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Exploring the source of well-being for high achiever students

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Abstract: Characteristics of high achiever students are different from middle and low achiever students. Teachers and schools need to understand the unique characteristics of high achiever students in terms of their wellbeing. The aim of this research is to describe the source of well-being for high achiever students. The research was conducted through a survey using a questionnaire adapted from Huebner's Multidimensional Student's Life Satisfaction Scale (MSLSS). The questionnaire was filled by 428 students in grade IV-VI in Mataram, West Nusa Tenggara, which are at the top ten of their class. Data then analyzed by performing exploratory factor analysis. This research found two factors as source of well-being for high achiever students, physical and psychological safety and the availability of support for student personal growth. Physical and psychological safety refers to school environment that protects students from psychological and physical threats. Whereas the availability of support for personal growth refers to how schools provide an environment to facilitate students' cognitive and social development. This research suggests that high achiever students call for teachers and school personnel to create a school environment by considering students opportunities to develop their potentials without feeling threatened.

Keywords: High achiever students, Source of wellbeing.

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INTRODUCTION

Implementation of the 13 Curriculum (K13) in the Indonesian educational system is the government response to public expectation about the better quality of learning for all students. The main features of K13 implementation lies in the process and assessment of learning. Learning processes in K13 should reflect a scientific approach in which students are directed to observe, ask questions, collect information, conduct reasoning, and communicate their thinking to others. Implementation of scientific approach put students on the active situation because learning activities should be challenging and enjoyable. The challenges come from the way teachers design and stimulate students to engage in learning. At the same time, learning also takes place in ways that stimulate students to feel enjoyment when they are learning. Learning in a scientific approach encourage teachers to broaden their instructional method to become more versatile.

Research on teachers and students' psycho-emotional aspect shows exciting findings. Too many learning loads are reported as a trigger of students' stress (Wardana & Dinata, 2016) and perplexities (Krissandi & Rusmawan, 2015). On the other side, teachers are also reported as not well equipped to implement the new curriculum and eventually take shortcuts a teacher-center learning approach (Krissandi & Rusmawan, 2015). Although learning strategies implemented by teachers do not necessarily affect students' well-being (Affandi, Saputra, & Husniati, 2020), teacher centered learning approach diminishes students' engagement in learning (Endayani & Rahmawati, 2019).

Another phenomenon also exists in the implementation of K13. There is a group of students with good achievement. These students are an extinction because their academic success is related to their academic well-being (Rodríguez, Regueiro, Piñeiro, Valle, Sánchez, Vieites, & Rodríguez-Llorente, 2020). Instead of the fact that students can gain academic success and well-being following it amid the high demand of curriculum, there is still a dark side to be illuminated, that is the source of their well-being. There is a premise that low-achieving students do not necessarily report low well-being and that high-achieving students do not automatically experience high levels of well-being (Bücker, Nuraydin, Simonsmeier, Schneider, & Luhmann, 2018). It can be assumed that the source of well-being for ordinary students does not automatically the same as for high achiever students.

Well-being can be defined as good mental states, including all of the various evaluations, positive and negative, that people make of their lives and the affective reactions of people to their experiences (OECD, 2013). Construct of well-being involving evaluation to cognitive and affective aspect of individual life. The cognitive aspect pertains to affirmative satisfaction to individual life such as his or her job, marital status, and so forth. Whereas affective aspect of well-being pertains to emotions individual has concerned their specific experiences. In this aspect, well-being embarks from the feeling individual has for a particular object in his or her life.

Wellbeing is a construct that is contextual and affected by socio-cultural (Anggoro & Widhiarso, 2010) and other demographic factors (Holder, 2012). For Indonesian society, wellbeing consists of several aspects such as family membership, social relations, spiritual need, and personal achievement (Anggoro & Widhiarso, 2010). Whereas for a more individualist society, wellbeing is conceived as a romantic spouse relationship, wisdom, job satisfaction, marital status, and child-rearing (Holder, 2012).

