

Protection of Students' Rights: The Role of School Well-Being in Creating a Mental Health Oasis

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Abstract: Cases of violence against students in the school environment continue to be a hot topic in the education sector, especially in recent years. Issues such as sexual harassment, psychological abuse, bullying, vandalism, and extortion have gained significant attention. Not only are cases of violence against students making headlines, but the challenges faced by students within the school environment, such as inadequate infrastructure and high academic pressure, also contribute to the emergence of various mental health issues such as academic burnout, academic stress, low self-esteem, and even depression. Therefore, it is crucial to ensure that every student has the right to learn in a supportive and safe environment. Schools should adopt a mental health-friendly approach. In this regard, school well-being should be a central concern for various school elements or stakeholders. This research explores how school well-being can play a role in creating a mental health oasis that protects students' rights. The research method used is descriptive qualitative, with primary data sources being interviews conducted with academic communities in several schools in Yogyakarta. Secondary data about school well-being were collected from books, journals, and news platforms. The data collection technique used in this study is in-depth interviews, with the sample selected through purposive sampling, which involves choosing informants with knowledge and experience related to the research topic. The results of this study show a significant role of school well-being in creating a mental health oasis that also protects students' rights. The interconnection between the protection of students' rights, mental health, and supportive education can help in selecting effective strategies to enhance student well-being and create a more positive learning experience.

Keywords: School well-being, mental health, protection of student's rights.

Introduction

One important aspect of an equitable and inclusive education system is the protection of learners' rights. Various dynamics faced by learners in the school environment such as bullying, academic pressure, and infrastructure facilities that do not support their needs, lead to various mental health problems such as academic burnout (Oktia, 2022), academic stress (Muhid & Ferdiyanto, 2020), low self-esteem (Bernadine & Astuti, 2024), to depression (Kartasmita, 2017). Thus, it is important to ensure that every learner has the right to learn in a supportive and safe environment. In addition to affecting the quality of education

received by learners, mental health also impacts their socio-emotional development (Yulianti dkk., 2024). The recent online news about violence in the school environment, along with bullying behavior, only adds to the long list of cases of violence in the school environment. This has again become a crucial evaluation material to be followed up by all education policymakers. The extent to which the school environment pays attention to the principles of well-being and mental health in implementing the contents of the applicable curriculum is adjusted to the objectives of National Education as stated in Law Number 20 of 2003 Article 3.

Psychological well-being is a condition where a person has good mental function, feels happiness,

and can optimize their potential (Anggreni & Immanuel, 2020). The ability of individuals to manage themselves independently from other people or the outside world is one of the six characteristics of psychological well-being. The six components are Self-acceptance, which is a positive evaluation of oneself and past lives; Self Growth related to feelings of continuous growth and development as an individual; Purpose in Life, which is the belief that life has purpose and meaning; Positive Relationships with Others, having quality relationships with others; Environmental Mastery, which is the ability to manage life and the environment effectively; finally Autonomy, a feeling of independence (Ryff & Keyes, 1995). Learners who have good mental health have a positive impact on the behavior and performance displayed in the activities followed at school, such as the ability to focus, enjoy, and feel the urge from within to do their academic tasks (academic flow) (Paryontri dkk., 2021). This happens because the feeling of well-being and comfort at school can act as a trigger for students to be able to develop their potential optimally (Noble & Wyatt, 2008; Ulfa Utari Mahbengi, 2021)

Konu and Rimpelä define school well-being as a picture of a comfortable, safe, and pleasant school, whose purpose is not only to fulfill the well-being of students but also to fulfill achievement, and develop potential, physical, and mental abilities of students. Meanwhile, Novianti concluded that school well-being is a state of school and learning environment that is pleasant and allows students to feel comfortable, to satisfy their basic needs, such as good school conditions, positive social relationships, adequate self-fulfillment opportunities, and maintained health status (Noviati, 2023). Konu and Rimpelä's School well-being model has 4 dimensions, namely; 1. Having, which is related to the condition of the school or learning environment that can provide a sense of security and comfort, noise coming from external school factors does not disturb school residents, good ventilation and other infrastructure facilities such as school buildings that can support the needs and skill development of students, as well as including the curriculum and learning models applied (Ekaputri, 2023); 2. Loving is a social

relationship where it relates to the relationship of learners with friends and their social environment, as well as the relationship between the home and school environment (Kartasasmita, 2017); Being or means to fulfill themselves, which includes the probability of learning according to the resources and abilities of each learner, getting good feedback and enthusiasm (Rasyid, 2021). Health is the health status that can be seen from the symptoms of disease and complaints of learners (Konu dkk., 2002)

