School Well-being: between Concepts and Reality

Eva Meizara Puspita Dewi
Universitas Negeri Makassar)
Makassar, Indonesia
evabasti@yahoo.com

Andi Astiti Ahmad Tenriawaru
Universitas Negeri Makassar
Makassar, Indonesia
astitiahmad@gmail.com

Resekiani Mas Bakar
Universtias Negeri Makassar
Makassar, Indonesia
kiki_masbakar@yahoo.com

Abstract—This research aimed at evaluating schools which applied the concept of school well being. The research location was selected based on a survey to find out a unique school with incomplete facilities (infrastructure), but the students had a high spirit to study. This study applied a constructive Realism method, which constructed the findings based on data collected from the field. Data was collected through questionnaires, interviews, observations and focus group discussions. The total subjects involved as informants =141 consisted of 26 teachers, 65 parents of students and 50 students. The analysis was conducted with the coding method applied to the answers collecting from the subjects. They were categorized until a clear description of data was generated. Moreover, the results showed that school well being had four indicators, i.e., 1. Having, the physical condition of the school was the aspect that most respondents complained about and created a less pleasant feeling. However, but this aspect could be accepted and tolerated by students because the values of religiosity were high enough. 2. Loving, there was a close relationship between students, teachers, and parents. A very positive parent's view of school made students could adapt and stimulated to reach the same perspective. Although students had complaints about teachers, encouragement from parents caused them to be able to overcome these unpleasant feelings. 3. Being, a variety of positive activities (extracurricular) made students feeling happy to be in school. Students focused on this activity and did not think much about other aspects that were less fun. 4. Health, this aspect was less of a respondents' concern because it was considered not to interfere with the students' welfare. Thus, the subjective well-being at this school was more successful in the aspects of Being, Loving, and Health, while the Having aspect that was low did not become a crucial problem because of the high value of religiosity so it could be tolerated.

Keywords—*having, loving, being, health*

I. INTRODUCTION

School is the place not only to gain knowledge and develop the students' mentality. However, also, it becomes a second home for the student as they spend quite a lot of time there. The main objective of the school is to support students to maximize their knowledgeable potential [1]. Therefore it needed a school that can prosper students through the learning process can be more optimal. The best school services and facilities will generate positive feelings in the students' lives. This is by the opinion of Huebner and McCullough [2] was stating that school experience was less enjoyable could be a source of stress for a student that was very influential and could reduce the life quality of students. This statement was supported by another researcher who stated that unpleasant school conditions would cause students to react negatively to depression [3]. Tomyn [4] also said that a harmonious relationship between teacher and adolescent students would have an impact on students' happiness index.

Teenage students who have a low attachment to school can show extreme behaviors, such as emotional distress which is, in the long run, can lead to deviant behaviors such as drug use, delinquency, married by accident, and school strikes [5]. Therefore, a prosperous school needs to be implemented at the junior high school level. Also, Junior High School is part of the 9-year compulsory education program in Indonesia. This program provides opportunities for every Indonesian child to access the education. Through this program, the nation's successors are expected to have adequate intellectual abilities in building the Nation. Efforts to maximize the achievement of these goals can be made through prosperous schools (school well being).

Furthermore, Well-being is highlighted in positive psychology and is the basis for evaluating one's life. The concept is continuing to be developed by psychologists have been mentioned Seligman [6]. The school well being and defined it as a subjective assessment of students towards the fulfillment of needs in school. This point will maximize the students' ability in the learning process. Through a well-being school program, students will be physically and psychologically healthy, as well as happy and prosperous in studying. As a result, the learning process becomes more efficient and can contribute positively to school and the community [7], [8].

A school well-being model that allowed individuals to satisfy their basic needs which covered both material and non-material needs. These needs included aspects of having (school conditions), loving (social relations), being (self-fulfillment), and health. The concept of the welfare school aims to make students assess the school as a learning environment that provides support, a sense of security, and comfort. The following is the explanation of each aspect of school well being:

A. Having (School Condition)

The concerned conditions at the school include the physical environment, learning environment, and service to students. The physical environment refers to a safe, comfortable, and quiet school environment, such as the availability of air vents or room temperature regulators. Other conditions related to the learning environment are curriculum, study group size, and lesson schedule. Services to students refer to the availability of school lunches, health services, homeroom teachers and counseling tutors.