Furthermore, wellbeing also has a different meaning for a different age. For students, well-being is viewed as the interconnection of three broad themes: being, having, doing (Powell, Graham, Fitzgerald, Thomas, & White, 2018). Concept of being referred to a state in which an individual can be what he or she wants to be. The concept of having refers to the ownership of individual in relation to the process of being his or herself. Also, the concept of doing refers to the actualization of the ownership ahead of self-image actualization. The theory of well-being mentioned above has its connection to the

dimensions of students' well-being in school, subjective well-being in relation to daily events, subjective well-being of school events, psychological subjective well-being, and social subjective well-being (Negovan, 2010). Based on those dimensions, indicators of being are autonomy, self-acceptance, and personal growth. Whereas social integration, life goals, and positive social relationship are indicators of having. Furthermore, social contributions and environmental mastery are indicators of doing. Autonomy and self-acceptance are considered as urgent foundation for personal growth where the individual can recognize his or her potential. Based on potential recognition, the individual can afford the actualization of his or her ideal self. In this way, the individual realizes his or her being.

The concept of subjective wellbeing can be seen through personal and environmental aspects. Personal aspects of wellbeing are series of steady characteristics through which an individual explores wellbeing. The personal aspects consist of spirituality (Holder, Coleman, & Wallace, 2010), prosocial behavior (Tian, Chu, & Huebner, 2016), gratitude, optimism, and perseverance (Furlong, You, Renshaw, O'Malley, & Rebelez, 2013), and sense of self-efficacy (Rodríguez, Regueiro, Piñeiro, Valle, Sánchez, Vieites, & Rodríguez-Llorente, 2020). Those personal aspects frequently interact with environmental aspects that result in subjective wellbeing, named student co-vitality (Furlong, You, Renshaw, O'Malley, & Rebelez, 2013). Environmental aspects in schools have been reported to support the growth of students' subjective well-being are climate that promotes prosocial values such as respect, acceptance, caring, sense of connectedness to school, and recognition of individual differences and strength (Roffey, 2012), social support from teachers and school personals (Chu, Saucier, & Hafner, 2010; Poots & Cassidy, 2020), intimate relationship to peers, clear school rules, and the ease for getting helps (Aldridge, Fraser, Fozdar, Ala'i, Earnest, & Afari, 2016). Those environmental aspects reported contributing to the development of students' positive feelings in schools (Wijayanti & Sulistiobudi, 2018). Positive feelings of students to school in a long period are a form of subjective well-being, which is an essential element needed to raise the value of schools for students.

Well-being is reported to affect self-esteem (Grimaldy, Nirbayaningtyas, & Haryanto, 2017), student engagement and academic achievement (Lewis, Huebner, Malone, & Valois, 2011). For elementary school students, well-being has significant bidirectional relation to self-esteem (Yang, Tian, Huebner, & Zhu, 2018). Well-being is also related to academic achievement, personal traits, and social relationship with peers (Holder, 2012). For adults, well-being relates to a romantic relationship, wisdom, job satisfaction, marital status, and child-rearing. However, for children, predictors for well-being are academic achievement, personal traits, and social relationship with peers (Holder, 2012).

Unfortunately, the investigation into well-being is mostly directed to explore the well-being of adults -although every adult expects every child could have good well-being. Investigation of well-being for students is a new field of research that gain scholarly attention in recent years (Holder, 2012). Due to its immaturity, investigation to students' well-being still limited and need to broaden its target to include students from various age, ethnicity, and ability level (Bücker, Nuraydin, Simonsmeier, Schneider, & Luhmann, 2018). By exploring a more related variable and involving various students, we can expect to gain a more detailed and comprehensive description of students' well-being. This research is targeted to high achiever elementary school students, which are rarely investigated in research on students' well-being.

Successful children develop a positive self-concept and perceive their selves as high achiever. High achiever students usually have academic gain above their classmate based on the school's annual report. Characteristics of high achiever students are high intellectual abilities, above rates abilities on academically domain-specific, productive creative thinking skills, and excellent leadership skills (Arends, 2012; 61). Academic domain-specific skills make high achiever students develop high self-efficacy on those domain-specific (Hong & Aqui, 2004), highly motivated to learn (McCoach & Siegle, 2003), and value learning more than low achiever students (Hong & Aqui, 2004). High self-

