' difficulties in doing group assignments and interacting with friends. There are students' difficulties in preparing for exams and doing homework (PR). Health problems experienced in the last month are feeling tired and weak, headaches, and difficulty sleeping.
7	Development and Aging Associations of temperament types and gender of early adolescents and teachers with adolescents' school well-being	Waters. L. White, M/ 2021	Research using descriptive quantitative methods. The sample consists of 677 students who have graduated and 56 class teachers.	The results show that female students who have temperament resilience are predicted to have high school well-being, whereas male students who have an uncontrolled temperament will have low school well-being, partly helped by the presence of parents who have a resilient temperament.

8	The School Well-Being Profile-A Valid Instrument for Evaluation	Konu, A & Koivisto, A.M/2011	The data currently consists of all schools that used the freely available Internet-based School Wellbeing Profile ( <a href="http://www10.edu.fi/hyvinvointiprofiili/">http://www10.edu.fi/hyvinvointiprofiili/</a> ) during the 2007–2008 school year in Finland. Profiles consist of electronic survey forms and automated tools that analyze and generate results on the data. The subjects were elementary school (N=5003), junior high school (N=4674), senior high school (N=1616), and school personnel (N=1753).	Student data in each class shows a good match and personnel data produces a fairly good match. Internal consistency for the four categories of high well-being,
9	School Wellbeing in Grades 1-10.	Løhre, A., Lydersen, S., & Vatten, L. /2010	Data analysis in this study used proportional odds logistic regression. The research subjects used five schools with a total of 230 male and 189 female subjects in grades 1-10.	The results of this study were in multivariable analysis, the level of school well-being in boys was strongly and positively related to enjoying school work (odds ratio, 3.84, 95% CI 2.38 to 6.22) and receiving needed assistance (odds ratio, 3.55, 95% CI 2.17 to 5.80) from the teacher. In girls, being bullied during class was strongly and negatively associated with school well-being (odds ratio, 0.43, 95% CI 0.22 to 0.85)
10	Academic Stress on Students: Examining the Role of classroom climate and school well-being	Ferdiyanto & Muhid (2020)	This research uses a quantitative method through a survey using three psychological scales: the School Well-Being Scale, the School Climate Scale, and the Academic Stress Scale. StudentMadrassa Alyah Negeri (MAN), Total Subjects 105	School climate and school well-being affect academic stress
11	School well-being Elementary school students and junior high school students Full-day school system users in Indonesia	Faizah, et al. (2020)	Comparative quantitative research with accidental sampling technique. For elementary school (SD) students, the number of subjects was 285 and for junior high school (SMP) students were 275	There are differences in school well-being between elementary school students and junior high school students. Elementary school students are higher than full-day school junior high school students.
12	Optimism and school well-being in college students (2017)	Ahkam & Arifin (2017)	Correlational quantitative research methods Student number subjek is 96	There is a relationship between optimism and school well-being in students
13	Parent Support for School Well-Being in Students During the Covid-	Aziza Fitriah & Rizqi Amalia Aprianty (2021)	The method used is quantitative to determine the relationship between	There is a significant positive relationship between Parental Support and Students' School Welfare During the Covid-19 Pandemic.

	19 Pandemic.		variable X and variable Y. Variable X is Parental Support, and variable Y is School Welfare. The instruments used in this study were 2 measurement scales for the X variable, namely the Parental Support scale, and the Y variable instrument, namely the school welfare behavior scale. The target population to be studied was undergraduate psychology students at the Muhammadiyah University of Banjarmasin.	
14	Gender differences in predictors of school well-being?	Løhrea,, Moksnesa, and Lillefjella,, (2014)	Analysis of this study using logistic regression. The number of research subjects was 149 boys and 119 girls in public junior and senior high schools	No gender differences were revealed in the self-assessment of school well-being whereas factors related to school well-being showed substantial gender differences. Boys who experience the required academic assistance from teachers are 2-3 times more likely to report good school welfare than other boys. For girls, perceived loneliness at school showed a strong and negative relationship with school well-being in both crude and multivariable analyses.
15	School Strategies in Realizing Student's Wellbeing in Public Senior High School 1 Gorontalo	Puluhulawa. N.I/2022	Qualitative research with documentation, interview, and observation methods Principal, teachers, and students of SMA 1 Gorontalo	To raise awareness about the importance of school wellbeing, SMA 1 Gorontalo held environmental development programs, Hijaz schools, waste banks, adiwiyata, 5S and habituation programs, prevention of bullying, decision making, class meetings, extracurricular activities, UKS, PMR, and PKR.
16	School Well-being for Students in the Integrated Boarding School Tapaktuan City	Melda. S., Mukhtar. DY, Sri. S./2019	Descriptive research using a questionnaire based on aspects of school wellbeing Research on boarding school students totaled 100	There are school well-being problems in boarding school students related to aspects of having, loving, being, and health
17	School Well-being in Terms of Self-Determination and Patience in Vocational High School Students	Hafizh Zain Abdillah, Fauzi Rahman, 2Muniratul Husna, Charli Sitinjak, Nurul Hidayah, Mujidin Mujidin/2022	This research is quantitative research with multiple linear regression analysis The subjects of this research consisted of students in grades X, XI, and XII at SML Muhammadiyah 1 Yogyakarta with a total of 672 students.	This study concludes that (1) there is a positive influence of self-determination and patience on the welfare of vocational schools students, (2) there is a positive effect of partial self-determination on the welfare of the school, meaning that self-determination is partly possible predicts school well-being, and (3) no partial positive effect patience on the welfare of the school, showing that partial patience cannot predict school well-being