B. Loving (Social Relationship)

This aspect includes a social learning environment such as the relation between teacher and students and students

and classmates, interaction in group dynamics, school interaction with home, decision making in schools, and the whole school organization. A good school climate and adequate supports for students' learning processes will bring satisfaction so that students will feel comfortable in school. Through adequate social relations among students, school facilities and the community, prosperity will be realized in schools that help students to process optimally.

C. *Being (Self-fulfillment in the School)*

This aspect refers to fulfilling a meaningful role in various activities at school. Every student has a valuable feeling when he/she is aware of his/her position as a part of a school community. It raises a feeling of happiness because students play a role in school activities. Schools are expected to open the widest opportunity to students such as involving them in taking important decisions in the school or other aspects of a school. Also, schools should open opportunities for students to increase their knowledge and skills based on their interest.

D. *Health*

Health includes physical and mental aspects such as being free from psychosomatic symptoms, chronic diseases, minor illnesses and have a good understanding of the personal condition. Well-being-based learning indicators refer to the individual's expression of his attitudes and perceptions of the environment. While, based on objective indicators, well being is assessed based on external observations. Factors that can influence school well-being consist of social relationships, friends, free time, volunteering, social roles, personality characteristics, self-control, optimism, and aspiration goals [9].

This study compared the concept and the reality of school well being in Junior High Schools in Makassar because there had not been any similar research conducted in that city. The purpose of this research was to develop a theory on well-being school in junior high school and to reveal the reality of the implementation of well-being school in junior high school in Makassar. This research questioned the conformity between the concept and the reality of a well-being school in Junior High School of Makassar.

The selected location was the Junior High School of UNISMUH Makassar considering that it applied the very long school hours exceeding the duration of a full-day program. Students had to be at school from 06.50 to 16.00. The holiday was on Friday but was often filled with extra activities and preparation for competitions. On one side, this shows that most of the children's time was spent in school so the duration to be with families was shorter. On the other hand, this also showed the benefits of well-being school which made children to feel at home when they were in school and to keep being excited despite being tired. Therefore, this study examined two main aspects including: Was this school included as a wellbeing school? What factors supported and inhibited the implementation of school well being.

II. METHOD

This study used a constructive method of Realism which constructed the findings based on the data obtained from the filed. Data was collected through open questionnaires,

interviews, observation and focus group discussions. These data include parental responses to the child's activity system in schools, how schools make school systems, the role of teachers and staffs in serving students, and students' perception on the existing school system. The number of subjects involved as informants was 134, consisted of 16 teachers, 68 parents of students and 50 students. The coding system was used to analyze the subject's answers and to categorize them to produce clear descriptions of data.

III. RESULT AND DISCUSSION

In general, a school can be categorized as a community or person wellbeing based on the level of general satisfaction with the school. Data shows satisfaction from this school as follows:

TABLE I.   SATISFACTION OF SCHOOL WELL BEING

The Percentage of satisfaction	Number of Students	Number of Parents	Number of Teachers	Total
>50%	0	5	0	5
51-75%	19	28	6	53
76-100%	31	34	9	74
Not completing		1	1	2
Total	**50**	**68**	**16**	**134**

Table 1 shows that most students are satisfied with the condition of the school. Likewise with parents and teachers. The data shows that the school is highly satisfying for students, parents, and teachers. This study qualifies quantitatively and qualitatively about each aspect according to the concept to see the reality in detail.

A. *Having (School Condition)*

The condition of the school includes the physical environment, learning environment, and services provided to students. The physical environment refers to a safe, comfortable and quiet school environment, such as the availability of air vents or room temperature regulators. This is in line with the opinion of Konu and Lintonen [7] who stated that the physical conditions that affect student satisfaction included ventilation, toilet facilities, and temperature. Other conditions related to the learning environment are curriculum, study group size, and lesson schedule. Service aspects offered to students include school lunch, health services, homeroom teachers and counseling teachers. Through support in the form of school facilities, students are expected to feel satisfied to be in the learning environment [10].

Quantitatively, respondents' perceptions of school conditions are described in table 2.

