



Student Wellbeing In Indonesian Context

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Abstract

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Well-being is one of the constructs in positive psychology which is developing. There are happiness, psychological well-being, subjective well-being. For student's context there are student well-being and school well being. Most student well being measurement in Indonesia use student wellbeing and school well being, but in college students rarely use this concept. Measurement of well-being in college students usually using wellbeing measurement, psychological well-being, and subjective well-being. The purpose of this research to provide an overview of the definitions, dimensions and measurements of student wellbeing in Indonesia. The method used is a literature review using an integrative approach. This integrative technique uses the SALSA (Search, Appraisal, Synthesis, Analysis) from e-resource. For example, Google Scholar, Dimensions, Elicit.org, E-book and other electronic resources. The results of this research are measurement wellbeing with student wellbeing concept is appropriate for describing the well-being of both students and college students. The dimensions for measuring student wellbeing in Indonesia are physiological, psychological, cognitive, emotional, social, personal, Intrapersonal and spiritual dimensions.

Keywords:

Literature review, Students, Student wellbeing

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INTRODUCTION

Well-being is frequently discussed in psychological research and continues to develop. These include psychological wellbeing, subjective wellbeing, student wellbeing and school wellbeing. In educational settings related to students, these include student well-being and school well-being. Student wellbeing is the well-being of students related to how they carry out their daily role as a student in harmonizing the various demands they face. Meanwhile, school wellbeing is related to how students assess the school environment that supports the learning process. However, often research related to student wellbeing is equated with psychological wellbeing, subjective wellbeing and also school wellbeing. However, this is different from the actual concept of student wellbeing.

According to the Organization for Economic Cooperation and Development (OECD, 2017), when discussing a student's wellbeing, it is not only seen from their educational achievements. The Program for International Student Assessment (PISA) develops research on student wellbeing so that they define student wellbeing as well-being combined with the fulfillment of student rights. Remembering that students will spend a certain amount of time in the classroom including following lessons taught by the teacher, socializing with school friends, interacting with teachers and staff at school. All experiences at school are the key to determining whether students can adapt to the environment, how students enjoy



and are happy with their lives, and how they have hope for their future. In addition, Fraillon, (2004) defines student wellbeing as a form of wellbeing that considers the context of the school community.

In the current digital era, students are faced with various educational challenges related to era changes. Challenges faced include changes in teaching methods, assignments given by teachers, demands faced by students and demands in the surrounding environment. If students cannot adapt to all these demands, then in carrying out their daily lives they will feel uncomfortable and find it difficult to adjust, which ultimately prevents them from overcoming the various problems and demands they face.

Many studies discuss various definitions related to student well-being referring to broad definitions related to the well-being experienced by students. Others discuss definitions related to school welfare or school well-being. Research on student wellbeing is also diverse, giving rise to several components or dimensions put forward by the figures which are quite varied. In Indonesia itself, student wellbeing studies and research continue to be carried out. The dimensions used as a basis for creating measuring instruments are quite diverse, one of which is research conducted by (Karyani et al., 2015) on student wellbeing which describes qualitatively the dimensions of student wellbeing.

This study provides an integrative review of the literature on student well-being in published articles from e-resources. The rest of the article is organized as follows: First is the definition of student well-being in Indonesian's student context, second steps are to determine the dimension of student well-being. Last for this study to describe measurement student well-being in Indonesian's student context.

RESEARCH METHOD

This research uses a literature review with an integrative approach. This approach aims to describe the concept of student well-being starting from the definition, dimensions and application of student well-being measurements that have been used. (Snyder, 2019)The literature review technique used is SALSA (Search, Appraisal, Synthesis and Analysis). (Grant & Booth, 2009)Searching literature using e-resources about 10 years ago. For example, Google Scholar, Dimensions, Elicit.org, E-Book and other electronic databases. This steps for finding appropriate literature for this study. Appraisal is used to assess the quality of articles that will be used for this research. For the next steps are synthesis and analysis from final articles based on appraisal steps. At the synthesis stage, find the definitions and dimensions for measurement students wellbeing in Indonesia, both students and college students. The last steps is presents the article in accordance with the objectives of this research.