efficacy, then, push the students to prefer a more competitive climate as they are provided more space and opportunities to perform and show their passion for learning. Therefore, high achiever students were found more frequently involved in competitive events (Abu-Hamour & Al-Hmouz, 2013). From conception we can conclude that high achiever students have good academic self-perception (Ritchotte, Suhr, Alfurayh, & Graefe, 2016) so that they want to develop themselves through competitive activities continually. In their efforts to pursue academic success, high achiever students were reported to more frequently uses metacognitive strategies than memorizing strategies (Salikin, Bin-Tahir, & Emelia, 2017), yet no significant differences exist about creative thinking abilities between high achiever students and low achiever students (Anwar, Shamim-ur-Rasool, & Haq, 2012). The finding indicates that metacognition strategies are the way all students can use to pursue outstanding achievement. Metacognition refers to the process by which individual actively controls their thinking activities. Metacognition is found as the way teachers use it to help students achieve memorable gain (Wilson and Conyers, 2016).

In addition to those motivational characteristics, high achiever students also reported having a better attitude toward school and teachers than students with low achievement (Abu-Hamour & Al-Hmouz, 2013). Another research reported that students with high achievement have more closeness to and less conflict with teachers (Nurmi, 2012). However, a good relationship with teachers does not automatically makes high achiever students have the same quality of relationship with their classmates. The good or bad relationship between high achiever students and their classmates is determined by the subjects they are taught. In other words, students who have a good grade on one subject possibly get negative reaction from their classmates, but in the other subject, they are getting positive reaction (Händel, M., Vialle & Ziegler, 2013). This finding can be explained by analyzing how teachers treat high achiever students in front of their classmates. There are facts that high achiever students were treated as special students by teacher. Teacher's treatment of high achiever students certainly brings about feeling of unfair treatment from their classmates. As a result, student's achievement in given subject will embark jealousness among other students. On the other side, a positive attitude toward high achiever students comes from perception held by their classmates that high achiever students are potential source needed to success in particular subject.

This research is aimed at exploring the sources of high achiever elementary school students. The exploration is conducted to map the domain-specific in education and learning in school settings that contribute to students' well-being such as school and classroom situation, equipment availability in school and classroom, learning strategies used by teachers, subject taught and task to be completed, and social relationship with peers. The value of this research is that by describing high achiever students' source of well-being, we promote pleasure in learning activities. With pleasure for learning, we can expect that students develop their passion for knowledge and learning activities themselves. Therefore, providing enjoyable learning situation will erase the image that learning is complicated and stressful activities. Also, when students have successfully developed a passion for learning, we can expect that the mission for cultivating life-long learning habits has achieved. Successfully cultivated life-long learning habits are vital means for students to adapt to rapid change in the industrial era 4.0.

METHODS

Research Design

The research is a survey aimed at identifying sources of wellbeing for elementary school students with high achievement. The survey is a method usually used for identifying people's opinion or characteristics on specific variables (Gay, Mills, & Airasian, 2012). In this research, the survey is used to determine high achiever students' perceptions about their effect to school and classroom condition.

Respondents

Respondents of the research are 428 students in grade IV-VI in Mataram, West Nusa Tenggara.

TABLE 1. *Demographic characteristic of respondents*

No.	Grade	Male	Female	Total
1.	4th	72	76	148
2.	5th	63	77	140
3.	6th	73	67	140
Total		208	220	428

Respondents were selected by multistage random sampling. At the first stage, the researcher determines subdistricts in which schools exist. 4 subdistricts were selected from 6 subdistricts in Mataram. At the second stage, the school in each selected district then randomized. From this process, there was 40 school were selected. Finally, students in 40 schools were selected from the top ten ranks based on the last assessment report released by the school.

Questionnaire Development

Selected students filled questionnaire modified from Huebner's Multidimensional Student's Life Satisfaction Scale (MSLSS). MSLSS and its brief version called Brief Multidimensional Student's Life Satisfaction Scale (BMSLSS) has been extensively validated into several languages and cultures (Siyez & Kaya, 2008; Tian, Zhang, & Huebner, 2015) involving sample with various demographic background (Huebner, Suldo, Valois, & Drane, 2006). In its original version, the questionnaire consisted of 40 items 4 points Likert scale usually employed to assess students' life satisfaction to their family, peers, school, and social environment (Bender, 1997; Huebner, Seligson, Valois, & Suldo, 2006). The questionnaire asked students in grades 3 through 8 to rate their satisfaction to such five domains of their lives. The validity of the questionnaire's items was moderately strong, with an internal consistency coefficient ranging from .78 to .92 for each subscale and .92 for overall questionnaire (Bender, 1997).

