

School Health Promotion Survey to Evaluate School Well-Being between Male and Female Students at Full-Day School Al Azhar Islamic Elementary School 29 BSB Semarang

Wening Wihartati

Universitas Negeri Semarang, Central Java, Indonesia

Corresponding Author: wening_wihartati@students.unnes.ac.id

Abstract: School well-being is one of the benchmarks for one's welfare, more precisely being able to predict the level of welfare of students who are living school life. In the world of education, which is supposed to create security and well-being for students, there are many cases appeared that cause physical and psychological harm. The majority of schools in Indonesia only focus on academic achievement, this has an impact on the exclusion of the value of school well-being that should be obtained by students in school life. This type of research is a field research, with an approach that is a quantitative descriptive approach. A quantitative approach was used to collect data from the questionnaire. The research location was in SD Islam Al. Azhar 29 BSB Semarang with a total of 118 students as the respondents. The data collection technique in this study used the School Health Promotion Questionnaire on School Well-being from Konu and Rimpela (2002). The results of the study for female students showed that the aspect of having the highest percentage in two items, namely the crowd in the class, was very disturbing as much as 33%. For the highest loving aspect is being depressed with a long time in school as much as 35%. For the aspect of being, female students stated that they had never received help from school or home when they had learning difficulties or were unable to attend lessons by 35%. For health-related aspects, students stated that experiencing respiratory tract disorders such as flu, cough and colds as much as 42% occurred two or three times a week. For male students, the results are as follows: for the having aspect in this survey, the highest percentage of things that are still lacking is that the crowd in the class is quite disturbing as much as 34.5%. The aspects of being that need to be considered in disagreeing if the teacher encourages students to express opinions as much as 34% and sometimes gets help if they have problems in learning or cannot attend lessons as much as 44%.

Keywords: School Health Promotion, School Well-being, Male and Female Students, Full Day School

INTRODUCTION

The problem of school well-being is one of the benchmarks for a person's wellbeing, more precisely being able to predict the level of welfare of students living school life. The level of student school wellbeing is substantial in increasing the comfort and productivity of active students within

the school scope. Therefore, an effective, safe, comfortable, and fun learning environment must be created to support students' psychological tranquility. In the world of education, which is supposed to develop security and welfare for its students, it turns out that many cases cause physical and psychological unwell-being. Violence in the world of education has always been in the spotlight because it shows the lack of student wellbeing in schools. To prevent this, the government has issued Permendikbud Number 82 of 2015 concerning preventing and responding to acts of violence within the Education Unit.

Bonell et al. (2014) stated that academic achievement and well-being of children must be balanced. This balance certainly has a positive influence on the student's personality and the surrounding environment. Therefore, school well-being plays a vital role in education progress within the scope of schools. Konu and Rimpela (2002) put forward the theory of school well-being as a condition in which a person can meet all primary educational needs. The primary needs referred to in this concept are observed based on four perspectives: having, loving, being, and health. It summarizes the physical condition of the school that students can enjoy. The loving aspect emphasizes the social relationships that occur in schools. The being dimension explains individual awareness and factors that support students in fulfilling self-fulfillment in school life. Then, health explained the aspect of student health in the school environment. Konu and Rimpela's (2002) perspective of school well-being can be used as a standard to create an environment that has a positive influence on students. Candra (2018) explained that students with high school well-being levels are proactive and bring out positive behaviors. This condition is formed because of a fun and supportive learning atmosphere. Positive student participation reflects the level of positive school well-being that emerges along with feelings of happiness, comfort, and a sense of protection in the learning process (Konu & Lintonen, 2006).

