

## Students' Well-Being Assessment at School

Nurul Hidayah

Scholar, Doctoral Program of Educational Psychology, Universitas Negeri Malang  
(Corresponding author) nurul.hidayah@psy.uad.ac.id

Marthen Pali

Professor, Department of Psychology, Universitas Pelita Harapan Surabaya  
marthenpali@yahoo.com

M. Ramli

Associate Professor, Department of Guidance and Counseling, Universitas Negeri Malang  
m.ramli25@yahoo.com

Fattah Hanurawan

Professor, Department of Psychology, Universitas Negeri Malang  
fattah.hanurawan.fpsi@um.ac.id

### Abstract

This research aims at describing students' well-being assessment at two private secondary schools in Sleman regency, Yogyakarta Special Province, Indonesia. The subjects of the research were 42 secondary school students in the area. This is an evaluative research by means of quantitative approach. The data collecting technique employed a focus group discussion (FGD) while the instrument used an FGD guide book based on a School Well-being Model (Konu and Rimpela, 2002). The data were analyzed quantitatively by means of thematic analysis. The research finding showed that the students' school well-being was psychologically high at dimension of health status, but low at dimension of having, loving, and being. Another important finding is that there was a tendency of verbal, physical, as well as sexual bullying done by their classmates and teachers personally.

Key words: well-being, psychological well being, school, and student

### Introduction

Well-being is a term that is not yet popular in Indonesia, especially in education. Another term for it, which has been popular, is the student mental health. In Indonesia, especially in education, the effort to improve the students' mental health has not been the schools' main agenda. Even the matter is considered to be the responsibility of the school counselor. The term well-being is introduced as a result of Positive Psychology development. Well-being is a pervasive

condition where the ongoing life is comfortable; a continuous perception, in which one's life is overall meaningful and pleasurable (Myers, 1993).

The term well-being was originally used for the concept of well-being in general, however it develops into research topics in education, one of them is student well-being. When applied at school context the student well-being, it covers six dimensions i.e. (1) positive attitude and emotion towards the school in general, (2) positive academic self-concept,

(3) enjoyment in school activities, (4) free-anxiety feeling of school, (5) complaint-free of physical school condition, and (6) no social problem at school (Hascher, in Jarvela, 2011). Furthermore, Hascher (Jarvela, 2011) suggest that one of the predictors of students' well-being is the environmental condition, especially the school condition. Some variables related to the school condition is the school's action plan, culture, educational orientation, infrastructure, facilities, class atmosphere (including quality of instruction, classroom facilities, students' participation, basic need fulfillment, teachers' role, and peers' support).

The students' well-being is essential for the school due to its significant influence towards their teenage development. They spend most of their time at school for five or six days a week. The students' well-being positively influences their learning process and learning outcome. The students feeling satisfied with their schools will develop their positive attitudes towards learning-teaching process and improve their achievements. The students' well-being makes it possible for them to cope with bad effect of the environment (Jarvela, 2011).

Duckett, Kagan, and Sixsmith (2010) describe that the concept of student well-being begins with the idea that if the school members feel happy and secure at school, they will actualize their potentials. The school with well-being members can said to be a well-being school. Referring to the Great Britain, which has successfully developed school well-being as an educational policy, the idea of school well-being is a school, which can create health and social behavior as supporting factors for effective instructions, which enhance long term health achievement (English Health Department, in Duckett et.al. 2010). In general school well-being is described as a school, in which there is a reciprocal respect among school members so that the school can

minimize conflict among them so that it can maintain a balanced condition, justice, and accentuate hard working to achieve personal as well as social achievement (Duckett, et.al. 2010).