In present research, the original version of MSLSS was broken down into several subcomponents with 27 items according to aspects of schooling attended by students.

TABLE 2. *Indicators of students' subjective wellbeing*

No.	Indicator	Number of items
1.	Physical and social environment	10
2.	Teacher's performance	9
3.	Material and tasks given by teacher	8
	Total	27

The questionnaire was developed in 4 points Likert scale to target how students evaluate their satisfaction against aspects of their life in school.

Procedure

The developed questionnaire was distributed directly to students through school visits by researchers and trained field assistants. Before field assistants met students, they were trained about the questionnaire, protocol for distributing and monitoring questionnaire

filling and communicating with teachers and students. Following the training, researchers and field assistants then make an appointment with school principal about schedule and location to distribute questionnaire to students. Before filling the questionnaire, selected students achieved a brief explanation from researchers and field assistants about the goal and the procedure of responding to the questionnaire. Students approximately spent 20-30 minutes under monitoring of researchers and field assistants in filling the questionnaire. After each student finished filling the questionnaire, they asked to return the questionnaire to researchers or field assistants and then directed to leave the class where s/he filled the questionnaire.

Data Analysis

Data in this research were analyzed by performing Exploratory Factor Analysis (EFA) with maximum likelihood as the extraction method and varimax as rotation technique. EFA is a method of analysis usually employed to identify and interpret latent construct underlying a group of items (Conway & Huffcutt, 2003). Construct is an abstract concept used to explain behavior that can not directly be observed (Gay, Mills, & Airasian, 2012). In this study, the researcher expects to find out and interpret well-being sources for elementary school students with high achievement based on their responses to items in the questionnaire. The criterion for an item to be considered valid is greater than 0.4 on item loading. Whereas a factor considered as source of wellbeing is that it should have an eigenvalue greater than 1 and consist of minimum 3 items (Osborne & Costello, 2009).

RESULTS

EFA result in 7 factors with an eigenvalue greater than 1 that explain 53,35% variance of high achiever students' wellbeing. Nevertheless, only 2 factors retained due to their loading items standard (as presented in appendix 1). According to the factors requirement explained in the method section, the factor must have eigenvalues greater than 1 with minimum 3 items as their sub-component.

Factor 1: Physical and Psychological Safety

TABLE 3. *Items of factor 1*

No.	Item	Item's Loading
1.	the task given by teachers to students	.622
2.	the ways teachers ask questions to students in classroom learning	.510
3.	the questions students answer in examination	.473
4.	the rules students should obey in classroom learning	.470
5.	the security of students' properties when they are at school	.423

The items underly factor 1 can be considered as physical and psychological safety. Safety in school refers to the condition where students feel protected and relatively free from threat. The task given by teachers, how teachers ask questions, the questions answered by students in the examination, and the rules directed how students behave are among many conditions assumed to affect how students feel in the classroom and school. Whereas the security of students' properties is among the condition assumed to pertain to students' physical protection. As people with high achievement need, high achiever students would concern about the completion of their tasks. If they see the tasks as beyond their potential, they will feel uncomfortable or even stressed. The same condition will manifest if teachers ask the question in classroom or during the examination time. The questions that are beyond students' knowledge or skills will certainly push students into

tense situations. Therefore, the tasks and questions addressed by teachers can be classified as the source of threat for high achiever students.

Concerning the rules are an obligation for students to behave; there is a potential threat, such as the rules as a restriction to explore their potentials to achieve learning goals. With their different ways of thinking and processing information, the rules will eventually hinder students from actualizing of their potentials to the optimum level. Therefore, the rules can be perceived as obstacles to the development of students' capabilities.

In addition to psychological safety, factor 1 also consists of students' demand for physical security, to protect their properties. When students feel uncomfortable with security assurance of their properties, their attention will be distracted, a part of their attention will be devoted to the tasks, and the other will be focused on the safety of their properties. Attention distraction will decrease their opportunities to optimally engage in learning, and eventually diminish their chances of gaining optimum achievement.

