



Model of Educational Programs in Developing Well-Being on Student Elementary School

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Abstract. A paradigm shift in Education has sparked the rise of current concerns about the direction of Education, especially student well-being. Their school-related well-being will greatly impact the kids' academic, social-emotional, and developmental progress. The research aims to identify substitutes for model schools that can improve student well-being. In this work, embedded types are used in a mix-method approach. Information was gathered through teacher interviews, observation, and questionnaires given to staff members at four elementary schools in East Java, Indonesia. The analysis findings indicate that a school with a simple work schedule, a social interaction process, and a focus on student well-being can psychologically, spiritually, and physically advance that student's well-being. An experimental approach can be used to test the causality of educational programs in developing student well-being.

Keywords: Student well-being · psychological well-being · spirituality · physical health

1 Introduction

A school environment that makes children prosperous has become an important and strategic thing to do. There are at least three reasons why studying student well-being is very important in the world of Education, especially in Indonesia. First, there is a paradigm shift in education, which states that children's academic success is no longer only related to intellectual problems but also emphasises the importance of aspects of psychological well-being [1, 2]. Second, children are in a developmental stage, so they have the potential to experience failure in going through developmental tasks, which results in a low level of psychological well-being [3, 4]. Third, some children still experience violence in the education process [5]. The explanation shows the importance of examining students' psychological well-being in school.

Education is a fun learning space for students and a space full of psychological problems. It is very common for students to experience psychological pressure in the learning process, causing low student motivation in learning. It is common for students to avoid studying and being at school. A study shows that many students experience mental health problems, so they have difficulty processing information [6]. Another research showed

that stress is a significant factor causing psychological distress in college students, characterised by anxiety and depressive symptoms [7]. Therefore, proper handling is needed to optimize the learning process to achieve the expected goals.

As the main actor in designing and implementing school activities, the teacher plays an important role in creating a comfortable or otherwise stressful space for students [8, 9]. Teachers, school psychologists, counsellors, and peers play an important role in providing emotional support to overcome students' anxiety and sadness in the learning process). The method is to build relationships with students, provide choices, increase self-confidence, respect opinions and understand students' feelings sincerely [10]. Based on these studies, in general, it can be concluded that the competence and intrinsic character of the teacher influence the reduction in student stress levels.

This research stems from three basic arguments, namely child-friendly schools are: 1) schools capable of implementing educational programs to develop children's well-being effectively and efficiently; 2) schools that can maximize their potential and overcome the obstacles they face; 3) schools that can develop the well-being of their students. Based on the description above, this study aims to answer how the implemented school model can develop student well-being. To answer this problem, a formulation of the problem was formulated, namely, how is the description of the educational process that takes place in child-friendly schools to develop student well-being?

Research related to the role of the school environment on educational outcomes and student development found that school well-being plays a role in academic engagement but not academic achievement [11]. Other researchers stated that self-esteem and school well-being simultaneously play a role in student resilience. The link between child-friendly schools and the development of student well-being has encouraged many researchers to study and develop this theme [12]. By the focus of the research, the literature review discussed in this section covers three themes: studies on the concept of child-friendly schools, studies on strategies for implementing child-friendly schools, and measures of student well-being as the impact of child-friendly school programs.

Research that examines Well-being in schools: a conceptual model was conducted by Konu & Rimpela [13]. Their research resulted in a conceptual framework for school well-being models based on social aspects. In his findings, it is said that the well-being of students at school is highly dependent on three interrelated aspects, namely school conditions (having), social relations (loving), and means for self-fulfilment (self-fulfilment). On the one hand, well-being is associated with teaching and education. On the other hand, well-being is associated with learning and achievement. The well-being of students at school is highly dependent on three aspects, namely the condition of the school (having), social relations (loving), and means for self-fulfilment (being) and health status (seen based on the symptoms of the disease suffered by students). Means of self-fulfilment include students' ability to learn according to their resources and abilities. Each aspect of well-being contains several aspects of student life at school.

The concept of school well-being developed by Konu and Rimpela [14] added one category, namely health status and developed the Allardt well-being concept to suit school conditions. In subsequent developments, attention to well-being in the field of Education is increasing. School well-being was first developed based on the theory of well-being put forward by Allardt. Well-being is a condition that allows a person to fulfil

his basic needs. Well-being is a state that allows humans to fulfil their basic needs. The well-being indicator system must consider both material and non-material human needs. He divides these needs into three categories: having, loving, and being [14]. Having refers to material conditions and impersonal needs in a broad perspective. Loving means the need to relate to others and form a social identity. Being denotes the need for personal growth, namely integration into society and living in harmony with nature. An example is the question of the extent to which a person can participate in decision-making and life activities, opportunities to engage in leisure time activities, and opportunities to engage in meaningful work life.