The importance of research on school well-being can be considered based on several reasons. First, research on school well-being were still rare, especially in Indonesia. Second, research on students leads to output of education only, for example academic achievement, whereas the happiness of students in the school is also important. Third, past research focused on the negative aspects of students, such as low of student achievement, delinquency, school anxiety, etc. School well-being, one indicator is school satisfaction, is very important for students. Results of previous studies showed that lower school satisfaction on the students will be followed by the higher symptoms of psychological disorders. The results of past research showed that students who had lower school satisfaction will decrease student achievement and increase problem behaviors, such as skipping, drug abuse, delinquency, and smoking behavior (Suldo and Huebner, 2004), as well as the number of dropouts (Stroup and Robbins, in Okun et al., 1990).

Soutter (2011) found that the subject of the research i.e. the students who conceptualize well-being as a multidimensional contract, which is instrumentally and intrinsically worth for the subjects as individuals, however their experiences at school do not constitute their well-being. Nevertheless, the role of school is significant in creating students' well-being. This finding has been long revealed by the research of Konu and Rimpela (2002) on school well-being model based on school well-being model proposed by Allardt. The school well-being model can indicate the school well-being by showing the fulfilment of basic needs expressed in four dimensions i.e. school condition (having), social relationship

(loving), self fulfillment (being), and health status.

School condition includes school physical environment and around, teaching and learning atmosphere, and student service. The social relationship/loving would cover students' social environment, school's policy, school organization atmosphere and teacher-student, peer-peer, and school-parent interrelationships. Good school relationship and conducive atmosphere will improve one's capacity in his social environment and will improve the school well-being. Self fulfillment in school being is a sense of togetherness as school member to play a role and actively participate at school life. The involvement of school members in deciding school policy and the school attention to the students to achieve instructional objectives are key success to create healthy school well-being. The health status is the condition where there is disorder or bad condition among school members. Healthy physical and mental condition is an important means to achieve school well-being (Konu and Rimpela, 2002).

The teaching and learning process carried out by the teacher should be students' well-being oriented. According to Susetyo (Faturachman, Tyas, Minza, and Lutfiyanto, 2012) there are several important things that could maintain and develop students' well-being in class among others; first, developing students' positive point of view, second, creating comfortable class atmosphere for all students, third, treating the students as civilized individual. In order to support students' well-being, there should be well trained human resources, enough reference books, curriculum, and school leadership, lesson plan, working scheme, school policy, toolkits and program modules.

Research on students' well-being at school is still limited, particularly in Indonesia. One of study was done by Prasetyo (2009) who

evaluated the students' well-being at a secondary school in Malang. The result showed that the school condition was noisy and dusty. Viewed from social relationship aspect there was still students' difficulty in carrying out tasks involving group and peer interaction. The obstacle for self-achievement of the students was the difficulty in finishing their home assignment and in preparing for the exam. About their health status, they suffered from insomnia and headache before the exam and furthermore they feel weak and exhausted. Nugroho (2014) began to investigate well-being concept from students' point of view and found out that the idea of well-being from students' point of view is secure, quiet, comfortable, peaceful, cooperative, happy, and good interrelationship with others life condition. The factors supporting students' well-being are the good relationship with others, achieving instructional objectives and the fulfilment of needs.

The difference between the current research with past research lies in research purpose and research approach. Prasetyo's research (2009) used a quantitative approach with questionnaire instrument, while the current study use a qualitative approach with focus group discussion method that is expected to find in-depth experience of the students. Nugroho's research (2014) is a basic research to find a construct of well-being, while the current research is an advanced research and use the established theory about school well-being.

Center for Public Mental Health (CPMH) Gadjah Mada University (UGM) initiates Indonesian School Well-Being, which was declared last October 2012. According to Hidayat (Chief of CPMH) the criteria of school well-being should meet at least four main requirements. Those are school's environmental healthy and conducive condition, good interaction among school members, students' opportunity for self-

actualization, potential development, and mental as well as physical good condition. The initiation of well-being school was based on survey results on high school and vocational school students in four big cities in Central and East Java done by CPMH Faculty of Psychology UGM, which revealed high frequency of cruelty at school. The results also showed that most of the respondents felt unsatisfied with the school living condition. Moreover, about one third of the respondents suffered from mental and psychosocial health problems. 40 percent of the respondents felt uneasy and unsatisfied with the schools' social environment. Moreover, 12 percent of the respondent experienced violence. 15 percent of the respondent was wounded and 8 percent had witnessed violence within the last eight months. (Center for Public Mental Health, 2013).