18	Emotional Literacy and the Ecology of School well-being	Rofey. S/2008	Data analysis in this research is qualitative research. The subjects in this study were students from 6 schools in Australia	The findings include the centrality of vision, skills, and resilience of school leaders, focus on valuing each member of the school community, development of positive discourse, and high relational expectations. Positive changes in school culture are sustained by shared relational values, belief in inclusive practices, and maximum ownership by the whole school community in the change process. Sustainability is threatened by negative attitudes from staff members who may perceive the leader's vision for students as conflicting with their well-being
19	The effect of class composition by gender and ability on secondary school students' school well-being and academic self-concept: A literature review	Belfi B, Goos. M, Frane. B.D, Damme. V.J/2011	Literature review	The results show that class gender is beneficial for female students' school well-being and academic self-concept. As for boys, the results were inconclusive
20	Identification and comparison of school well-being patterns of migrant and native lower secondary-school students in Greece and Switzerland: A multigroup latent profile analysis approach	Wassilis Kassis, Christos Govaris, Raia Chouvati, Petra Sidler, Clarissa Janousch, Beyhan Ertanir/2021	Cross-sectional study with multinomial regression analysis. Respondents numbered 814 lower secondary school students (M_age = 12.47) from Greece (n = 439) and Switzerland (n = 375)	That higher levels of social support, such as those introduced through teacher support and resilience, play a large role in determining the level of school well-being attained by a young person
21	The development of school well-being in secondary school: High academic buoyancy and supportive class- and school climate as buffers	Hofericther. F, Hiirvonen. R., Kiuru, N./2021	Longitudinal research. Subjects Grade 7 and 8 students totaled 1024	The results of the latent structural equation model show that academic buoyancy contributes to school satisfaction, while classroom and school climate are buffered to increasing anti-school attitudes. This study underscores the importance of the personal and contextual factors, contributing differently to students' school well-being.
22	Killing two birds with one stone: The role of motivational resources in predicting changes in Achievement and school well-being beyond intelligence	Michiel Boncqueta., Bart Soenensa, Karine Verschuerenb , Jeroen Lavrijsenb , Nele Flamanta , Maarten Vansteenkistea/2020	a longitudinal study, with participants in grade 6 students in the transition to secondary education Number of Subjects N = 2546, Mage = 11.52 years, 49.8% boys)	The results of Latent Change Modeling reveal that, after controlling for the role of intelligence in the prediction of standardized mathematics achievement tests, motivational resources play an additional role, both at the level of interindividual differences and at the level of intraindividual change. Students with higher levels of autonomic motivation earned higher initial test scores, reported higher school well-being, and made greater progress on both outcomes during the transition. Increased autonomous motivation is also associated with increased achievement and well-being. A similar, but opposite, pattern of findings was obtained for controlled

23	First Evidence on the Validity of the Students' Relatedness Scale (SRS) and of the School Well-being Scale (SWS)	Fabio Aliverninia Sara Manganelia/2015	Multi-group confirmatory factor analysis (MCFA) was performed to examine the theoretical structure of the two scales and their metric invariance across gender 1065 Italian fourth graders attending 10 primary schools. The average age of students is 9.89 years (SD = 0.35) and 50% of students are boys	motivation. The MCFA results are consistent with the hypothesized scale structures for SRS and SWS, and demonstrate invariance of scale measurements across gender.
24	Perceived Social Support and School Well-Being Among Chinese Early and Middle Adolescents: The Meditational Role of Self-Esteem	Tian, L., Liu, B., Huang, S., Huebner, ES./2012	Quantitative study to examine the empirical relationship between perceived social support (parents, friends, and teachers) and school well-being (school satisfaction, positive affect at school, and negative affect at school). Participants were from China and consisted of 221 early adolescents (Mage = 13.6) and 140 middle adolescents (Mage = 16.4).	Among early adolescents, parental and teacher support, but not peer support, was significantly positively related to school well-being. Among middle adolescents, peer and teacher support, but not parental support, was significantly related to school well-being. For early and middle adolescents, global self-esteem mediates the relationship between teacher support and school well-being. For early adolescents, global self-esteem mediates the relationship between parental support and school well-being; whereas for middle adolescents, global self-esteem mediates the relationship between peer support and school well-being. These findings support the social-cognitive well-being model in the Chinese context. The implications are discussed in the context of developmental and cultural considerations.
25	Associations between Adolescents' Interpersonal Relationships, School Well-being, and Academic Achievement during Educational Transitions	Noona Kiuru, Ming-Te Wang, Katariina Salmela-Aro, Lasse Kannas, Timo Ahonen, Riikka Hirvonen/2019	This longitudinal study examines the quality of interpersonal relationships and school well-being affect academic achievement during the transition from elementary school to junior high school. Data collected from 848 Finnish adolescents (54% girls, mean age at baseline 12.3 years) during sixth and seventh grade	The results of the study support the transactional model which describes a reciprocal relationship between the quality of interpersonal relationships and school well-being during the transition to junior high school. Thus, high-quality interpersonal presence relationship increases higher academic achievement through increased school welfare, while the welfare of secondary schools promotes subsequent higher academic achievement through improving the quality of interpersonal relationships.