Dawson and Singh-Dhesi (2010) explain that students who have a high level of school well-being have a tendency to develop themselves and can actively socialize with their environment, such as establishing good friendships, being friendly, and showing affection to those around them. On the other hand, children who experience negative events during school tend to behave negatively. Student social and emotional wellbeing is the foundation for children to become more active and positive individuals in getting along and learning in the school environment, with the hope of forming a positive attitude in children in the future (Graham & Fitzgerald, 2011). Schools as a place for students to study are certainly inseparable from social life (Bronfenbrenner & Morris, 2006). Therefore, schools must create a familiar atmosphere for students to learn and socialize

(Demir & Leyendecker, 2018). Candra (2018) explained that schools are in a position to facilitate students' carrying out all academic and non-academic activities, including student social activities. However, the current education in Indonesia does not reflect a good level of school wellbeing. Most schools in Indonesia only focus on academic achievement (Candra, 2018). Of course, this impacts the students' well-being and eliminates the value of wellbeing that they should get in school life. This condition is one of the problems in implementing the education system in Indonesia. Welfare and education in Indonesia have a separate impression (Misbah, 2018).

According to Candra (2018), the lack of attention from schools has a significant impact on the high rate of bullying in students, declining academic achievement, the use of illegal drugs, and dropping out of school. In addition, the people of Indonesia are trapped in the perception of superior schools as schools that only produce students with high academic scores (Candra, 2018). Finally, schools in Indonesia strive to achieve the best standards based on the achievement of their students' final exam scores by routinely conducting daily tests, programmed exams every semester, and final school exams (Misbah, 2018). For example, the research of Hidayah et al. (2016) explained that there are causes of student discomfort, such as teachers who tease their students or give physical punishment for students who make mistakes. This condition causes students to have low school wellbeing, which is characterized by the desire to skip school, not taking part in one of the subjects, and not doing some assignments. Suldo & Huebner (2004) stated that the discomfort of going to school would encourage students to skip school, smoke, and drop out of school.

Several important factors influence the dynamics of school well-being. Citations related to previous research related to factors that affect the level of school wellbeing of students are raised to support the research to be carried out. Here are some of the factors that influence students' school well-being: a). Physical Facilities The completeness and excellent quality of the school's physical facilities can create a fun atmosphere for students in school activities (Candra, 2018). The availability of facilities such as a large field, a complete canteen, a neat library, and clean toilets make students feel happy at school. The findings of the study stated that schools that provide complete and well-maintained facilities make students think that school is their own home. Fun learning, playing, and resting situations created in schools can build a sense of comfort and encourage students' motivation to behave positively and participate in school activities. Learning support facilities such as LCD, computers, and air conditioners/fans also make students feel more excited about the learning process. b). Friends Friendship is also one of the factors that shape

school wellbeing for students. Children need friends who support each other in learning and play (Candra, 2018). Good friendship relationships have a positive effect on students participating in school activities, improve individual subjective perceptions regarding quality of life, and shape students' self-concept (Demir & Leyendecker, 2018). Putri (2016) explained that positive support from friends can increase the perception of students' subjective well-being in the school environment. Wijayanti and Sulistiobudi (2018) explained that peer relations are the main factor that can affect the school well-being of students. Good peer relations create a positive atmosphere for students as individuals and their social environment (Wijayanti & Sulistiobudi, 2018).c). Teacher support in the form of emotions and innovative teaching models influences students' enthusiasm for learning (Wijayanti & 30 Sulistiobudi, 2018). Teachers who bring up the role of parents become a magnet for students to come to school (Candra, 2018). Teacher support can support students' psychological development in school life and individual perceptions of quality of life (Demir & Leyendecker, 2018). Positive behavior of teachers in their interactions with students, such as providing help when students are in need, being able to understand students, being funny and fun, and exemplifying commendable behavior, creates a sense of comfort for students (Wijayanti & Sulistiobudi, 2018). In addition to feeling protected by teachers, students also feel happy if they are involved in fun learning activities such as field trips, environmental observations, writing personal experiences, and new learning methods such as watching documentaries (Candra, 2018). Teachers are seen as having an essential role in children's psychological development (Fauziah et al, 2018). Teachers who provide positive forms of social support also increase students' confidence in undergoing the teaching and learning process (Putri, 2016). d). Classroom atmosphere and learning methods. The classroom atmosphere influences the well-being of students both physically and in the situation that is built. According to the views of parents and teachers, classroom cleanliness, neatness, and ornaments make students happy (Candra, 2018). In addition, an active learning atmosphere, such as teaching in the form of a group, role-playing learning methods, and doing an educational game, is also the desire of students to feel at home in the classroom. Students feel happy and sympathize with teachers who can deliver a subject in a fun way. Too many assignments make students feel bored with school routines (Candra, 2018). e). Awards and Appreciation Appreciation and appreciation for well-behaved students given by teachers is a sure strategy to improve school well-being (Candra, 2018). Students feel motivated by these actions because teachers are seen as paying attention to them personally. Students are happy with teachers who focus on their positive behaviors compared to teachers who only pay