By applying the principles of school well-being, schools can serve as oases that provide support and protection for learners. Mental health oases can be created through various initiatives, including emotional support programs, anti-bullying policies, and activities that encourage the active participation of learners. This should be the central concern of all elements of the school community or stakeholders, and cooperation is the key to realizing the concept of school well-being. Schools should hold a great responsibility to carry out the function of promoting the mental health and well-being of students (Graham & Fitzgerald, 2011; WHO, 2010; Candra & Rizal, 2021)

There have been various previous studies that carry the theme of school well-being such as; how does school well-being affect grit, and growth mindset to students (Fatin Rohmah Wahidah; Lucia R M Royanto, 2019). its effect on students' learning motivation (Hasanah & Sutopo, 2021; Kekasih & Affandi, 2024; Sadijah, 2021) on learning achievement (Faizah dkk., 2018), and on optimism in high school well-being of students (M. Ahkam Alwi & Nur Afni Indahari Arifin, 2023) and how school well-being relates to interpersonal intelligence (Ekaputri, 2023) and procrastination (Jatmiko & Setyawan, 2021) which can be a reference and add to the repertoire of knowledge in analyzing the extent of the impact and effectiveness of the concept of school well-being developed by Konu and Rimpela based on the theory of well-being initiated by Allert (Hongwidjojo dkk., 2018). However, no research emphasizes how active intervention is in school well-being in the context of protecting the rights of learners in schools.

Therefore, this research explores how school well-being can play a role in creating a mental health oasis that protects learners' rights. By understanding the interconnections between protecting learners' rights, mental health, and a supportive educational environment, it is hoped that effective strategies can be found to improve learners' well-being and create a more positive learning experience. This research will also provide recommendations for policymakers, educators, and communities to implement initiatives that support mental health and the protection of learners' rights in schools.

Materials and Methods

This research uses descriptive qualitative research by taking research sources through purposive sampling techniques, namely targeting subjects who are competent in answering about school well-being, with primary data, namely representative teachers from each school in this case there are 3 schools in Yogyakarta City, namely SMA N 8 Yogyakarta, SMA N 3 Yogyakarta, MTs N 1 Yogyakarta, while secondary data includes journals and books related to school well being. In this study, the data collection techniques used were in-depth interview techniques with questions referring to the sub-protection of Learners' Rights, the Role of Teachers and Staff, Challenges and Solutions, and Impact on learners, where the sub-sub contains 4 aspects of school well-being Konu and Rimpela namely having, loving, being and health, as well as direct observation of school environmental conditions.

Results and Discussion

A. Protection of Learners' Rights

By Law No.20 of 2003 concerning the National Education System, it is stated that there are several rights of students that must be fulfilled by schools, namely to obtain religious education by the religion adhered to and taught by educators of the same religion, to obtain educational services by their talents, interests, and abilities, to obtain

scholarships for achievers whose parents are unable to finance their education, to obtain education costs for those who are unable to finance their education, to transfer to education programs in other education channels and units, to complete education programs according to their respective learning speeds and not to deviate from the provisions of the time limit set. In the embodiment of the rights of students enshrined in Article 12 of the law, in reality, it is still in the periodic stage for each school, but the extent to which the school pays attention to the implementation and protection of these rights is then an important focus.

A comfortable school according to students includes the comfort of the physical environment at school, respectful teachers and friends, and the existence of proper learning facilities with the needs of students (Putra & Nastiti, 2024). In the fulfillment of learners' rights, Konu and Rampela outline what aspects along with examples that include school welfare will affect the welfare of teachers, namely having, loving, being, and health.