Hidayah (2013) carried out a research on factors influencing the satisfaction of school service as one of students' well-being indicators. Based on the categorization of school well-being, it revealed that 41.56% of research samples showed medium school service satisfaction and 26.7% showed low satisfaction. A further research done in 2014 showed that 35% of the respondents were classified as low satisfaction (Hidayah, 2014).

In its implementation, the school well-being model can be integrated with School Health Service (UKS), which has been provided with the school and can be said to be Healthy School. One of the examples of healthy school is Tlogowaru elementary school (SD Tlogowaru) Malang East Java. Through the initiation of health school working program there are five main programs i.e. Health Education and Treatment, Healthy Eating, Physical Activity, Emotional Health and Well-being, and Safe and Healthy Environment (SD Negeri Tlogowaru Malang, 2013). Thus, well-being in schools can be a part of healthy school program, it means the development of

well-being in schools can be integrated with the existing program, nevertheless it can be developed separately through well-being in schools programs. The present study aims to describes students' perception on well-being in schools and then develop to an intervention for the students' actual problems.

## Method

This research belongs to evaluative research employing qualitative approach. Evaluative research is meant to evaluate certain activities or programs that are aimed to measure the success of certain activities or programs based on the expectation and to determine the success or the usefulness of certain program (Danim, 2000).

Participants were students from two private Junior High schools in Sleman Regency. 42 students were selected, having similar background, especially in cognitive level and personal problems that are being encountered.

The data of the research were collected by conducting focus group discussion (FGD) arranged based on School Well-Being Model (Konu and Rimpela, 2002). The questions given to the participants of FGD are unstructured open-ended type, which enables the participants to answer from several dimensions of the questions using question words "what", "who", where, how, and why. The data of the results of the focus group discussion were then analyzed using theme analysis.

## Result

The research was done on June 16<sup>th</sup>, 2015 at two secondary private schools (SMP) in Sleman Regency, Yogyakarta Indonesia, a number of 21 students involved in FGD at

each school. The researcher was assisted by four assistants coming from undergraduate Psychology Department students of highest level as facilitators and observers. In order to make the discussion easy to do, the students were divided into small groups consisting of five to six students so that there were four small groups at every school. FGD was done in the classrooms, mosques, and in the libraries. The implementation of FGD ran smoothly and took 1.5 hours.

Based on the interview with the school members, some of the students comes from around the school and some other come from outside the area so that their capability varies. Most of the students' motivation was low as indicated by less enthusiastic participation in class and there grew a belief that high mark was not necessary for they would not continue their study.

From the analysis of FGD themes obtained from eight groups of secondary school students, it showed that at the dimension of having (school condition) most of the students considered that the school condition was less comfortable due to the air pollution from the renovated building nearby, due to the noise pollution from the resident's garage near the school and from the traffic in front of the school. Another thing that made it uncomfortable is sanitation problem where garbage was everywhere around the school even it was sometimes hit by flood.

Health facilities such as first aids were far than satisfactory. At one school there was no Health Care Unit (UKS) but it provided medicines for first aids while at the other schools there was a Health Care Unit but it could not accommodate a patient so that the patient should be treated in the mosque or in the classroom. Only one school provided a small canteen and it was crowded during the break time. One school had a small mosque with limited space. Toilet and bathroom

facilities were provided in both schools but the students complained of their sanitary. Playing grounds were available but they lacked of representative basketball court.

The classroom conditions in both schools were almost the same there were some classrooms with fans and enough light but there were students, who complained the non-existence of the fan in certain classrooms so that it was hot during the teaching and learning activities. Lighting in some classrooms was not enough. At one school students complained of the rotting chairs and tables.