attention to negative behaviors (Candra, 2018). Appreciation of positive behavior can increase student confidence (Purnomo, 2018). Students also feel more encouraged to perform positive behaviors and compete to get rewards from teachers (Candra, 2018). Supporting the above statement, the research of Saraswati et al. (2017) found that high student self-esteem as a result of a form of positive environmental support for individuals increases students' perception of school well-being.f). Extracurricular. Extracurricular activities arranged by schools affect students' positive experiences (Candra, 2018). Activities such as sports and arts can improve students' abilities outside of academics (Wijayanti & Sulistiobudi, 2018). Balancing academics and extracurricular activities increases students' positive feelings because they can do all the desired work (Wijayanti & Sulistiobudi, 2018). Students also feel a sense of pride if they can achieve something in the extracurricular field (Candra, 2018). Students feel that these extracurricular activities help them fill their free time at school with positive things and minimize harmful activities that students can do (Wijayanti & Sulistiobudi, 2018). Parents of students have the same opinion that the existence of school extracurriculars can facilitate children to do something useful for them.g). Favorite subjects and National Examination. Students think that the subjects they like make them comfortable doing the learning process at school (Candra, 2018). In addition to the subject of the lesson, students also explained that if the teacher can demonstrate a subject, even those that are considered problematic, with a fun method, then students feel interested in learning the subject and are also more happy to go to school (Wijayanti & Sulistiobudi, 2018). In addition to students' interest in certain subjects, the UN (National Examination) policy is a concern for teachers, students, and parents of students (Candra, 2018). According to parents and teachers, UN policies affect students' interest in going to school. This happens because final-year students are forced to meet the state's national standards with increased school learning routines such as assignments, daily tests, exams, school study hours, and exam trials. Students experience cognitive, physical, and psychological fatigue to prepare for the UN because of their fear of failure in carrying out exams, so students also force themselves excessively.

School is where students spend most of their time doing various mental and physical activities, and their work is supervised by people in higher positions with rules that are carried out regularly every day. The physical condition of the school needs to be considered so that students feel comfortable in their activities and their school environment, including repetitive assignments, limited learning spaces, spaces that are too hot, noisy, or dusty, the possibility of violence or fights, lack of lighting, and air circulation. In addition to the physical environment, a school is where social

interaction occurs that hones various social skills students need in personal development. Since 2017, elementary and junior high school students have been faced with the character strengthening education program (PPK), where teaching and learning activities (KBM) are carried out for eight hours a day or forty hours for five days in one week, which is generally known as full-day school. Ideally, the implementation of full-day schools is accompanied by the readiness of educational units in terms of facilities, educators, and education personnel (Indahri, 2017). The full-day school system positively influences students' academic achievement if school facilities and infrastructure can be adapted to the needs and circumstances of students, curriculum, and teachers (Soapatty & Suwanda, 2014). The facilities owned by the school can predict students' academic achievement and the level of student attendance at school (Durán-Narucki, 2008), as well as the readiness of education and education personnel so that students can learn well and prosper at school. In developed countries, children spend a lot of time in school during their developmental stages, which is a time when they undergo essential physical, social, and psychological changes (Ben-Aryeh, Casas, Frønes, & Korbin, 2014). Children in Indonesia are also the same as children in developed countries because they will spend more time in schools that implement the full-day school system during their development. A study at SD Sabbihisma, which has been implementing full-day school for approximately 20 years, proves that the full-day school program can have a positive effect on students' abilities and development and is even able to support the success of instilling character values in students (Danil, 2018).