1. Having (school conditional)
The having aspect includes the fulfillment of physical and material needs. All school facilities in terms of physical facilities, teacher quality, curriculum, and even down to the methods and learning materials provided by teachers during the learning process based on mental well-being can support the achievement of learners' expectations and progress in the academic and non-academic fields. In this aspect, every learner has the right to use school facilities, so that learners get equal opportunities in involvement in extracurricular activities or seminars and training that can develop their skills and knowledge. Not only supporting learners' competencies, all school infrastructure is also expected to be able to meet the health needs of learners such as the UKS building as a health service and all medical equipment and medicines that may be needed in handling learners who experience pain or incidents that require medical treatment. Classrooms that are clean, safe, and comfortable, and have adequate tables, chairs, and other equipment that support the success of the learning process such as books, computers, and

stationery are important to be considered by the school.

Other school facilities such as a library where the completeness of the books will support students' ability to complete assignments, increase interest in literacy, and good research skills, an art building where students are free to work and develop art skills, laboratories as a place of experimentation, etc., become a benchmark for the high and low level of comfort of students. A clean canteen, nutritious food, and economical prices also support the mental well-being of students and are a reflection of the well-maintained facilities of the school. It is not uncommon for learners to come to school without having breakfast beforehand from home, so schools need to ensure the readiness of students to participate in the learning process by holding programs that can meet the needs of students, one of which is breakfast.

In this aspect, teacher competence in implementing the curriculum through learning methods and strategies also greatly affects the mental well-being of students. How the teacher's strategy in creating a safe and comfortable classroom atmosphere and teaching-learning process is free from the birth of feelings of rejection, and discrimination by students. This is also closely related to how school regulations can ensure learners' sense of security both physically and emotionally while they are in the school environment. Good supervision from all school parties, in this case stakeholders, will also play an important role in protecting learners' rights.

One example to reduce discrimination of students as well as fulfill the needs of students, schools take part in facilitating people with disabilities, such as those at SMA N 3 Yogyakarta where the school began to slowly provide several facilities such as making yellow lines to help students with special needs. The public relations officer of SMA N 3 Yogyakarta further explained that although it has not fully become a disability-friendly place, the school is trying its best. This statement is in line with what was conveyed by one of the counseling teachers at SMA N 8 Yogyakarta, that although it is not a school for children with special needs, the school cannot refuse children with special needs to choose the

school, so the school is obliged to accept, adapt and meet their needs regularly.

The three schools studied, both MTs N 1 Yogyakarta, SMA N 3 Yogyakarta, and SMA N 8 Yogyakarta, already have good school security guards who pay attention to school security conditions, both from investigating guests who come, directing guests, to secure things that might be dangerous. One indication that learners feel safe and comfortable at school is their loyalty in lingering in the school environment, and this is reflected in SMA N 3 Yogyakarta students, where students spend a lot of time at school even though it is time to go home. Usually, learners who feel safe and happy to linger at school will use this time to complete assignments, engage in discussions, or be actively involved in preparing for participation in competitions both academic and non-academic.

Cases of bullying and mental and physical violence that are still widely found in the news in the school environment can be controlled through good school supervision of students. The aspect of having has a significant urgency to the well-being of students because the fulfillment of physical and material needs is the foundation that determines students to be ready to participate in the learning process and develop optimally. If we look at Maslow's needs theory, basic needs are the main determinant of a person's self-actualization. Learners whose basic needs are well met will be better able to concentrate and be ready to face the academic and social challenges of school to realize the self-actualization of each individual.

2. Loving (social relationship)

Loving aspects include the social environment in learning, the relationship between teachers and students, interpersonal relationships with school residents, school relations with student guardians, policies issued by the school, and the atmosphere of the school organization (Yuniawati & Tarnoto, 2019). This aspect should include affective and emotional experiences related to feeling loved and valued in social interactions at school. There are several examples of loving aspects that can support the mental well-being of students, namely the establishment of a mutually supportive environmental atmosphere between students and teachers positively, being able to build solidarity

between students and teachers, being able to provide good feedback so that students and teachers can feel valued, accepted, emotionally supported.