At security aspect most of the respondents considered that their schools were safe but there were some respondents, who complained about the matter. Once there was a student, who lost his bicycle at the school parking lot and the school was not responsible for it. Some students also lost their money, watches, and their cellular phones. Based on the findings it is clear that at dimension of having the students felt uncomfortable, unsatisfied, unsecure, and stressed and they were satisfied at classroom size for the small number of students.

At the dimension of loving (social relationship) most of the students showed positive peer relationship. Some of the students said that they were friendly and pleasing. They considered though there were fights they were only kidding. The same thing happed for the existence of gangs or cliques they were considered normal. Some students said that at school there were seniors, who committed physical violence and they were afraid to report to the teachers for they were under threat of the seniors.

The students' opinions on teachers were not all positive. In one school most of the students considered that there were some teachers who were good and patient but there were some teachers, who were considered as injustice.

One of FGD group said that there was a teacher, who impolitely teased the girls. The same case happened at the other school, of which most of the students considered that there were good teachers, who created peaceful and relax atmosphere but there were some teachers, who were bad tempered, and often gave physical punishment such as getting the students collect all teachers' signatures. About the effectiveness of the punishment the students considered it as inconsistent for individuals and for the timing and the implementation were not tough so that there was a tendency that the students repeat the same wrong doing.

Other findings showed that the change of curriculum cause the students feel uneasy, stressed, and confused. About the schedule, some students felt that there were coincidences or certain teachers abruptly changed the schedule without prior notice. There were also teachers, who presented the lessons proportionally among the classes. It was revealed that finding the students with no handbook the teachers would get angry. The break time was not enough because it was partly used for Dhuha prayer. Based on the findings it is clear that the students were satisfied at peer relationship but less satisfied with the teachers. They felt difficult to adapt the change of curriculum, and felt injustice in the implementation of schools' rules.

Being dimension (means for self-fulfillment in school) as seen from the students' involvement at curricular and extra-curricular school activities was not optimal. The schools were considered less serious in developing the students through extra-curricular activities. Most of the students were not eager to follow them. Some male students were more interested to follow soccer activities rather

than other activities. At one school the students perceived that the school cooperated with the society through community service, bazaar, and other accidental activities such 1000 tree planting. The school efforts to involve parents were less effective because the parents were invited only at the time of handing over report cards in case there were students needed to be briefed. The finding showed that at being dimension the students considered to be less involved optimally.

At health status dimension, when viewed from the students' evaluation on their health and their teachers' health, there were no outbreak diseases. They sometimes suffered from cold, cough, dizzy, and fever. The role of public health unit (Puskesmas) was not seen in the school agenda. At the other school had made use of the public health unit and public hospital as reference in case there was a health problem. Some students suffered from somatization in the form of symptom of dizziness due to difficult learning materials and physiological symptom due to stress of class presentation. Thus, the students considered satisfied enough at health status aspect. The findings can briefly summarize in table 1.

Table 1  
*Summary of Research Findings*

<b>Dimension</b>	<b>Indicator</b>	<b>Subjective Evaluation</b>
Having (school condition)	Physical environmental quality: air and sound pollution, much garbage, and flood condition in case of rain	Less/uncomfortable
	Health facilities: almost no/not representative canteen, no health care unit, dirty toilets	Less satisfactory; horrible
	Classroom condition: hot condition, less lighting, broken chairs and tables	Less comfortable for writing
	Security: Once loss of bicycle and loss of money where the school was not responsible, no security personnel	Less secure
	Learning process: the change of curriculum and rotation of teachers, lesson materials difficult to learn	Feeling difficult for adaptation; feeling stressed
	Classroom size: classroom size is already ideal for the number of students, though some students feel cramped.	Satisfying enough
	Learning time division: break time is not enough	Not satisfied
Loving (social relation-ship)	Peer relationship: quite familiar relationship	Perception: positive; familiar; pleasing
	Inter-student conflict: fights among students; there are gang and clique	Considered as joke; still normal
	Violence done by students: bullying and compelling of senior students	Feeling indifferent to report the case to teachers; accepting condition