Research on the difference in school well-being in male and female students has not been done much; one of the things that has been done is research that shows that boys will have better school well-being if they get help from teachers regarding assignments or lessons. In contrast, for female students, loneliness is a factor that causes low school well-being. In another study, school welfare levels in boys were strongly and positively associated with enjoying schoolwork and receiving necessary help from teachers. In girls, being bullied during lessons is strongly and negatively related to school well-being.

Al Azhar Islamic Elementary School is also a full-day school that enforces a full-day learning process five days a week. This elementary school is one of the educational units with an elementary school level in Kedungpani, Mijen Semarang, Central Java. In carrying out its activities, this elementary school is under the auspices of the Ministry of Education and Culture. This elementary school already has an A accreditation and is a child-friendly school. The purpose of this school education is to organize the mastery of science and technology to face globalization without

forgetting Javanese culture so that it will form a strong character for students in the future. As a full-day school, male and female students interact more with teachers and students for a long time than students who go to school for half a day. The length of time students stay at school for 7 to 8 hours certainly requires adequate facilities, a conducive learning atmosphere, and intensive interaction between students and students and teachers. In addition, school support is also needed so that during the full-day school learning process, students remain healthy and comfortable at school. In this study, the researcher will research the importance of the school well-being model that has been implemented at SD Islam Al Azhar, which is a child-friendly school and implements a full-day school, and also conduct a survey related to school health promotion that has been carried out at SD Islam AL Azhar BSB. Based on several things that have been conveyed regarding the importance of the above problems, the formulation of the problem in this study is that whether there is a difference in school well-being in male and female students of SD Islam Al Azhar.

METHOD

This type of research is field research, with an approach, namely a quantitative descriptive approach. A quantitative approach was used to collect data from questionnaires. The location of the research was at SD Islam Al Azhar 29 BSB Semarang, with 118 respondents in grade 4 elementary school students. The sampling technique used was the cluster random sampling technique, and the one selected randomly was grade 4. The respondents consisted of 58 male students and 60 female students. The data collection technique in this study uses the School Health Promotion Questionnaire from Konu and Rimpela (2002) about School Well-being developed by the researcher by adjusting the scale to the condition of the students who are the subjects in this study and using written interviews with students. The data were analyzed using univariate analysis. The presentation of data in this study is to find out the level of suitability, frequency, satisfaction, and disorders as well as physical conditions experienced by students related to aspects of school well-being, namely having, loving, being, and health based on the theory of Konu and Rimpela (2002). The scale for the level of conformity consists of conformity, non-conformity, satisfaction, and dissatisfaction; the frequency is then multiplied by 100% and distributed a total of points, which is 42 indicator points, so that the percentage of the level of conformity for each indicator will be obtained.

RESULT

The results of this study are described based on the questionnaire of School Well-being Konu and Rimpela (2002), which describes the condition of school wellbeing in the research subjects at SD Islam Al Azhar 29 BSB Semarang. For school well-being, 4 indicators must be met, namely having, loving, being, and health. The number of assessment indicators from the four indicators in this study is 40 statement items. Indicators consist of having aspect with a total of 4 indicators, loving 17 indicators, being and health with 9 indicators. Based on the research results, the study will discuss how school wellbeing and schools that are cheerful according to Al Azhar Islamic Elementary School students with school wellbeing indicators from Konu and Rimpela (2002). The results of the research based on the percentage of school wellbeing of female students in this survey are as follows;