Teachers who appreciate learners' achievements and efforts in every academic and non-academic activity are significant in building learners' positive mentality. Likewise, teachers who give great attention to the emotional well-being of learners will try to provide examples of good interactions between teachers and learners as well as between teachers and other stakeholders, so that learners can imitate what the teacher does. What learners see has an impact on the psychological development of learners. In the social environment, school rules that contain indicators of freedom from conflict and bullying as well as harassment and social pressure will increase learner confidence, a sense of security and comfort, and friendship which indicates an increase in emotional well-being. As for MTs N 1 Yogyakarta, the socialization of stop bullying is usually promoted through videos, works such as posters, and pictures of students' hands that are neatly displayed in the counseling room and other rooms such as classes.

A school environment that has good loving aspects will create good learner confidence, and this is very important to implement so that every learner, especially those with special needs, always feels positive feelings and comfort in building healthy social interactions. In an interview one of the teachers at SMA N 8 Yogyakarta, said that the school has provided the needs needed by students with special needs, although not all, but efforts to meet these needs will be served by the school. This proves the school's efforts in realizing the loving aspect, namely how students with special needs will feel accepted and valued for their existence. Meanwhile, at MTs N 1 Yogyakarta, one of the teachers said that after every worship service such as prayer at the mosque, it must be followed by the delivery of character education in *tausiah*. In addition, counseling teachers also routinely enter the classroom every week to provide material about character education or provide guidance for students who feel a loss of learning motivation.

Creating an environment that respects students' achievements can also be seen from the results of researchers' observations of the SMA N 3 Yogyakarta school environment, where banners and posters about academic and non-academic achievements are displayed in several corners and rooms of the school environment. This indicates how the school highly appreciates the achievements of students so that sportsmanship creates a feeling of loving students and ultimately spurs them to develop their potential optimally. Not only that, the three schools said that in participating in extracurricular and intracurricular activities, schools provide flexibility to students to choose the fields they are interested in developing, so there is no pressure from the school to force students to work or excel in certain fields.

From the social environment of students to creating a school atmosphere filled with loving aspects, good relationships not only cover students and teachers but also with fellow students. How can fellow learners build healthy social relationships, respect each other, cooperate, and help each other with high empathy can be created. Schools must offer efforts to develop students' awareness, as stated by the three school representatives from MTs N 1 Yogyakarta, SMA N 3 Yogyakarta, and SMA N 8 Yogyakarta, where the school is active in holding self-awareness improvement programs such as various types of training, seminars, in collaboration with child protection agencies, or the Police, BNN, BKKBN, Puskesmas, etc.

To realize the protection of students' rights such as a sense of comfort and security, government policies must take part in regulating and overseeing the course of the education system, this is reflected by one of the policies of the Yogyakarta city government which seeks to encourage student protection programs such as the formation of the TP2K team (protection of violence prevention under student affairs). The program policy is very helpful for schools in monitoring and anticipating various forms of violence and harassment that have the potential to occur in the school environment.

3. Being (self-fulfillment)

The aspect of being is an aspect that includes the school's ability to enable students to learn according to their capacity and resources. (Yuniawati & Tarnoto, 2019). This aspect focuses on the balance between the fulfillment of academic and personal potential, so this aspect also includes learners' feelings about their identity, potential, and respect for their individuality in the school environment. In protecting learners' rights to receive education services by their talents, interests, and abilities, schools must be able to provide opportunities for learners to express themselves, not only in the academic field such as participation in competencies in the Olympics, KSM and other academic competitions, but in skills such as presenting drama performances, debates, or other works of art that support the development of learners' talents and interests in expressing themselves creatively.

