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DESCRIPTION OF THE IMPACT OF SCHOOL WELL-BEING ON ADOLESCENT STUDENTS

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Abstract

The complexity of the school's role in the student learning process contains important elements that will encourage the fulfillment of these functions optimally. Welfare at school (school well-being) is a factor that contributes to the learning process at school. Problems with school wellbeing in high school students cover several aspects, namely aspects of having, loving, being, and health. This study aims to determine the impact of school wellbeing on adolescent students. This study used the library research method using 10 research journals related to the theme of school wellbeing in adolescent students. Based on the research results, it is known that school well-being in adolescent students can have an impact on students, including having a positive impact on student involvement with activities at school, student motivation in learning, student relations with their social environment are more positive, so that it can have an impact on reducing delinquency in adolescent students.

Keywords: *adolescent, school wellbeing, students.*

INTRODUCTION

Education is one of the most important human needs to improve welfare and quality of life. Humans will acquire knowledge, knowledge, personality attitudes and social-emotional aspects, as well as experiences that are very necessary to solve a problem and problems that will be faced, one of which is through education. Education can be obtained one of them through educational institutions called schools.

Schools are not only obliged to provide various kinds of knowledge, but also to provide guidance and assistance to their students both in learning, emotionally and socially because schools have a strong influence in developing all potential, skills and personal characteristics in a positive direction, both for students and environment (Sukmadinata, 2004). Furthermore, the school environment also greatly influences students' future career competencies, with a good school environment students will be able to determine attitudes, shape careers and develop their careers (Kuijpers, Meijers and Gundy, 2011)..

Apart from being a place for academic learning, schools also play a role in promoting the mental health and well-being of students (Graham & Fitzgerald, 2011). As stated by Cahil (2007) that schools are a significant factor contributing to promotion, prevention, and also mental health interventions, so that schools are often considered a second home for students (Dawson, 2010). Schools are then expected to build a learning environment that makes students feel comfortable and feel positive throughout the day (Yahyaei & Mahini, 2012). This learning environment not only encourages motivation to learn, but also builds positive interactions between students and teachers. School thus

has an influence on the psychological development of students, so a school needs to provide a positive learning environment needed by students by not only considering the opinions of adults such as teachers and parents, but also the considerations of students (Todd, 2007).

The complexity of the school's role in the student learning process contains important elements that will encourage the fulfillment of these functions optimally. Welfare at school (school well-being) is a factor that contributes to the learning process at school. The problem of school wellbeing in high school students includes several aspects, namely aspects of having, loving, being, and health. These four aspects are the basic needs of students to obtain prosperity at school. Wang and Holcombe (2010) state that it is necessary to pay attention to students' perceptions of their environment because they can have a direct effect on academic achievement. Therefore schools need to create conditions that are comfortable, fun and not boring.

Okafor, Maina, Stephen and Ohambele (2016) explained the results of their research namely the provision of adequate and conducive schools in the fulfillment of facilities such as fans and good air quality in the room and the comfort of study rooms or classes can improve student learning abilities. Likewise the results of research from Macneil, Prater, and Busch (2009) namely a healthy and good environment will have an impact on student grades in class. In addition, the availability of school facilities will create quality relationships (Meeuwisse, Severiens and Born, 2010). Health in schools also needs to be considered, in addition to helping students realize the importance of health for themselves the school will also have a healthy environment, besides that health in schools will affect student achievement (Ruglis & Freudenberg, 2010).

Weare (2004) suggests that most students use more than 50% of their productive time at school, therefore experience and life at school will greatly affect mental health conditions as adults (Weare, 2004). One of them, students in their teens spend more time at school than anywhere else. At school, students are exposed to their kinds of cultural knowledge, associate with friends, engage in extracurricular activities that can shape their identity, and prepare for their future. Consequently, experiences at school influence every aspect of development during adolescence, from ways of thinking, psychological well-being, to the nature of peer influence on their development (Eccles & Roeser, 2011). This is supported by Petegem (2008) who explains that student welfare is influenced by the environment around the school such as the relationship between students and teachers and instructors, teacher capacity in teaching and facilities for students.

Based on the background above, this study aims to describe the impact of school wellbeing on adolescent students.