1. The having aspect produced the highest percentage in two items, namely the crowd in the classroom is very disturbing as much as 33% and the noise or echo in the classroom of students who stated that it is quite disturbing is 27%. The highest score in the having aspect is the quality of ventilation or air in the classroom obtained a percentage of no disturbance at all of 82%. For other indicators related to dust or dirt, air temperature in the classroom, desk conditions, poor facilities related to toilets, school health unit (UKS) rooms and warehouses, anxiety in the school environment, the presence of violent incidents, the risk of accidents, a safe classroom atmosphere, peaceful funds, and ease of meeting health workers and counsellors at school are good things that have been well applied to female students at SD Islam Al Azhar BSB Semarang.
2. For the highest loving aspect, 35% are depressed with long school time and consider the classroom atmosphere to be tense and peaceful; as many as 27% disapprove. This aspect of love has the highest percentage in teacher-student interaction and communication that does not have any problems at all as much as 90%, and for students who have never bullied their friends, as many as 98% of students. For other indicators related to teachers paying attention to what students do, teachers are fair to students, working in groups, there is interaction or relationship and communication between teachers and students, as well as bullying or student treatment to other friends are indicators that have been well implemented in female students at SD Islam Al Azhar BSB Semarang.
3. For the aspect of being as many as 23% of students strongly disagree if the teacher encourages students to express their opinions, and female students stated that they have

never received help from school or home when they have learning difficulties or cannot attend lessons by 35%. The highest percentage of being in girls is finding ways to learn according to themselves at 87%, and there are no problems at all in doing tasks that require reading as much as 87%. For indicators related to the opportunity for students to show their abilities (for example, talent), teachers have high expectations for students, doing homework or schoolwork, preparing for exams, learning methods that are in line with students, starting or ending assignments that require physical activity and doing assignments that require writing are indicators that are already good indicators in female students of SD Islam AL Azhar BSB Semarang.

4. For health-related aspects, students stated that experiencing respiratory tract disorders such as flu, cough, and colds as much as 42% occurred two or three times a week. In addition, students also have difficulty sleeping as much as 23%. The highest percentage of health was obtained in the absence of back pain, as much as 87%. For related indicators, neck pain, back pain, abdominal pain, tension or nervousness, feeling difficult to control emotions, experiencing headaches and fatigue and weakness are good indicators in female students of SD Islam Al Azhar 29 BSB Semarang.

The results of school wellbeing for male students are produced in percentages in the following four aspects:

1. The having aspect in this survey resulted in the highest percentage of things that are still lacking in two items, namely in the crowd in the classroom, which is quite disturbing as much as 34.5% and noise or echo in the class of students who stated that it is quite disturbing there is 27.6%. For the highest score in the having aspect is the quality of ventilation or air in the class, the percentage of no disturbances at all is 75.9%. For other indicators related to dust or dirt, air temperature in the classroom, desk conditions, poor facilities related to toilets, school health unit (UKS) rooms and warehouses, anxiety in the school environment, incidents of violence, risk of accidents, safe classroom atmosphere, peaceful funds, and ease of meeting health workers and counsellors at school are good things that have been applied to male students at SD Islam Al Azhar BSB Semarang.
2. The loving aspect related to matters that need more attention is no problem in all indicators for boys. The highest percentage of teachers treat students fairly, as much as 75.9%, and for students stating that there are no problems for lessons that require reading, as much

as 81%. Other indicators related to loving are all good for male students at SD Islam Al Azhar 29 BSB Semarang.

3. The aspect of being that needs to be considered in disagreeing if the teacher encourages students to express their opinions as much as 34% and sometimes gets help if they have problems in learning or cannot attend the lesson as much as 44%. Meanwhile, the highest aspect of being was that there were no problems at all in following the learning process, and there were no problems at all in doing homework or assignments from teachers, as much as 74.1%. For indicators related to having opportunities for students to show their abilities, teachers expect students to follow the learning process, do homework (homework) or schoolwork, prepare for exams, find appropriate ways to study, start or end tasks that require physical activity, do tasks that require reading and writing are good indicators for male students of SD Islam Al Azhar 29 BSB Semarang.
4. For health-related aspects, male students stated that they were tense or nervous at least 20.7%, while the highest percentage of health was obtained in the absence of back pain, as much as 74.1%. Indicators related to a history of respiratory tract infections, neck pain, nervousness, feeling upset or having difficulty controlling emotions, having trouble sleeping, experiencing headaches, and experiencing fatigue and weakness are good indicators in male students of SD Islam Al Azhar 29 BSB.