TABLE II.   DESCRIPTION OF RESPONDENT'S PERCEPTIONS OF SCHOOL CONDITIONS

Having	Students		Parents		Teachers	
	Number	%	Number	%	Number	%
Comfort	11	22	40	58.82	5	31.25
Uncomfort	39	78	27	39.70	10	62.5
No Comment	0	0	1	1.47	1	6.25
Total	50	100	68	100	16	100

Parents' Opinion
- 58.82% of parents' responses stated that school conditions provide comfort
- 39.70% of parents' responses stated that school conditions did not provide comfort

Teachers' Opinion
- 31.25% of teacher responses stated that the conditions of the school provided comfort
- 62.5% of the teacher's responses stated that the condition of the school did not not provide comfort

HAVING

Students' Perception
- 22% of student responses stating that school conditions provide comfort
- 78% of student responses stating that the condition of the school did not provide comfort
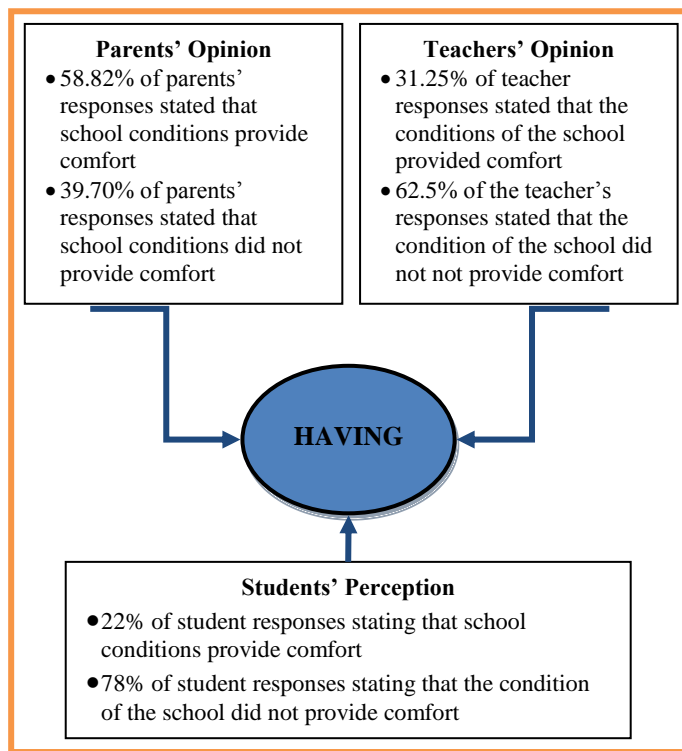
Fig. 1. The Reality of School Condition

Most respondents highlighted the aspects of having because this was very easily observed and was considered to have a critical role in the students' welfare. More students consider that the condition of the school was less optimal for the students' welfare. However, some students who felt uncomfortable believed that this was because schools had not been optimal in providing learning supporting facilities and teachers lacked teaching skills, so students were less motivated in the learning process. This was confirmed by teachers' perception that it was necessary to improve school facilities and infrastructure so that learning could be more optimal. However, this was reversed with data from parents' opinions. Most of them stated that schools were comfortable and few said they were uncomfortable. Some parents thought that school facilities and infrastructure still needed to be improved, especially toilets, study rooms, school grounds, mosques, and dormitories so that it could be more optimal in supporting student learning processes. The most highlighted were classrooms, fields, laboratories, mosques, halls and the maintenance of facilities. Regarding the learning system, many teachers assumed that it had been optimal. However, some teachers assumed that their skills still needed to be increased like through training especially about effective teaching methods.

B. Loving (Social Relationship)

Students, teachers and most parents showed that the relationship built by the school was quite comfortable. Students felt to be fun of being at school was because they met lovely friends. On the other hand, some students were feeling not fun like the ones who were usually demeaned and bullied by other students. Also, according to them, there were several less pleasant teachers because they were less able to understand the character of students. Konu & Rimpela [8] stated the importance of the teacher's role in school welfare so the teacher should behave professionally. There was a slight difference between the students and the

parents' perspectives. According to parents, social relations in school had provided a sense of security for students because of a close sense of kinship, positive guidance from teachers, and a more positive connection. This parent's perspective could influence students to keep adjusting to conditions that made them feel less enjoyable.

Table 3 and Fig.2 shows the responses of students, parents, and teachers about the quality of social relations in school.