In the school environment of SMA N 3 Yogyakarta in meeting the needs of being students, the school strives to prepare students to have a healthy and superior competitive spirit to be able to enter the study program of choice when entering college later, preparing their character to have 4C abilities; critical thinking, creativity, communication, collaboration. The school is also involved in preparing students to be able to quickly go to college through programs designed so that they can be trained to write KTI (Scientific Writing) such as the Language program which trains language skills that can also provide ease in writing KTI. Based on the heterogeneity of students, the school gives them the freedom to choose any school program that suits the interests and talents of students. In addition to programs and freedom of choice for students, SMA N 3 Yogyakarta's support for students' skill development activities is also reflected through easy access to permits to participate in activities. There is a phenomenon in some other schools where it is still very difficult to permit students to participate in various extracurricular activities because it is feared that it will affect the academic performance of students, but at SMA N 3 Yogyakarta it provides great opportunities for participation for students who want to develop

their interests and talents through positive activities.

Various potentials that are given a place to be developed, will support the psychological well-being of students. Likewise, at SMA N 8 Yogyakarta, in addition to the school providing freedom in choosing students' skill development activities, teachers provide guidance on what consequences students must bear if they are actively involved in extracurricular activities, one of which is having to catch up on lagging subjects so that students can still carry out their learning obligations.

Not only providing a place for potential, appreciation for the achievements or achievements of learners' efforts will also bring learners a feeling of recognition and confidence, so that, the recognized potential makes learners feel proud of themselves, and not become insecure just because they feel that what is their talent interest is not channeled properly or feel that what is chosen by the school is not by their talent interests. The observation results from the three school environments indicate how the school appreciates the achievements of students in skill development activities. As in SMA N 3 Yogyakarta, great appreciation and support by teachers is represented by the submission of medals for competency activities achieved by students who are given every ceremony, and not only medals covering academic fields but from all fields such as various kinds of arts: taekwondo, archery, and other fields of interest to students.

Teachers in choosing learning methods in the classroom also very important to pay attention to the differentiation of students both in the speed of capturing material or the output of what is understood, so that learning methods are not monotonous and only teacher-oriented. Likewise, with a school environment that highly values the opinions and aspirations of students, the birth of a place to pour these opinions will greatly affect the development of students' psychological well-being, in this case not only in the counseling room but such as intra or extra school organizations or it could also be a routine program from the school that could accommodate all aspirations and complaints of students. Psychologically healthy

learners will determine their physical development as well as their potential, so the protection of learners' rights also greatly ensures the continuity of learners' resilience in the school environment. The extent to which schools pay attention to the fulfillment of learners' rights is also a reflection of good school quality. The fulfillment of talent interest needs will affect their future decisions. Children who know their potential and try to develop it in the school environment will easily know in which direction they will decide on their future education.

4. Health (status)

This aspect includes checking learners' health for signs and symptoms of disease and illness (Yuniawati & Tarnoto, 2019). This aspect emphasizes the importance of good physical and mental health to support optimal learning experiences. The well-being of learners in schools (school well-being) is closely related to the climate of the school environment, how the school environment pays attention to the health of learners is also very significant in protecting the rights of learners. Children who feel that their health is not given good attention will affect their psychological development, resulting in feelings of shame, rejection, disrespect, and exclusion. Schools need to respond to all learners' medical needs while in the school environment in an effort to protect learners' rights.

School climate should create an environment in which learners feel safe, accepted, and valued socially, emotionally, or physically (Mbado & Ama, 2024). As stated by one of the counseling teachers at MTs N 1 Yogyakarta, students who have a special history of chronic diseases such as epilepsy or who have had medical brain surgery, etc., will get attention from the school. One form of school attention is through cooperation between the school and the nearest Puskesmas and PMI, while SMA N 8 Yogyakarta cooperates with Permata Bunda Yogyakarta Hospital which sends medical personnel to the school every day so that they can directly handle students who need medical care, and at SMA N 3 Yogyakarta the school cooperates with the Gondokusuman Puskesmas.