2 Methods

The research is a mix-method exploratory model because, in the process, it uses a qualitative type followed by a quantitative one to understand the problem under study better. Mixed methods research is a research approach that involves collecting and combining quantitative and qualitative data using different designs and can involve philosophical assumptions and theoretical frameworks. This mixed methods research assumes to combine quantitative and qualitative approaches, which provide a more complete understanding than just one approach in formulating research problems. The mixed methods model used in this study is the Embedded mix-method, a research method that combines elements of a contemporary, explanatory sequential and exploratory sequential approach.

This research was conducted at four sites with child-friendly school education programs in East Java. This is based on the assumption that the school can develop student well-being. Site selection was based on considerations of city differences (consisting of four cities, namely Malang, Jombang, Bojonegoro, and Banyuwangi), institutional shelter status (Ministry of National Education and Ministry of Religion), school status (public and private), socio-economic status (superior and non -superior). The four schools were chosen as research sites to find alternative educational program models in developing student welfare at the primary education level.

There are three kinds of data explored in this study, namely data on the process of Education that makes students prosperous, data about the supporting and inhibiting factors of Education that make students prosperous, and data about the impact of education that is prosperous on students' well-being. First, data related to the prosperous educational process consists of data on implementing aspects of loving and being at school. Second, data on supporting and inhibiting factors place more emphasis on supporting and inhibiting data from within the school environment (leaders, teachers, students, staff) and outside the school (parents, community and government).

Third, data on the impact of schools that prosper on student well-being are focused on student well-being from the student's and parents' perspectives. These three types of data were obtained from research sources related to the object of research, namely foundation leaders, school leaders, teachers, staff, students, parents, community, and government. All data collected is quantitative data and qualitative data.

Data analysis was carried out in two ways: qualitative analysis using reflective thinking and qualitative analysis using statistical techniques in the form of descriptive analysis

by comparing the empirical mean and hypothetical mean of the student well-being variables. Qualitative data analysis is carried out by thematic analysis of the interview results obtained from teachers and staff. The thematic analysis results are presented in the table of research findings.

3 Results

This section presents the results of research related to the educational process that takes place in child-friendly schools. This process involves two important aspects: loving (the process of student interaction with various parties that occurs at school) and being (an activity program that aims to prosper children at school). The analysis was carried out on four schools used as research sites. To facilitate the analysis process, the four places were coded as follows: 01 = SDIT Al-Kautsar Malang, 02 = MIN 3 Jombang, 03 = SD KITA Bojonegoro, and 04 = SDN Model Banyuwangi. The data obtained is shown in the form of table 1.

3.1 Description of Student Loving (Relationship)

This section presents findings related to the loving aspect or relationship between teachers and students, employees with teachers and parents, and relationships between students and students. The full data is found in table 1.

Table 1 shows that the loving aspect, which includes four study focuses, namely teacher-student relationships, staff-students, students-students, and teacher-parents, has been implemented in four sites. The first finding shows that the teacher-student relationship is full of affection and mutual respect. Second, the relationship between staff and students is carried out in a kinship manner. Third, the relationship between students is established in a close and loving manner. Fourth, the relationship between teachers and parents is carried out in a family manner and supports each other. Thus, it can be concluded that the loving aspect at the four sites has been implemented optimally.

Table 1. Findings on the loving aspect

Aspect	Study focus	Findings
Loving	Teacher with students	Teachers care about students' needs (01, 02, 03, 04). Evidenced by the teacher's attention in the form of home visits outside of school time.
	Staff with students	The staff helps students with problems (01, 02, 03, 04). Characterised by the existence of the 9S program (Salim, Polite, Greetings, Smiles, Patience, Politeness, and Sholawat).
	Students with students	Students respect and appreciate each other (01, 02, 03, 04). Evidenced by the absence of bullying practices.
	Teacher with parents	The establishment of mutually supportive and mutually respectful communication between teachers and parents (01, 02, 03, 04). It is proven that there is

3.2 Description of Students Having and Being Aspect

In his study, aspects related to having (assets owned by the school) focused on infrastructure and managerial facilities. The analysis results support the infrastructure components at the four sites. In general, all components ranging from classrooms, information technology equipment, open spaces, canteens, toilets, prayer rooms, and libraries, have supported the process of academic activities.

Table 2 describes the implementation of the aspect of being, which includes instructional and extracurricular activities at the four sites. The instructional activities at the four sites have been carried out student-centered by adjusting the subject's character. Extracurricular activities aim to develop students' potential in academic, cultural arts, nationalism, spiritual, and physical health aspects. Thus, it can be concluded that the development of students' potential is carried out through instructional and extracurricular activities.