TABLE III. DESCRIPTION OF RESPONDENT'S PERCEPTIONS OF SCHOOL CONDITIONS

Loving	Students		Parents		Teachers	
	Number	%	Number	%	Number	%
Social relationship is good	29	58	10	14.71	11	68.75
Social relationship is poor	21	42	58	85.29	5	31.25
No Comment	0	0	0	0	0	0
Total	50	100	68	100	16	100

Parents' Opinion
- 14.71% of parents' responses considered social relationships in school to be poor
- 85.29% of parental responses considered social relationships in school to be good

Teachers' Opinion
- 68.75% of teacher responses considered socialrelationships in schools to be good
- 31.25% of teacher responses stated that

LOVING

Students' Perception
- 58% of students' responses regard social relations in school as good
- 42% of students' responses considered social relationships at school to be poor
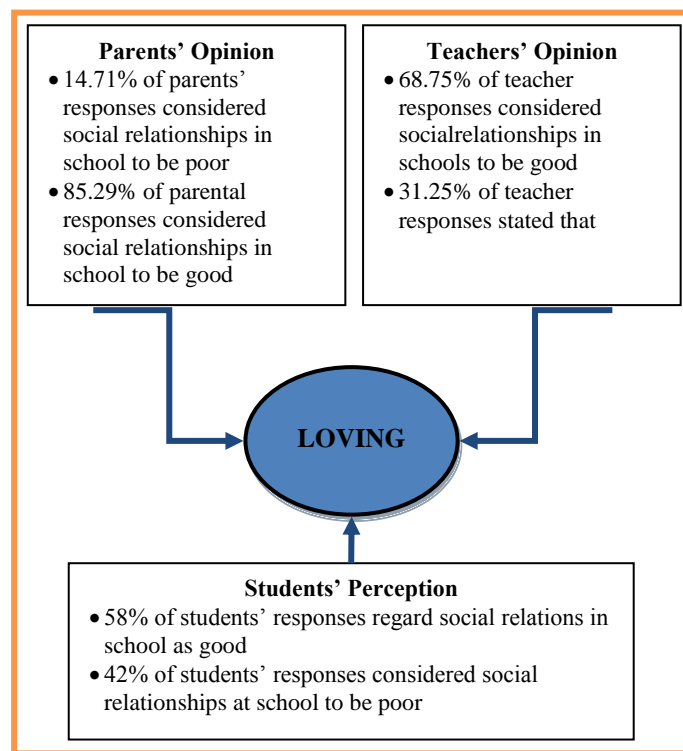
Fig. 2. The Reality of The Social Relationship

There was a close relationship between students, teachers, and parent which was influenced by the existence of values and goals to develop the students, especially in the religion aspect. Although students had some complaints about teachers, encouragement from parents helped them to overcome these unpleasant feelings. The very positive parent's view of school stimulated students to have a positive perspective.

C. Being (Self-fulfillment at School)

This aspect refers to the fulfillment of the role that is, each student has a feeling of worthiness and happiness because of his role in school activities. Schools are expected

to open the most comprehensive opportunity for students to improve their knowledge and skills based on their interest.

TABLE IV. Description of Respondent's Perceptions of Self-Fulfillment of The School

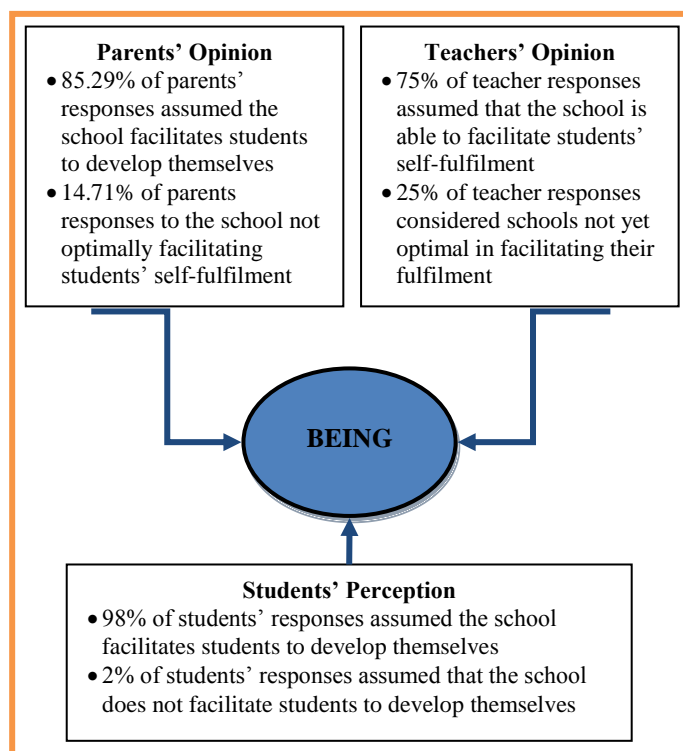| Being	Students		Parents		Teachers	
	Number	%	Number	Number	%	Number
School facilitate self fullfilment	49	98	58	85.29	12	75
School not yet facilitate self fullfilment	1	2	10	14.71	4	25
No Comment	0	0	0	0	0	0
Total	50	100	68	100	16	100