The procedure in this study following steps based on Ridley (2012)

1. Determine research questions in research related about measurement student wellbeing in Indonesia
2. Select and collect references from various sources. For this research, we found only article research with keywords "student wellbeing for students" and "student wellbeing for college students".

3. Appraisal through conduct screening of sources obtained. Appraisal is carried out by reading relevant article with objectives this research.
4. Read relevant sources from the screening results to synthesis each articles
5. Write and summarize the results of the reading
6. Conduct an analysis of the summary results according to the objectives from this research.
7. Conclusions

RESULTS AND DISCUSSION

The following section discussed based on previous research to describe definitions, dimensions and measurement student wellbeing in Indonesia for student and college student.

Student Wellbeing in Student

The following are search results related to student wellbeing research on students with student status.

a) The role of Student Well-Being and School Climate on Academic Achievement of Bandung "X" Foundation Middle School Students.

This research shows that student well-being has an influence of 11.7% on academic achievement, and the school climate variable has an influence of 2.2% on academic achievement, which means that student well-being separately plays a greater role in academic achievement. when compared with the role of school climate on academic achievement. (Yuni et al., 2021)The intrapersonal dimensions, including resilience, engagement and mastery orientation, are dimensions that are significant for academic achievement. In the interpersonal dimension, it was found that the acceptance aspect plays a significant role in student academic achievement. Meanwhile, the school climate variable on academic achievement found that only the relationship aspect was significant in its role on academic achievement.

The measurement of student well-being in this study uses interpersonal and intrapersonal dimensions from Fraillon (2004) Intrapersonal dimensions include emotional regulation, resilience, self-esteem, curiosity, engagement and mastery orientation. Interpersonal dimensions include communicative efficacy, empathy, acceptance, and connectedness. The definition used as a basis for measuring student well being for this study is a condition where students feel comfortable at school, feel satisfied with themselves and when interacting with others, show consistent emotional responses according to the events experienced and the absence of negative conditions such as depression, anxiety and deviant behavior as well as student involvement in the school community.

b) The Differences in Student Well-Being Based on Student Perceptions of Teacher Interpersonal Behavior.

Based on the research by Wati Dwi & Leonardi (2016) this measurement refers to the definition of student wellbeing proposed by

Fraillon (2004) a condition where a student has an effective role in his school community. The dimensions for measurements used also refer to the interpersonal and intrapersonal dimensions of the same character.

The results obtained from this research show that high levels of student well-being are more influenced by helpful/friendly teacher interpersonal behavior with a value of 53.3%, followed by leadership behavior with a value of 43.3% and understanding behavior with a value of 35.5%. Other teacher interpersonal behavior such as uncertain, dissatisfied, strict and admonishing have an influence on low levels of student well-being with values of 60%, 50%, 50% and 48.3% respectively. The results of the research show that there are differences in student well-being in terms of students perceptions of teachers interpersonal behavior, the working hypothesis in this research is accepted.

c) Social Support and Student Well-being for Students during the Distance Learning Period.

Based on research by Pratama & Duryati, (2020), the definition of student well-being used refers to by Fraillon (2004) this is a condition if students being actively involved in the school environment and having goals they want to achieve. The implementation of measuring student well-being uses aspects of student well-being from Aulia (2019) which include attachment, satisfaction, relationships, positive and negative emotions. This means that the aspect used to measure student well-being is able to describe the definition of a student's well-being condition, namely a condition of students who have active involvement in school, are satisfied if their goals are achieved, have good social relations with other people, and can express their emotions while at school.

d) Descriptive Study of Student Wellbeing in Pewaris Bangsa Bandung Homeschooling Middle School Students.

Research from Aris Pratiwi Sahenda & Djamhoer Damayanti (2017) uses positive psychology for education from Noble & McGrath (2015) to describe well-being for students. This aspect uses positivity, relationships, outcomes, strengths, purpose, engagement, resilience.

e) Student Wellbeing in Javanese Adolescent.