At MTs N 1 Yogyakarta, students who have indications of slightly disturbed mental health such

as difficulty in regulating emotions or who have childhood wounds, and cannot deal with new environments, a psychologist through the Puskesmas service in collaboration with the school takes part in helping. The school is responsible for directing parents to allow children to have a psychologist companion. Further explained by one of the counseling teachers at MTs N 1 Yogyakarta, that in checking the health conditions of students, counseling teachers have a routine schedule to enter each class, which can be used to provide strengthening of character values to students per week, and on that occasion, the counseling teacher also examines the development of students and what complaints about their mental health. The same thing was also conveyed by one of the BK teachers from SMAN 8 Yogya, that in the results of the assessment of students, the BK teacher has the authority to direct the parents of students to allow children to be given psychologist assistance if the child is indicated to have difficulty in regulating emotions or some traumas affect the focus and motivation of students to learn.

In giving punishment or consequences for students who are not disciplined or violate the rules, the school no longer carries out point punishment but exchanges the mistake with positive activities or activities such as increased duha prayer or increased teaching according to the choice of students, it is called positive discipline which is directed directly from the DIY Ministry of Religion in early 2023. The concept of school well-being has not yet become a special program that is legally implemented in schools, but schools with their efforts are obliged to make aspects of school well-being a core axis in improving the quality of the school environment, both those that include teachers and students and the climate and atmosphere of the school.

Physical health will affect a child's psychology, if the school does not facilitate the health needs of students, then children who come to school will likely bring feelings of fear and nervousness to participate in learning, these negative feelings will affect individual self-regulated learning (Putra & Nastiti, 2024). Therefore, how the school environment gives a good impression to learners will be equivalent to their mental well-being which

affects their self-regulated learning. In the end, it also has an important role in producing the final result of learner achievement. Not only does physical health lead to learners' mental well-being, but the protection of learners' mental health rights through counseling room facilities and counseling teachers with programs initiated by the field has an important role in realizing good school well-being.

Likewise, the full awareness of school stakeholders in respecting the rights of learners who have chronic health conditions. How the teacher's interpersonal relationship with learners such as helpful/friendly, understanding, student responsibility/freedom, uncertain, dissatisfied, admonishing, and strict, will affect the mental well-being of learners in the school environment, thus affecting the level of enthusiasm and interest of learners in the subjects being studied. Learners who feel happy and useful in the learning process will lead to self-confidence and self-efficacy in overcoming difficulties while learning (Wati & Leonardi, 2016)

B. Role of Teachers and Staff

In realizing school well-being, which is an umbrella for the protection of learners' rights, stakeholders consisting of teachers and all school residents should ideally work together to understand each other's rights and obligations. In every policy issued by the school, it is appropriate to focus on the mental, physical, social, and emotional well-being of students, so that it can be a support for learning and student development. To better map the steps of the role of teachers and staff in producing good school well-being, below are 5 aspects that can be a reference:

1. Creating a Safe and Supportive Environment

In the process of creating a safe and supportive school environment ecosystem, in addition to school infrastructure and sarpras (facilities and infrastructure) being a resource that can meet all the needs of learners both in terms of academic development and non-academic skills, which cover physical and mental needs, stakeholders such as teachers and staff can also start from building a friendly school atmosphere, where learners can feel safe and comfortable when meeting teachers, free from fear and excessive nervousness due to trauma

from teacher behavior and words. Providing space for learners to express their feelings, and providing support to deal with stress such as the counseling room is indeed very important, but the availability of teachers to provide this space in conditions that are needed by learners, in this case, not only when in the counseling room, but in classrooms and any corner of the school's social environment is even more important. As exemplified by SMA N 3 Yogyakarta, student complaints in BK not only open up opportunities for career guidance consultations but all student problems, be it obstacles in learning or other complaints that can be accessed privately online or offline according to the convenience of students with BK teachers. The school still serves students who still want to continue their studies even though they have been sick for a long time. So, the availability of all learning equipment, the existence of a supportive attitude or action from teachers who are free from bullying and discrimination, and equipped with school policies in the form of school activity programs that are friendly to children's mental health and direct students to the formation of characters with integrity, empathy, and have high resilience, is a chain of fulfilling the needs of positive learners, which will help achieve the goals of education in the school environment.