Fig. 3. The Reality of Self-Fulfillment of The School

Table 4 and Fig3 shows that students, parents dan teachers have a good opinion about the school ability to fulfill the student needed to be related to their knowledge improvement. Most respondents believed that schools were able to facilitate students' self-fulfillment. This can be seen from the positive responses dominantly obtained. According to students, schools had a positive effect on their development. Students felt proud to be part of their school. Responses that arose from students included getting much experience from extracurricular activities, feeling more confident, and becoming a better person. Likewise, the responses from parents and teachers indicated that the school was capable of facilitating students' self-fulfillment. Parents assumed that many activities could help students to develop their abilities in the non-academic field and they felt proud to be part of the school. However, parents still wanted additional extracurricular activities so that students can further develop themselves according to their talents and

interests. This is in line with the opinion of Kelly [11] that various opportunities created by schools including facilitating students' interests could make students more prosperous. This opportunity makes students feel they have an important role in their school.

D. Health

Health includes physical and mental aspects such as being free from psychosomatic symptoms, chronic diseases, minor illnesses and have a good understanding of the self-condition. The responses of students about their welfare were positive, or they enjoyed to activity in school. While some students mentioned that they often tackled in class because they were tired of the full day school system. The same responses from teachers that they feel schools consider the health aspect. Otherwise, most of the parents complained about the health aspect of school activities. The responses of the respondent show in table 4 and figure 3. They stated that students suffered from illness mainly caused by exhaustion, decrease in the immunity, or the irregular eating patterns caused by the density of the school program is very dense So far, there have not been any chronic complaints both physically and psychologically. Students' health conditions were not clearly described by the respondents in the questionnaire, but there were data obtained by researchers from the school which showed that there were several students not attending school because of getting sick. In each month the average number of students who were sick during the research process was around 26.81%. The results of interviews with

TABLE V. DESCRIPTION OF RESPONDENT'S PERCEPTIONS OF HEALTH

Being	Students		Parents		Teachers	
	Number	%	Number	%	Number	%
Schools consider the health aspects of students.	40	80	18	26.47	14	87.5
Schools did not consider the health aspects of students.	10	20	50	73.53	2	12.5
No comment	0	0	0	0	0	0
Total	50	100	68	100	16	100

Parents' Opinion	Teachers' Opinion
• 26.47% of parents' responses assumed the school consider the health aspects of students • 73.53% of parents' responses assumed the school did not consider the health aspects of students	• 87.5% of teacher responses assumed the school consider the health aspects of students • 12.5% of teacher responses assumed the school did not consider the health aspects of students

HEALTH

Students' Perception
- 80% of students' responses assumed the school consider the health aspects of students
- 20% of students' responses assumed the school did not consider the health aspects of students
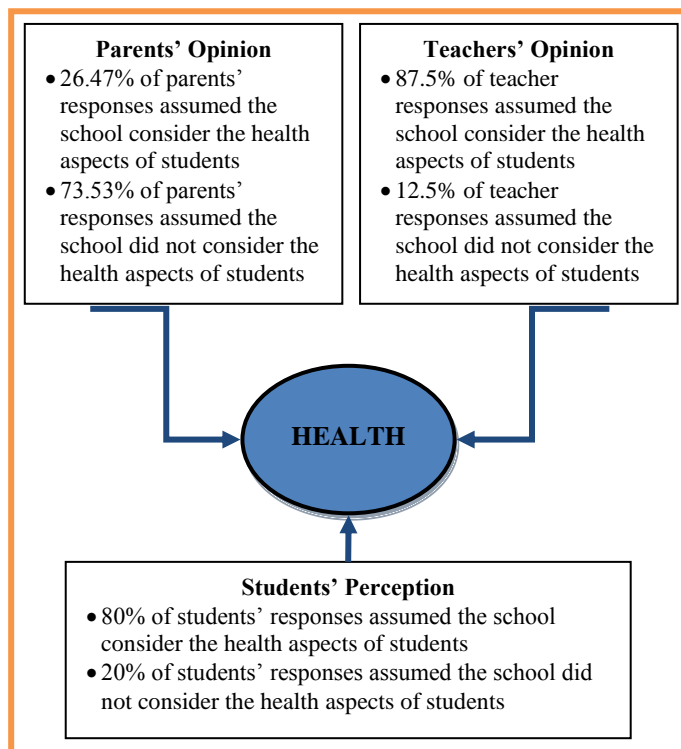
Fig. 4. The Reality of Health