Factor 2: The Availability of Support for Student Personal Growth

TABLE 4. *Items of factor 2*

No.	Item	Item's Loading
1.	condition of school library, such as its books, reading spots, librarian services, and situation of the library	.528
2.	the material contained in textbook	.517
3.	equipment students use in learning such as the map, globe, textbook, white board or chalk board, etc.	.477
4.	teammates in completing the task given by teachers	.460
5.	the square or playground in school	.440

Factor 2 consists of the items classified as the availability of support for student personal growth factor. Items in factor 2 ask students to respond to conditions pertaining to the space and opportunity provided for students to improve their capacities, such as the condition of school library, school playground, learning equipment used in the classroom, material to be learned, and teammates for students task completion. All of the items refer to the means needed by students as they improve their cognitive and social capacities optimally.

In order to grow personally, students need not only an appropriate physical environment but also social and cognitive support. Library as learning resources can give broad opportunities for students to access knowledge and information needed to improve their thinking abilities. Thinking skills can also be improved through the material presented by teachers in classroom learning. Besides cognitive input in terms of information presented through the library and material, students also need physical equipment to grow optimally. Therefore, learning equipment and playgrounds are recognized by students as sources of their school satisfaction. How they learn in the then classroom depends on the availability and appropriateness of learning equipment in classroom. If the equipment does not meet expectation, the students will be dissatisfied with their school. The same situation can also emerge concerning social growth, where students need more social activities such as playing in a group. To do so, students need playgrounds to explore and actualize their social potential through playing with their peers. The last thing considered as an important element of students' growth is peers in school, specifically their teammates with whom they collaborate to complete the tasks. In collaboration to complete their tasks, students learn to achieve academic gain, and learn to manage social relationships to achieve group goals. Therefore, with whom students collaborate will eventually involve evaluation of their feeling to their teammates.

In conclusion, this research found two factors as the sources of high achiever students: physical and psychological safety and the availability of support for personal growth. Physical and psychological safety comes from the task, the questions in classroom learning and examination, classroom rules, and the security of students' properties. In contrast, the availability of support for personal growth comes from school library condition, the material contained in textbook, equipment used in learning, teammates in completing the task, and a square or playground where students can play with their peers.

DISCUSSION

Two factors identified as sources of high achiever students' wellbeing are physical and psychological security and the availability of support for personal growth. Physical and psychological security can be seen as students' feeling about protection from physical and psychological threat. The feeling comes from the ways learning occurred in the classroom and the safety of their properties. The ways learning occurred can be divided into the task given by teachers, the way teachers ask the question, the questions in examination, and the rules that direct students' behavior in the classroom. This finding can be seen as an explanation of previous research, especially the research that viewed well-being as the interconnection of three broad themes, that is being, having, doing (Powell, Graham, Fitzgerald, Thomas, & White, 2018). In essence, the research postulates that students will have positive well-being when they can be unique and have an environment that provides broad opportunities for them to contribute to others. Our research confirmed that school and teachers are opportunity provider for students to develop positive well-being through the arrangement of school and organization of learning.

Factors that are found to contribute to students' wellbeing in school are school climate (Roffey, 2012), social support from teachers and school personals (Chu, Saucier, and Hafner, 2010; Poots & Cassidy, 2020), intimate relationship with peers, clear school rules, and the ease for getting help (Aldridge, Fraser, Fozdar, Ala'i, Earnest, & Afari, 2016). Characteristics of school climate that are reported to support students' wellbeing promote prosocial values such as respect, acceptance, caring, sense of connectedness to school, and recognition of individual differences and strength (Roffey, 2012). The nature of the task teachers gave, the way teachers presenting questions in learning and examinations, and the rules for directing students' behavior are among several factors can be used by teachers and schools to promote such a climate.