Table 2. Findings on the aspect of having and being

Aspect	Component	Thema	Findings
Being	Instructional process	Purpose	The learning process has been carried out to develop cognitive, affective and psychomotor abilities (01, 02, 03, 04). Characterized by the achievement of learning completeness standards, the high level of student enthusiasm for learning, and the formation of skills as a result of learning outcomes.
		Materials	Learning materials have been adapted to the needs and abilities of students (01, 02, 03, 04). Characterized by grouping students based on multiple intelligences (01, 03), there is attention to students with special needs (01, 03).
		Method	Learning uses a method based on student characteristics (01 and 03). Characterized by the application of a multiple intelligence approach. Learning uses contextual teaching and learning (01, 02, 03, and 04). Learning to use centres (03).
		Evaluation	Evaluation based on student needs (01, 02, 03, and 04). Characterized by the absence of ranking and assessment based on authentic assessment.

(continued)

Table 2. (continued)

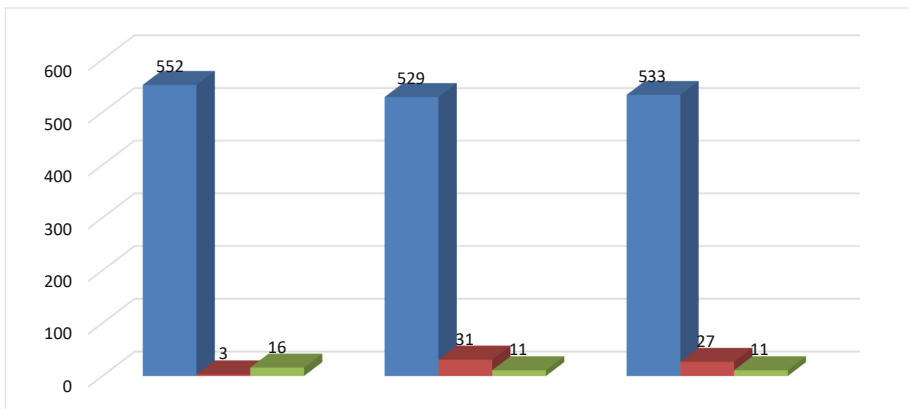
Aspect	Component	Thema	Findings
	Extra-curricular activities	Academic	The student's academic potential development is carried out optimally (01, 02, 03, 04). Characterized by the existence of a school literacy program.
		Art and culture	Art and culture development is carried out optimally (01, 02, 03, 04). Characterized by the drum band program, qosidah, and dance.
		Nationalism	The development of nationalism is carried out optimally (01, 02, 03, 04). Characterized by the existence of a scout program and earth-loving police. The character development of loving nature is carried out optimally (01, 02, 03, 04). Characterized by the existence of an adiwiyata school program,
		Spirituality	Spiritual development is carried out optimally (01, 02, 03, 04). Characterized by the Al-Quran love program, Foster Students, Islamic holiday celebrations, congregational prayers, and Dhuha prayers.
		Physical Health	Physical health development is optimal (01, 02, 03, 04). Characterized by the existence of the School Health Business (UKS) program, the movement to like eating vegetables and fish, and various sports activities.

3.3 Description of Student Well-Being

The results of the analysis of 571 students showed that the students' well-being according to students was in the high category. This is indicated by the empirical mean score being higher than the hypothetical mean (62.02:45 SD = 7.73). Furthermore, the analysis showed that all three indicators of student psychological well-being were in the high category. The three indicators are positive thoughts (23.73:18 SD = 3.52), positive emotions (25.69:18 SD = 3.61), and social positive (12.60:9 SD = 1.82). In the spiritual and physical health aspects, the results of the analysis show the same result; namely, the empirical mean score is higher than the hypothetical mean (4.57:3 SD = .76 and 4.54:3

Table 3. Description of the level of Student Well-Being

No	Variable Name	High		Medium		Low	
		Σ	%	Σ	%	Σ	%
	Psychological well-being	527	96,67	3	0,53	16	2,80
1	Positive thinking	544	92,29	12	2,10	32	5,60
2	Positive Emotion	528	95,27	8	1,40	19	3,33
3	Positive Social	552	92,47	29	5,08	14	2,45
	Spirituality	529	92,64	31	5,43	11	1,93
	Physical Health	533	93,35	27	4,73	11	1,93

**Fig. 1.** Description of Student Well-being

SD = .71). Furthermore, the three variables studied are grouped into three categories, namely the high category if the score is higher than the mean hypothesis, the medium category if the score is the same as the mean hypothesis, and the low category if the score is lower than the mean hypothesis. The results of the analysis are presented in table 3.