Factors that could influence school well-being consisted of social relationships, friends, free time, volunteering, social roles, personality characteristics, self-control, optimism, and aspiration goals [9]. Factors that seemed to affect the students' welfare at school significantly were the individual goal of student, parent, and family and the high divine values which could lead them to tolerate that condition. This can be seen from the data obtained from observations and interviews in which the high enthusiasm of students in carrying out their activities was not much influenced by the lack of physical facilities at the school.

Based on the findings above, there are several suggestions as follows:

1) For school
Schools can further improve the learning infrastructure and improve the quality of the teacher in teaching. Also, schools should be more open with input and periodically conduct school evaluations as well as systematic and planned improvements to improve student welfare.

2) For students
Students need to improve their social relations both with their teachers and with fellows. Also, students also need to pay more attention to their physical and psychological health so that they can know about their well-being.

3) For students' parent
Parents should be more progressive providing input to the school too. Facilitate complaints from students so that psychological well-being could be achieved.

IV. CONCLUSION

- The physical condition of the school was the aspect that most respondents complained about. It had created unpleasant feelings and made students less well-being. However, this aspect could still be handled by students because of their high religiosity values.

- **The Social Relationship of the student has a positive response to teachers and students and parents. However, the parent's complain about the school ability to increase the social relation.**

- Self-fulfillment was the most prominent aspect of well being in this school. This aspect was regarding with the variety of positive activities that were intended for students to make them feel happy to be in school. Extracurricular activities made students excited every day. Students were busy and focused on these various activities, but did not think a lot about the less fun aspects.

- **Health aspect indicated the satisfaction of parents, teachers, and student about the relation of school activities to the student's welfare. Most of the parents feel unsatisfying about the school concern to the health of the student.** The number of students getting sick in a month was not too high, and this was only usually due to fatigue from packed activities at school (Fullday School) or the lack of attention to their physical health.

REFERENCES

[1] G. G. Wehlage, *Reducing the risk: Schools as communities of support.* ERIC, 1989.

[2] G. McCullough, E. S. Huebner, and J. E. Laughlin, "Life events, self- concept, and adolescents' positive subjective well- being," *Psychol. Sch.*, vol. 37, no. 3, pp. 281–290, 2000.

[3] E. Allardt, "Having, loving, being: An alternative to the Swedish model of welfare research," *Qual. life*, vol. 8, pp. 88–95, 1993.

[4] A. J. Tomyn and R. A. Cummins, "The subjective wellbeing of high-school students: Validating the personal wellbeing index—school children," *Soc. Indic. Res.*, vol. 101, no. 3, pp. 405–418, 2011.

[5] R. W. Roeser, M. Galloway, S. Casey-Cannon, C. Watson, L. Keller, and E. Tan, "Identity representations in patterns of school achievement and well-being among early adolescent girls: Variable- and person-centered approaches," *J. Early Adolesc.*, vol. 28, no. 1, pp. 115–152, 2008.

[6] M. E. P. Seligman and M. Csikszentmihalyi, *Positive psychology: An introduction.*, vol. 55, no. 1. American Psychological Association, 2000.

[7] A. I. Konu, T. P. Lintonen, and V. J. Autio, "Evaluation of well-being in schools–a multilevel analysis of general subjective well-being," *Sch. Eff. Sch. Improv.*, vol. 13, no. 2, pp. 187–200, 2002.

[8] A. Konu and M. Rimpelä, "Well-being in schools: a conceptual model," *Health Promot. Int.*, vol. 17, no. 1, pp. 79–87, 2002.

[9] M. H. Bornstein, L. Davidson, C. L. M. Keyes, and K. A. Moore, *Well-being: Positive development across the life course.* Psychology Press, 2003.

[10] M. Schneider, "Linking School Facility Conditions to Teacher Satisfaction and Success.," 2003.

[11] A. Kelly, *School choice and student well-being: Opportunity and capability in education.* Springer, 2007.