METHOD

This research uses the method of library research or Library Research. Literature study is a data collection technique by conducting a review study of books, literature, records, and reports that are related to the problem being solved (Nazir, 2003). This research uses journals, materials and relevant information to be collected, read and studied, recorded as a guide or reference source. Theoretical data in this study were collected using literature study techniques, meaning that the authors collected data through reading various literature and using relevant internet media to complement the data with this research theme. The same thing was also stated by Zed (Adlini, et al, 2022)

who stated library research as a method of collecting data by understanding and studying theories from various literature related to this research. There are four stages of literature study in research, namely preparing the necessary equipment, preparing a work bibliography, organizing time and reading or recording research materials (Adlini, et al, 2022). The research subjects in this review of 10 journals were students at the senior high school level. The role of the school in providing a sense of security and comfort to students is very important for building the psychological well-being of students. The school environment has a responsibility in creating a positive place to be able to support the growth of its students. Students at the high school level are one of the important levels of education in their development in order to prepare for a career as the nation's successor. The function of schools as formal educational institutions is not only as a place to study, but also as a place for the formation of morals, character, and the development of students' interests and talents. Journals related to school wellbeing, especially for teenage students, were then analyzed using library research.

RESULT AND DISCUSSION

Psychological well-being at school or known as school wellbeing is the fulfillment of the basic needs of students at school whose assessment is subjective. Konu and Rempela (2002) stated that these basic needs include four aspects including, having, loving, being, and health. At the senior high school level, the fulfillment of these basic needs has different influencing factors. There are many factors that can influence the success or success of students at school which indirectly show the condition of the student's school well-being. In a school environment, it is not certain that all students can experience the same school wellbeing conditions. This happened because each student also had a different family background or type of parenting than their respective parents. This is closely related to how the support parents provide to students in the learning process both at home and at school.

Based on the research results, it is known that school well-being in adolescent students can have an impact on students, including having a positive impact on student involvement with activities at school, student motivation in learning, student relations with their social environment are more positive, so that it can have an impact on reducing delinquency in adolescent students.

One of the impacts of school well-being on adolescent students is a positive impact on student involvement in activities at school. Pelana (2012) states that children's involvement in school activities is associated with an increase in school well-being. In relation to school well-being, the impact is making students comfortable in the school environment, motivated to learn (Rachmah, 2016), has an effect on the ability to observe and process difficulties experienced to be resolved (Rohman and Fauziah, 2016), and has an effect on students' ability to adapt and persist in a difficult environment (Saraswati, Triati, & Sahrani, 2017). Therefore, the influence of children's involvement in school activities and school well-being is interrelated.

The impact of school wellbeing on teenage students is one of them on student learning motivation which is getting better. The results of this study are in line with research conducted by Rachmah (2016) in the title of the influence of school well-being on student learning motivation which shows that the impact of school well-being is that it

makes students feel comfortable in the school environment, because basic needs are met, students also will feel motivated to learn.

The impact of school well-being on adolescent students is also manifested in the presence of more positive student interpersonal relationships, as the results of research from Saraswati, Triati and Sahrani (2017) which explain that school well-being can affect students' ability to adapt and remain firm in a difficult environment. This is related to research conducted by Pawestri (2016) which explains that the lower the pressure experienced by a person due to the influence of his social environment will have a good impact on students' school well-being.

The impact of school wellbeing does not only have an impact on optimizing students at school, but also suppresses delinquency in teenage students. Based on the research results of Nidianti and Desiningrum (2015) it is known that the aggressiveness of students at school will be controlled by the existence of school well-being. This shows that school well-being can reduce the level of aggressiveness, so that the relationship in the school environment, both students and students or students and teachers will be better.

Things that can also distinguish the level of students' school wellbeing conditions are internal factors and student external factors. Internal factors such as his ability to be able to manage his relationships with other people and also how to take a proper stand for himself. To achieve psychological well-being, students must be able to know and understand their existence. Able to adapt to their environment, be grateful for what they have, appreciate what they get, and be able to forgive themselves. External factors, such as the fulfillment of infrastructure facilities to support the student learning process by schools. This is related to the role of schools in fulfilling school wellbeing in the aspects of having, loving, being, and health.

The success of students in the school environment can be seen from the connectedness of students with schools which are more likely to be involved and show contributions at school in extracurricular activities. To achieve this success requires effort from both sides, both students and the school. Students feel connected to school, they are more likely to engage in healthy behaviors (the dimension of good health) and succeed academically. The value of creating conditions for school wellbeing can suppress unhealthy behavior of students, such as aggressiveness.

Full support from schools that are able to create conditions for school wellbeing can also be strengthened by self-esteem variables. Self-esteem is relevant to students' perceptions of cognitive appraisal and emotional reactions, such as positive emotions. Teachers and schools play a role in providing positive support and improving student welfare. The involvement of students in making decisions related to school is also very important to be able to increase their self-esteem. In addition, there are differences between male and female students in school wellbeing. Female students have higher school wellbeing than male students.

CONCLUSION

There are several impacts related to the description of school wellbeing on adolescent students. Based on the research results, it is known that school well-being in adolescent students can have an impact on students, including having a positive impact on student involvement with activities at school, student motivation in learning, student relations with

their social environment are more positive, so that it can have an impact on reducing delinquency in adolescent students.

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