Table 3 above explains that of the 571 research subjects, there were 527 (96.67%) had a high level of psychological well-being, 529 (92.64%) had a high level of spirituality, and 533 (93.35%) had a high level of physical health. From the data above, only 16 students (2.80%) have a low level of psychological well-being, and 11 have a low level of spirituality and physical health (Fig. 1)

4 Discussion

The results of this study indicate that an educational process that is effectively capable of developing student well-being is an educational process which it can create harmonious interpersonal relationships involved in the educational process. This is understandable because a harmonious relationship will foster an atmosphere conducive to growth and to

feeling personally prosperous. In addition, a factor that is no less important in fostering student well-being is creating a humane learning process, full of kinship and free from a stressful atmosphere. These conditions will be more effective when extracurricular activities that support the instructional learning process are implemented optimally. The above results are supported by which shows that the learning process full of stressors is ineffective in growing students' potential both academically and non-academically [15, 16]. Likewise, Unhealthy interpersonal and intrapersonal relationships can cause academic burnout [17].

The results of other studies indicate that educational process facilities that take place in a conducive manner will foster student well-being when the process is supported by adequate infrastructure, both physical and non-physical facilities. Therefore, the fulfilment of adequate facilities and infrastructure is crucial in fostering student well-being. In addition, managers carry out organisational factors that are no less important than the fulfilment of infrastructure. Creating a positive climate in academic and social aspects is important in managing educational institutions. These results are supported by research which finds that schools have a very important and strategic role in increasing or decreasing student well-being. Schools are also believed to be an important agent that can help overcome fundamental societal problems, create strong communities, and prepare youth as quality citizens [18, 19].

The final findings of this study found that the ongoing educational process has been able to develop student well-being. The well-being in question is in the form of psychological, spiritual and physical health. Psychological well-being is characterised by high aspects of the ability to think positively, positive emotions, and positive social skills. Spirituality is characterised by a high student tendency to carry out religious activities [20]. Physical health is characterised by the low frequency of students experiencing physical pain. The high level of student well-being is due to the ongoing educational process that has effectively developed these aspects. This finding is in line with research which found that schools influence students' psychological well-being. Students will learn more effectively if they are happy, believe in themselves, and feel supported by students and the school. Academic success will help adolescents to increase feelings of happiness and self-esteem [21, 22]. In the context of students in Indonesia, several studies have shown that psychological well-being can be a predictor of high levels of student involvement in school and a predictor of high levels of learning achievement [23] [11].

The research results reflect that schools' role is crucial and strategic in developing student well-being. Because of this, many improvements have been made regarding the role of schools in student well-being. This is understandable because there are at least three reasons why the study of well-being is important in educational practice. First, there is a paradigm shift that children's academic success is no longer only related to intellectuals but also emphasises the importance of psychological well-being [2]. Second, children are in a developmental stage, so they have the potential to experience failure [24]. Thirdly, some children experience violence in the educational process [5, 25]. Therefore, the development of various personality aspects in students is fundamental if it is carried out at school and home together.

The results of this study are interesting to examine further, considering that the research results show that schools are one of the important agents in developing students' potential. Some of the research results that have been put forward indicate that the school environment has an important and strategic role in increasing or decreasing student well-being [26, 27]. The school environment referred to in this study is the academic and non-academic climate developed by the school on the managerial aspect. Schools are believed to be important agents that can help overcome fundamental societal problems, create strong communities, and prepare youth as quality citizens [28].

5 Conclusions

It turns out that the role of the school is important in contributing to an increase or decrease in student well-being. Schools that make students prosperous are reflected in a learning model that fulfils three things: loving, having and being. First, the pattern of humanist social relations between parties is reflected in the loving aspect, which includes four study focuses, namely the relationship between teachers and students, the relationship between school staff and students, the relationship between students, and the relationship between teachers and parents. Second, the learning pattern that favours students is reflected in the implementation of the aspects of being, including instructional and extracurricular activities. Third, environmental/infrastructure support is pro-student, namely the support of the aspects of the infrastructure components: classrooms, information technology equipment, open spaces, canteens, toilets, prayer rooms, and libraries. This study found that the ongoing educational process has developed student welfare. The well-being in question is in the form of psychological, spiritual and physical health. Psychological well-being is characterised by high aspects of the ability to think positively, positive emotions, and positive social skills. Spirituality is characterised by a high student tendency to carry out religious activities. Physical health is characterised by the low frequency of students experiencing physical pain.

The child-friendly school education program can be used as an alternative educational model to develop children's welfare in schools. This model contains an educational process that fosters student welfare by creating a humane learning process, full of kinship, free from a stressful atmosphere, and supported by adequate infrastructure and sound managerial. This research is limited to studying school success stories and tips. Other studies that can be seen, for example, look at the various challenges that occur during becoming a quality school and efforts to improve and improve the school curriculum related to schools that make students prosperous. In addition, there are also limitations on the number of samples studied. So this research opens opportunities for further researchers to expand research variables, theories, and the number of research samples.

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