## DISCUSSION

From this literature review, there are several ways or strategies used by schools to raise awareness about the importance of school well-being in schools, namely by holding environmental development programs, green school waste banks, adiwiyata, the 5S program (Smiles, Greetings, Politeness, Politeness) and habituation, prevention bullying, decision making, Class Meetings, extracurriculars, UKS, PMR and PKR as well as appreciative inquiry (Waters, L & White, M, 2015). Another strategy is that organizing classes for one gender will have a positive impact on female students to improve



school well-being (Belfi B, Goos. M, Fraine. B. D, Damme. V. J, 2011) hearing conversation programs, counseling programs, actions to reduce physical and psychological stress (Prasetyo Y, 2010) the centrality of the vision, skills, and resilience of school leaders, focus on assessing each member of the school community, developing positive discourse and high relational expectations. Positive changes in school culture are maintained by shared relational values, belief in inclusive practices, and maximum ownership by the entire school community in the change process are all strategic efforts to improve school well-being (Rofey. S, 2008). This study recommends using several strategies that have been used successfully to improve school well-being. belief in inclusive practices and maximum ownership by the entire school community in the change process are all strategic efforts to improve school well-being (Rofey. S, 2008). This study recommends using several strategies that have been used successfully to improve school well-being. belief in inclusive practices and maximum ownership by the entire school community in the change process are all strategic efforts to improve school well-being (Rofey. S, 2008). This study recommends using several strategies that have been used successfully to improve school well-being.

In the literature review, it was also found that no gender differences were revealed in the self-assessment of school welfare while factors related to school welfare showed substantial gender differences. Boys who experience the required academic assistance from teachers are 2-3 times more likely to report good school well-being. For girls, perceived loneliness at school shows a strong and negative relationship with school well-being. In girls, being bullied during class is strongly and negatively associated with school well-being (Løhrea, Moksnes, and Lillefjella, 2014). Other results show that female students who have temperament resilience are predicted to have high school well-being, whereas male students who have uncontrolled temperament will have low school well-being, partly helped by the presence of parents who have resilient temperaments. For girls, classroom settings containing all women can improve school well-being, while for boys it does not have an impact on school well-being (Belfi B, Goos. M, Fraine. B. D, Damme. V. J, 2011). This research recommends examining specifically for one gender, namely men or women.

The results of the literature review also concluded that the factors that can improve school well-being are internal and external. Internal factors are adversity intelligence (Rohman & Fauziah, 2016), growth mindset and persistence (Wahidah & Royanto, 2019) *self-determinants* (Mujidin, et. All. 2022), *autonomous motivation* (Boncqueta et.al, 2021), academic stress, optimism (Ahkam & Arifin, 2017) as well as self-efficacy, forgiveness and empathy (Setiawan, Dewi et al, 2019). External factors that influence school well-being in this literature review are social support related to schools, namely teacher support, parental support and peer support (A. Alwi et al., 2021; Tian, L., Liu, B., Huang, S., Huebner, ES, 2012) school climate (Muhid & Ferdiyanto, 2020) Vision, skills, and resilience of school leaders, teacher interpersonal communication, student engagement are also external factors that can affect school well-being (Kuswoyo, Hidayah, N, Diponegoro, A.M, 2021). This study recommends examining the determinants that affect school well-being so that the results of which determinants have the most influence on school well-being are obtained.

The results of the literature review show that research on school well-being has been mostly conducted on high school (SMA) and junior high school (SMP) students. Research using subjects on students is still rarely done. The results of this literature review have not found school well-being research using Kindergarten (TK) students in Indonesia, so this study recommends conducting school well-being research using Kindergarten students.

Based on the literature review conducted, this review can be a reference for researchers who are interested in the theme of school well-being. Much school well-being research conducted in Indonesia does not report on the adaptation of the measuring instruments used, so it becomes a recommendation for future researchers to adapt the measuring instruments for maximum results.

## CONCLUSION

School well-being research is an important topic to be followed up on because school well-being on students will have a positive influence and contribute to improving the quality of students both academically and non-academically. Schools can carry out several strategies to improve the school well-being of their students, including by carrying out various kinds of intra- and extra-curricular activities and arranging student seating arrangements based on gender. The next researcher is also to

test or look for the determinants that affect school well-being so that it can be known which determinants most affect school well-being. To reveal school well-being, it is also necessary to adapt school measuring instruments that are appropriate to research subjects and culture.

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