	The overall attitudes towards teachers: some teachers are good and patients, but some others play favor. Some teachers present the materials in a hurry and some others treat different classes differently	Teachers' characters vary	
	The tendency of teachers' violence: some teachers punish the students physically (hitting, pulling at ears), some teachers are impolite to female students	Bad tempered teachers, teachers disrespect female students	
	Learning schedule: some subjects coincide with others and there is a change without prior notice	The students get confused	
	The implementation of school rules of conduct: stressing; less assertive; not consistent, not effective/give no deterrent effect	The students are treated unfair	
Being (means for self fulfillment in school)	The students participation in school intra and extra – curricular activities: the students rarely join in the activities	Less optimal; getting indifferent to follow the activities; the schools are less serious in developing the activities	
	The relation between the schools and the community: social service, bazaar, the schools sometimes invite the chiefs of the community at certain occasions	Less optimal	
	The relation between schools and parents: during report cards distribution or in case there is a student's problem; there is also monthly meeting	Less optimal	
Health status	Health condition of school members: no epidemic disease, there is a student with a disease or somatization but only a case	The students and teachers are relatively healthy	environ mental and social school conditi ons.
	The role of public health unit: not yet detected, but it can be reference in case there is a sick student.		The

**Discussion**

Based on the theme analysis the research finds out that the students consider they are not yet psychologically well-being at school. The finding is in accordance with the result of survey done by CPMH Faculty of Psychology UGM on high school and vocational students at four big cities in Central and East Java, which shows that 40% of the students consider not comfortable and not satisfied with the

survey reveals that the student are relatively not satisfied with their living condition at school ([www.cpmh.psikologi.ugm.ac.id](http://www.cpmh.psikologi.ugm.ac.id)).

At the dimension of having, the students felt less comfortable, less satisfied, less secure, and more stressed because of the school condition that is far from the ideal. This finding is similar to the results of the research conducted by Prasetyo (2009) in SMP 24



Malang, in that the students felt the school be noisy (61,9%) and dusty (73,3%). Different finding can be found in the dimension of loving, in that the students felt satisfied with the relations among peers. On the contrary, in Prasetyo's research (2009), students still find difficulties in social relations, such as in completing the assignments to get interaction in group (71,3%) as well as interaction with peers (55,5%). In other aspect of loving, it can be seen that students felt less satisfied with their relation with the teachers, felt difficult in adapting to the change of the curriculum, as well as feeling the injustice in the implementation of school regulation. The tendency of stress experienced by students may be the results of their dissatisfaction towards the teachers and the learning process. Murray and Harvey (2010) found that there was a strong relation between social, emotional, as well as academic experience at school and the quality of the relations between teachers and students.

At the dimension of being, the students felt that they are not fully involved and less optimal in following the activities. Wang and Holcombe (2010) emphasized the importance of school engagement for the student's academic achievement. Student's engagement may include student's participation in school activities, identification sensibility towards the school, and the utilization of self-regulation strategy.

At the aspect of health status, it can be seen that students felt satisfied with their health condition. This finding is rather different with the results of the research conducted by Prasetyo, which showed the health problems faced by the students, those are insomnia (23,9%) and headache (36,8%). As for other symptoms, such as fatigue and weariness, it reached 42,1%. Other finding is the tendency of violence/bullying, either by peers or teachers, either verbally, physically, or sexually. This finding is in accordance with

the results of the survey conducted by CPMH of the Faculty of Psychology of UGM towards the senior high school students and vocational school students in four major cities in Central Java and East Java, determining the high rate of violence at school ([www.cpmh.psikologi.ugm.ac.id/](http://www.cpmh.psikologi.ugm.ac.id/) accessed on February, 27, 2013).