DISCUSSION

Based on the formulation of the problem in this study, the discussion related to the formulation of the problem is whether there is a difference in school wellbeing in male and female students of SD Islam Al Azhar BSB Semarang. After the analysis, the results for female students in the four aspects are as follows:

1. The having aspect produced the highest percentage in two items: the crowd in the classroom is very disturbing, as much as 33%, and the noise or echo in the classroom of students who stated that it is quite disturbing, 27%.
2. For the highest loving aspect, 35% are depressed with long school time and consider the classroom atmosphere to be tense and peaceful; as many as 27% disapprove.
3. For the aspect of being as many as 23% of students strongly disagree if the teacher encourages students to express their opinions, and female students stated that they have

never received help from school or home when they have learning difficulties or cannot attend lessons by 35%.

4. For health-related aspects, students stated that as many as 42% experienced respiratory tract disorders such as flu, cough, and colds two or three times a week. In addition, students also had difficulty sleeping as many as 23%.

For male students, percentages are produced in the following four aspects:

1. For the having aspect in this survey, the highest percentage was produced in things that were still lacking in two items: the crowd in the classroom, which was quite disturbing, as much as 34.5%, and noise or echo in the class of students who stated that it was quite disturbing, 27.6%.
2. The aspect of being that needs to be considered in disagreeing is whether the teacher encourages students to express their opinions as much as 34% and sometimes gets help if they have problems learning or cannot attend the lesson at least 44%.
3. The related loving aspect does not need more attention; there are no problems in all indicators in boys.
4. Regarding health-related aspects, male students stated they were tense or nervous 20.7%.

CONCLUSION

The conclusions related to efforts to improve School Health Promotion at SD Islam Alzhar 29 BSB Semarang based on the results of the research are as follows:

1. Facilities and infrastructure need to be improved to reduce noise in the classroom. Sound dampers should be installed so that outside sounds do not interfere with the learning process.
2. A peer Counsellor/Peer Counsellor Program or a minor doctor is needed to overcome personal problems or student health problems.
3. Interpersonal Communication training is needed so that students can communicate effectively with other students or with teachers.
4. Self-efficacy training is needed so that students can overcome problems related to the learning process and tasks given by the teacher.
5. There needs to be Assertiveness training so that students dare to express what they think and feel polite to their teachers or friends.
6. Teachers need training in exciting and interactive learning methods so that students do not feel bored after a long school day and that school feels fun.

7. There is a need for relaxation training to overcome sleep difficulties and tension or nervousness experienced by students related to health problems.

Conflict of Interest

This article has received permission from the subject and place of research, and there are no contradictions or conflicts in its preparation.

Acknowledgement

The author appreciates the assistance of everyone who contributed to the writing of this research article, particularly the Principal of SD AL Azhar 29 BSB Semarang, who gave the author permission to conduct research and agreed to participate in it.