The results from research by Na'imah & Tanireja (2017) show that social relationships and cognitive resources are the domains of student well-being that are most experienced by teenagers. The social dimension is the most common among students at 47% because teenagers spend more time outside the home with their peers. Social relationships are a basic human need, especially teenagers. Therefore, teenagers need good social relationships with teachers and peers and the influence of peers is more dominant compared to parents. Based on the cognitive dimension of 32%, student well-being is high if students feel confident that they are competent. The effects of modernization make teenagers in Java have low dimensions

of religiosity. On the one hand, by seriously practicing the applicable religious teachings, individual prosperity can be achieved.

This measurement of student wellbeing uses dimensions from Karyani et al.(2015). There are social, cognitive, emotional and spiritual dimensions.

f) Student WellBeing : A Systematic Literature Review.

A literature search conducted by Aulia et al., (2020) was applied to student respondents from Elementary School (SD) to Upper Middle School (SMA). Based on the results of a literature review conducted, prosperous students contain domains including: (1) positive emotions, (2) social relationships, (3) reduced negative emotions, (4) involvement in school activities, (5) life satisfaction, (6)) interpersonal factors, (7) need of achievement

g) Student Wellbeing for Students in MTs X.

Measurement in this research using indicators from Soutter et al., (2014) such as *having*, *being* and *relating*. Having related with resources, opportunities, and the purpose from students. Resources related with fasilitas yang dimiliki oleh siswa (misalnya, komputer, televisi, gadget, etc). Being related with intrapersonal from students. For example, engagement with activities at school, decision making, and the others skill from students. Relating is associated with interpersonal skills. The ability to maintain relationships with other people, express emotions, all activities connected with other people.

h) Descriptive Study Regarding Student Well-Being among SMA X Students in Bandung.

Based on the results of research by Setyahadi & Yanuvianti (2018) it was found that 43 students (51%) had the five elements, namely positive emotion, engagement, relationship, meaning, and achievement. Based on the categorization results, the level of student well-being of students at SMA X is in the high category, while 41 other students (49%) have a low level of student well-being. This happens because some students who have high well-being have a good assessment of themselves and school life. It's different when students have a bad assessment of their school life.

Measurement for this research uses five elements well being from Seligman (2011) such as emotions, engagement, relationship, meaning, dan accomplishment.

i) The Dimensions of Student Well-being.

The results of this research shows that junior high school students who participated in this research describe that students are said to be prosperous if they feel safe, secure, peaceful, achieve goals, desires, are happy, harmonious, have harmonious relationships, help each other, are healthy, and

obey the rules (Karyani et al., 2015). Among these six dimensions, the ones most frequently stated by students were social dimensions (49%), cognitive (17%), emotional (13%), while personal dimensions accounted for 10%, physical (7%), and spiritual (4%).

Based on literature reviews, measurements of student wellbeing in Indonesia have used the dimensions of student wellbeing, but there are also those that still use the dimensions and concepts of wellbeing itself. These include using the five elements of wellbeing from Seligman (2011), namely emotions, engagement, relationships, meaning, and accomplishment. Apart from that, it uses the concept of positive psychology for education from Noble & McGrath (2015) which can describe students' well-being. These aspects include positivity, relationships, outcomes, strengths, purpose, engagement, resilience. The dimensions used to measure student wellbeing in Indonesia use dimensions including the intrapersonal and interpersonal dimensions proposed by Fraillon (2004). Intrapersonal dimensions include emotional regulation, resilience, self-esteem, curiosity, engagement and mastery orientation. Interpersonal dimensions include communicative efficacy, empathy, acceptance, and connectedness. Apart from Fraillon, measuring student wellbeing also uses dimensions from Karyani et al., (2015), which are also the results of a literature review from Fraillon. Apart from these two figures, student well being also uses domains in the form of positive emotions, social relations, reduced negative emotions, involvement in school activities, life satisfaction, interpersonal factors, and the desire to achieve. This domain is the result of a literature review by Aulia et al., (2020). Apart from using the dimensions of measuring student wellbeing from Soutter et al., (2014), including having, being and relating.

Based on studies that have been conducted, there are different aspects or dimensions in measuring student wellbeing among students in Indonesia. Actually, the dimensions proposed by (Aulia, 2019; Noble & McGrath, 2015; Soutter et al., 2014) have the same dimensions of student wellbeing proposed by (Fraillon, 2004; Karyani et al., 2015). This means that measuring student wellbeing in Indonesia is more appropriate using physical, cognitive, emotional, social, personal and spiritual dimensions.