## Conclusion

According to the research results and discussion, it can be concluded that the students have not psychologically reached the well-being condition at school. At the having dimension, students felt less comfortable, less satisfied, less secure, as well as more stressed because of the school condition, that is far from being ideal. At the loving dimension, students are satisfied with their relationships among peers. However, they did not have similar satisfaction in terms of their relation with the teachers, in that they found some difficulties in adapting to the change of the curriculum and had some feeling of injustice in the implementation of the school regulation. At the being dimension, students have not been fully involved and optimal in following the school activities. At the aspect of health status, students felt satisfied with their health condition. Other important finding shows that there is a tendency of violence/bullying, either verbally, physically, or sexually, both by peers and by teacher.

The limitations of this study were not yet obtained comprehensive data about subjective indicators of the school well-being. Although the probing has been done, the subject's response were very spontaneous, incomplete, and sometimes ambiguous. Perhaps these were influenced by the characteristics of the subjects were categorized early teens with unstable emotional state. The study is also the first stage of development research, so that in the future research the integration with

observation method and focus group discussion on teachers and parents will be needed.

It is suggested that for the researchers, who conduct similar researches, employ indigenous psychology, or conduct a research on the development of positive school climate to improve student's well-being at school. As to the schools, it is suggested that teachers evaluate the input and consider the students'

judgment to improve student's well-being, thereby results in the improvement to the quality of learning and teaching activities, especially to the aspects including school condition, teacher's quality, assistance on extracurricular activities, and parents' participation. The tendency of bullying should be immediately stopped by approaching the suspected persons.

## References

- Centre for Public Mental Health. (2013). *Program sekolah Indonesia sejahtera: Latar belakang dan dasar pemikiran*. [www.cpmh.psikologi.ugm.ac.id/](http://www.cpmh.psikologi.ugm.ac.id/) diakses tanggal 27 Februari 2013.
- Danim, S. 2000. *Metode penelitian untuk ilmu-ilmu perilaku*. Jakarta: Bumi Aksara.
- Duckett, P., Kagan, C., & Sixsmith, J. (2010). Consultation and participation with children in healthy schools: Choice, conflict and context. *Journal of Community Psychology*, 46, 167–178.
- Faturochman, Tyas, T. H., Minza, W. M., & Lutfiyanto, G. (Ed). (2012). *Psikologi untuk kesejahteraan masyarakat*. Yogyakarta: Pustaka Pelajar.
- Hidayah, N. (2013). Faktor-faktor yang memengaruhi kepuasan sekolah pada siswa sekolah menengah pertama. *Laporan Penelitian*. Yogyakarta: Universitas Ahmad Dahlan.
- Hidayah, N. (2014). Model kepuasan bersekolah pada siswa sekolah menengah pertama. *Laporan Penelitian*. Yogyakarta: Universitas Ahmad Dahlan.
- Jarvela, S. (2011). *Social and emotional aspect of learning*. Oxford: Academic Press.
- Konu, A., & Rimpela, M. (2002). Well-being in schools: Conceptual model. *Health Promotion International*, 17, 79–87.
- Murray & Harvey, R. (2010). Relationship influences on students' academic achievement, psychological health and well-being at school. *Educational and Child Psychology*, 27, 104-115.
- Myers, D. G. (1993). *The pursuit of happiness: Discovering the pathway to fulfillment, well-being, and enduring personal joy*. New York: Avon.
- Nugraha. B. D. 2014. Faktor-faktor pendorong kesejahteraan siswa SMP. *Skripsi*. Surakarta: Universitas Muhammadiyah Surakarta.
- Prasetyo, Y. B. (2009). Evaluasi kesejahteraan sekolah dengan pendekatan sekolah sejahtera di SMP 24 Malang. *Laporan Penelitian*. Malang: Universitas Muhammadiyah Malang.
- SD Negeri Tlogowaru Malang. <http://sbitlogowaru.sch.id/index.php?> Diakses 27 Februari 2013.
- Soutter, A. K. 2011. What can we learn about wellbeing in school? *Journal of Student Wellbeing*, 5, 1, 1-21.
- Wang, M., & Holcombe, R. (2010). Adolescents' perceptions of school environment, engagement, and academic achievement in middle school. *American Educational Research Journal*, 47, 633–662.