REFERENCES

- Blackwell, L., Trzesniewski, K., & Dweck, C. (2007). Implicit Theories of Intelligence Predict Achievement Across an Adolescent Transition: A Longitudinal Study and an Intervention. *Child Development*, 78(1)(1), 246-263.
- Bonell, C., Humphrey, N., Fletcher, A., Moore, L., Anderson, R., & Campbell, R. (2014, Mei 13). Why schools should promote students' health and wellbeing. *BMJ*.
- Dawson, J., & Singh-Dhesi, D. (2010). Educational psychology working to improve psychological well-being. *Emotional and Behavioural difficulties*, 15(4), 295-310.
- Candra, T. (2018). Listening to the voices of children, parents, and teachers about children's school life: promoting children's wellbeing in Yogyakarta, Indonesia (Doctoral dissertation). Diakses melalui <http://hdl.handle.net/11343/224390>
- Diener, E., Suh, E., Lucas, R., & Smith, H. (1999). Subjective well-being: Three decades of progress. *Psychological Bulletin*, 125, 276-302.
- Graham, A., & Fitzgerald, R. (2011). Supporting children's social and emotional wellbeing: does 'Having a Say' Matter? *Children and Society*, 25, 447-457.
- Hidayah, N., Pali, M., Ramli, M., & Hanurawan, F. (2016). Students' well-being assessment at school. *Journal of Educational, Health, and Community Psychology*, 5(1). <https://doi.org/10.30596/bibliocouns.v3i1.4804>.
- Hossaini, S., Boogar, I., & Najafi, M. (2017). Predicting General Well-Being Based on Resiliency Protective Factors and Demographics in Adolescents: The Mediating Role of Emotional Stability. *International Journal of School Health*, 4(2).

- Jach, H., S. J., Loton, D., Chin, T., & Waters, L. (2017). Strengths and subjective wellbeing in adolescence: strength-based parenting and the moderating effect of mindset. *Journal of Happiness Studies*.
- Kern, M. L., Waters, L. E., Adler, A., & White, M. A. (2015). A multidimensional approach to measuring well-being in students: Application of the PERMA framework. *The Journal of Positive Psychology*, 10(3)(3), 262–271.
- Keyes, C., & Waterman, M. (2008). Dimensions of well-being and mental health in adulthood. Dalam M. H. Bornstein (Penyunt.), *Well-being: Positive development across the life course*. New Jersey: Lawrence Erlbaum Associates, Inc.
- Konu, A., & Rimpelä, M. (2002). Well-being in schools: A conceptual model. *Health Promotion International*, 17(1)(1), 79–87.
- Konu, A. I., & Lintonen, T. P. (2006). School well-being in Grades 4-12. *School well-being in Grades 4-12*, 21(5)(5), 633–642.
- Lester, L., & Cross, D. (2015). The relationship between school climate and mental and emotional wellbeing over the transition from primary to secondary school. *Psychology of Well-Being*, 5(1).
- Løhre, Lydersen, S., & Vatten, L. (2010). Kesejahteraan sekolah pada anak-anak kelas 1–10. *Kesehatan Masyarakat BMC*.
- Løhrea. A Unni K Moksnes. U & Lillefjell. M. 2014. Gender differences in predictors of school wellbeing? *Health Education Journal*, Vol 73(1) 90–100.
- Misbah, I. (2018). Kajian wellbeing dalam perencanaan kebijakan pendidikan Indonesia (A discussion about wellbeing in education policy in Indonesia). *Kilas Pendidikan*, 16. Pusat Pendidikan dan Kebijakan Indonesia.
- Suldo, S. M., & Huebner, E. S. (2004). Does Life Satisfaction Moderate the Effects of Stressful Life Events on Psychopathological Behavior During Adolescence? *School Psychology Quarterly*, 19(2), 93-105.
- Tribunnews. (2020, Januari 23). *Tribunnews*. Dipetik Januari 2024, dari Tribunnews: <https://www.tribunnews.com/lifestyle/2020/01/23/kasus-bunuh-diri-siswi-smp-di-ciracas-pemerhati-sebut-sebagai-bagian-dari-dosa-lingkungan>.
- Wahidah, F. R., & Royanto, L. R. (2019, Maret). Peran Kegigihan dalam Hubungan Growth Mindset dan School Well-Being Siswa Sekolah Menengah. *Jurnal Psikologi Talenta*, 4(2).
- Wijayanti, P., & Sulistiobudi, R. (2018). Peer relation sebagai prediktor utama school well-being siswa sekolah dasar. *Jurnal Psikologi*, 17(1), 56.