Student Wellbeing in College student

The following are the results of research related to student wellbeing in college students:

a) Spiritual Emotional Freedom Technique (SEFT) and Student Wellbeing for College Students

Based on research conducted by Merida et al., (2021) that SEFT training can significantly improve student wellbeing in final semester students. The definition of student wellbeing in this research refers to theory according to Organisation for Economic Cooperation and Development (OECD), and using the dimensions of student wellbeing from Karyani, et al (2015) includes six dimensions including social, emotional, cognitive, spiritual, personal and physical dimensions.

b) The relationship between Student Wellbeing and Quarter Life Crisis in Final Year Students.

Based on research by Rahmawati (2023) that there is a negative relationship between student wellbeing and quarter life crisis in students. This means that the higher the quarter life crisis in students, the lower student wellbeing and vice versa. This research uses Karyani, Prihartanti, P, et al (2015) definition of student well-being which states that student well-being is the ability possessed by students to be able to balance demands from within themselves and the environment accompanied by positive affect and student satisfaction with themselves and the environment, so that students can function well. effective in an academic environment. Furthermore, the dimensions used in this research also refer to the concept of student well being which consists of six dimensions, namely social, emotional, cognitive, spiritual, personal and physical (Karyani, Prihartanti, P, et al., 2015).

c) The Student Well-Being Process Questionnaire (Student WPQ).

Study from Williams et al., (2017)uses first and second semester student respondents as participants using this measuring tool. This measuring tool has measurement dimensions including stressors, social support, negative coping, positive coping, positive personality, positive emotions, negative emotions, cognitive problems. This measuring tool can predict positive and negative emotions related to student well-being. This study based on the Demands-Resources-Individual Effects model (DRIVE Model) to understand student wellbeing by Mark and Smith. Besides, this study also designed to confirm the multi-faceted approach to well-being in students using student-related demands based on single-item versions of the ICSRLE factors, resources based on single-item versions of the ISELsocial support factors, and the previously used coping, personality, and outcome measures. Penelitian ini memiliki metode atau cara yang sama dengan penelitian sebelumnya yang dilakukan oleh Karyani. Hanya saja penelitian ini menggunakan responden mahasiswa dengan dimensi *student wellbeing* yang berbeda.

d) Analysis Of Student Well-Being in High School Students and College Students.

The study uses a combination of concepts from research conducted by Febrieta et al., (2023) found that there were differences in student well-being between high school and university students. This study also found that the social dimension and the emotional dimension had the greatest influence on the emergence of student well-being in high school student. Meanwhile, student well-being in college students had greatest influence on the social dimension, followed by the emotional dimension, and the cognitive dimension. This study follows to Karyani et al (2015) that student well-being can be categorized into six dimensions there are social dimension which relates to feel comfort in an interpersonal relationship

with peers, teachers, and school staff; cognitive dimension related to cognitive satisfaction such as academic achievement; emotions dimension, including positive feelings of students when they are at school; personal dimension includes personal (self) development or growth related to identity, independence, and personal integrity; physical dimension, related to the feeling of being fulfilled in physical, especially health and material; and spiritual dimension related to feel close with God.

Some results of the research found regarding student well-being in college students found that almost all research respondents were students in general, although in some studies used students at the first or final level. The theory used also refers to Karyani and OECD theories. However, there are also other studies that use the DRIVE-model to understand student wellbeing in college students.

CONCLUSION

Finding from literature reviews, definition student wellbeing for all students in Indonesia both students and college students to describe students' ability to be able to harmonize their roles and demands in the academic environment. In addition, a student is said to be prosperous if he is actively involved in activities in the educational environment that are in accordance with his goals. Of course, when carrying out his role, he feels happy and content. After that, he felt satisfied with the achievements he had obtained and the goals he had achieved.

Implementation measurement student wellbeing which is suitable to the conditions of students in Indonesia refers to the concept of student wellbeing from (Fraillon, 2004; Karyani et al., 2015). Dimensions that can be used to measure student wellbeing include physiological, social, emotional, personal which includes interpersonal and intrapersonal as well as spiritual.

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