The nature of the task given by teachers to students can be seen as the way teachers use to promote positive relationship, respect, and acceptance among students. Group tasks that demand students to work together are opportunities for students to actualize prosocial values. Challenging can positively affect students' learning outcomes (Goldhammer, Naumann, Stelter, Tóth, Rölke, & Klieme, 2014). The more challenging the task, the more students invited to engage in and collaborate with their peers. The more students invited to engage in and collaborate with their peers. The more students involved, the more the more they can enjoy learning activities. The more enjoyment student feel, the more satisfaction students have. For high achiever students, the difficulty of the task can play a role as level of challenge. The suiter the challenge to students' potential and prior skills, students' more satisfaction will be felt

Teachers in their instructional activities have long used questions. For elementary school students, asking the question is reported as effective strategies for promoting critical thinking (Rashid & Qaisar, 2016). There are some functions of asking the students questions: 1) the question is the clue to think and find a relevant answer, 2) in classroom instruction, questions are also used to develop educational interaction among students and between teacher and students, 3) questions can help students to develop knowledge construction. However, questions possibly leave perplexity in students' mind. Teachers frequently use several questioning strategies such as probing and follow-up, leading, check-listing, and student-specific questioning (McCarthy, Sithole, McCarthy, Cho, & Gyan,

2016). In relation to perplexity about the questions, it can be caused by inappropriate questions presented by teachers. Such inappropriate questioning strategies are convergent and divergent questions (Dos, Bay, Aslansoy, Tiryaki, Cetin, & Duman, 2016). Inappropriate questions can be seen as a threat for students when teachers misuse it. Because every questioning strategy requires different types of responses, inappropriate questions can potentially attain inappropriate answers from students. Wrong answers in front of the class are a threat for high achiever students because it can decrease their self-efficacy. Even further, wrong answers can be seen as an embarrassment.

In order to develop an effective classroom climate, teachers frequently establish specific behavior directions through classroom rules. The rules are created to control students' behavior. When understood and obeyed by students, it becomes habit for students. As part of classroom management, classroom rules are proved to decrease students' disruptive behavior and increase students' motivation and learning satisfaction (Seiz & Kunter, 2015). The decrease of disruptive behavior develops comfortable socio-emotional situation. Comfortable socio-emotional situations are desired condition that diminishes threat for students.

Another finding of our research is the availability of support for personal growth. The factor refers to several easy access conditions by students to develop their potentials to the optimum level. Indicators of the availability of support for personal growth are physical support, cognitive support, and social support. Physical supports include school library condition, equipment used in learning, and a school square or playground where students can use recess time with their peers. Cognitive support is the material contained in the textbooks. Moreover, social support relates to teammates in completing the task. Based on the supports needed by high achiever students, it can be conceived that personal growth means improvement in academic outcomes. The improvement is indicated by a good grade or prestigious achievement in school. The support needed as previously mentioned' are the support indicated and included in the efforts to gain high academic outcomes.

In terms of academic outcomes, support for personal growth can be facilitated by the internalization of cognitive learning and is supported by affective processes that simultaneously yield desired developmental outcome. (Ugur, Constantinescu, & Stevens, 2015). Cognitive learning as the process of meaning-making through cognitive processes can be boosted by providing valuable books collections in the school library, equipping classroom learning with appropriate and sufficient tools, enriching the content of textbook that stimulate deeper cognitive processing, and designing challenging collaborative tasks.

Research on school library use found that irregular use of school library is associated with students' poor academic achievement (Jato, Ogunniyi, & Olubiyo, 2014). A good school library that satisfied students have some characteristics that are easy to access has valuable collections, and its services in terms of the ease for borrowing the books (Restoum & Wade, 2013). Besides school library condition, high achiever students also need some tools to facilitate their learning in the classroom. Those tools will help students mastering the competencies they learn. Whereas playground or school square needed as places in which students can play and develop their non-cognitive skills.

In addition to physical supports, high achiever students urge cognitive and social supports. Cognitive supports manifest in the material contained in the school textbook. In contrast, social supports reflected on the need for teammates in completing the tasks. As learning resources, textbooks usually used as a medium for spreading information and are found to affect misconception in students' mental model when it contains invalid information (Devetak & Vogrinc, 2013). Along with material contained in textbooks, our research also found that high achiever students also need collaborative situations that require students to work as a group. Collaborative situations require students to work hand in hand with their teammates. Certain conditions affect how the team perform, such as prosocial behavior (Al-Yaaribi & Kavussanu, 2017) and the acquaintance of team members (Cleveland, Blascovich, Gangi, & Finez, 2011). A prerequisite condition for

promoting prosocial behavior is the acquaintance of team members when every team member is getting to know one another. By getting to know one another, each member can acknowledge other members preferences and needs. When team members can understand one another, they can enjoy task completing processes.

The availability of support for students' personal growth urges teachers and school personnel to consult students' preferences. This need comes from belief that students' voices are the representation of students' need. Accommodation of students' need in learning activities is needed to ensure that teachers and schools provide an appropriate learning environment. At the same time, allowing students to express their views, opinions, ideas, and feelings are the means to affirm and prepare students to be themselves. Ignorance of students' voices can be seen as practices that place students in t positions where they can not acknowledge themselves (Rudduck & Fielding, 2006).

From theories about students' voices, schools should open the ear to catch students' messages. By catching students' messages, the school promoting students' personal growth because it can provide appropriate learning conditions for students. As we know from previous research that personal growth in support from environment. Schools, as strategic environment for students' growth, is a community in which students learn. School has long-lasting effects on students' development, even when students were in outside of schools. Furthermore, it can only happen when the school listens to the meaning communicated by students (Pomar & Pinya, 2015). Research conducted in Norwegian schools has shown that students want to be heard. They see that their voices are an essential determinant of school improvement. At the same time, teachers also see that hearing students' voices impacts on students' well-being (Jones & Bubb, 2020). This section discusses the result of the present study and compares it to the theory and other studies. Cite as many research articles as possible to produce new theory, method, and others.

CONCLUSION

Our research concludes that high achiever students' well-being comes from school situation that promotes physical and psychological safety and the availability of support for students' personal growth. Those situations can be created when teachers and other school personnel build a dialogue system to embrace students' voices that reflect their need and preferences. By listening to students' voices, teachers and school personnel assist students to acknowledge their uniqueness which is the essence of being, facilitate students to have positive and supportive learning environments, and provide a broad chance for students to contribute to others' lives as part of students' personal growth.

The present research suggests that teachers and school personnel assess their schools' current conditions to meet students' needs and promote students' well-being. By doing the assessment, teachers can gain a description of their students' need and then provide appropriate learning conditions based on assessment result.

The imitation of present research lies in the methods and data analysis procedure being used. Survey methods cannot result in more detailed description of how the factors operate in determining students' well-being. At the same time, EFA analysis is just a preliminary method in identifying factors as building blocks of the given variable. Therefore, this research calls for further investigation to validate the factors found as sources of well-being by involving a more significant number of sample and more systematic research methods.

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PROFILE

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Appendix 1. ***Total Variance Explained***

Factor	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	7.190	26.631	26.631	3.010	11.148	11.148	2.546	9.429	9.429
2	1.628	6.030	32.661	4.430	16.406	27.554	1.926	7.134	16.563
3	1.297	4.805	37.466	.934	3.458	31.012	1.375	5.091	21.655
4	1.122	4.156	41.622	.793	2.936	33.948	1.319	4.885	26.540
5	1.100	4.075	45.697	.578	2.140	36.088	1.303	4.827	31.366
6	1.043	3.864	49.561	.488	1.807	37.895	1.146	4.244	35.610
7	1.025	3.795	53.357	.434	1.609	39.504	1.051	3.894	39.504
8	.992	3.676	57.032						
9	.947	3.509	60.542						
10	.852	3.156	63.697						
11	.793	2.935	66.633						
12	.771	2.857	69.489						
13	.731	2.707	72.197						
14	.714	2.643	74.840						
15	.670	2.480	77.320						
16	.652	2.415	79.735						
17	.637	2.358	82.093						
18	.628	2.325	84.418						
19	.558	2.067	86.485						
20	.543	2.012	88.497						
21	.531	1.968	90.465						
22	.513	1.901	92.367						
23	.491	1.818	94.185						
24	.452	1.674	95.858						
25	.403	1.493	97.351						
26	.373	1.383	98.734						
27	.342	1.266	100.000						

Extraction Method: Maximum Likelihood.

Appendix 2. ***Factors of High Achiever Students' Source of Wellbeing***

	Factor						
	1	2	3	4	5	6	7
item16	.622						
item23	.510						
item18	.473						
item20	.470						
item2	.423						
item10							
item19							
item9							
item3		.528					
item15		.517					
item21		.477					
item27		.460					
item4		.440					
item1							
item24			.803				
item26							
item17							
item12				.772			
item13							
item22							
item11							
item6					.931		
item5						.604	
item25							
item7							
item14	.401						.632
item8							

Extraction Method: Maximum Likelihood.
Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 13 iterations.