The awareness to cooperate and work together among fellow school residents to create a safe, comfortable, and supportive school environment is very much needed. Sometimes, what happens in the field, schools have tried to create a safe and comfortable school environment through the guarding of the availability of security guards and school guards, but it turns out that what makes students unsafe and uncomfortable arises from their relationship with teachers and the social environment of their school which is full of negativity. Thus, physical security must also be balanced with a sense of mental security. The role of teachers and staff in terms of creating a good relationship, equal (non-discriminatory), empathetic, and not full of verbal-non verbal violence is very important in realizing a safe and supportive school environment climate.

2. Building Positive Relationships with Learners

In building positive relationships with learners, it is important to involve good communication between the two. The teacher's success in teaching can be said to be effective if students succeed in achieving learning objectives this can indicate that the achievement of teaching effectiveness has been realized and the essence of what is conveyed by the teacher can be understood by students precisely according to goals and expectations. The indicators of the effectiveness of interpersonal communication that can be used as a benchmark for teachers in building positive relationships with students are openness, empathy, support, positive attitudes, and equality (Sapphire, 2024).

There are many benefits of achieving good interpersonal communication between teachers and students, both in psychological development and academic achievement and attitudes formed by learners. Good interpersonal communication skills can also support the academic and emotional development of learners and can build or strengthen support between all stakeholders in the education process, in this case with learners, parents, and fellow teacher staff (Turnip & Naibaho, 2023). Interpersonal communication between teachers and students has a significant influence on students' assertive behavior. Learners who tend to have low assertive behavior will be reflected in their inability to achieve goals, inability to disclose themselves, inability to appreciate and still like to interfere with other people's rights, tend to be dishonest and not open, express things directly, differentiate people and harm other parties, lack social responsibility, often make rejections, cannot appreciate praise and do not accept criticism from others, and have not been able to greet and greet others (Tola, 2016). Conversely, students who feel safe and comfortable in building interpersonal communication with teachers will feel free from protracted misunderstandings and can build assertive behavior. So, it is highly expected that teachers can participate in paying attention to how the interaction patterns are established between teachers and learners, and ensure that no learners feel intimidated because of the words or actions formed from these interpersonal relationships.

In building these positive relationships, there are certainly unique challenges faced by teachers. As was conveyed by one of the counseling teachers at SMAN 8 Yogya, indeed the biggest challenge of teachers is how teachers can discuss everything well for students so that there is no contradiction and counterproductive by students. That way, teachers are trained to be able to better manage emotions, words, and actions. However, the surge of emotions that exploded did not make the teacher lose control. Thus, it will not lead to actions that oppose child protection laws.

3. Integrating Well-Being Concepts in Learning Models

The learning model is a series of learning process components that become the center of the teacher's attention to realize learning objectives properly. The learning model is used as a reference or guideline for clear steps for a teacher in implementing learning, the learning model consists of approaches, methods, strategies, and learning techniques. The learning approach is the teacher's point of departure or point of view towards the learning process, referring to the view of the occurrence of a process that is still general, in which it contains, inspires, strengthens, and as a background for learning methods with a certain theoretical scope. A learning strategy is a plan for a series of learning activities that teachers and students must do to achieve learning objectives effectively and efficiently. Meanwhile, learning methods can be defined as ways to present a series of learning plans, in this case, to realize learning strategies (Hasibuan dkk., 2024).

It is appropriate, teachers in assembling learning models consisting of approaches, strategies, methods, and techniques, to focus on how students can not only understand the learning material well but also students can follow the series of models with positive feelings, so that cognitive, affective, and psychomotor development is more optimal, supported by good psychological development. Learners who understand the material with a feeling of pressure will have different output development both in terms of cognitive, affective, and also psychomotor, with learners who do not feel pressured, discriminated, and excluded just because the learning model

chosen by the teacher does not include the heterogeneity of learners. By understanding the differentiation of learners' characters and backgrounds and the existence of multiple intelligences, teachers must be able to sort and choose learning models that pay attention to the emotional and psychological well-being (well-being) of learners.

To realize learners' good psychological development, which can create positive feelings when participating in learning, then the development of learners' socio-emotional skills is also included in one of the teacher's efforts to integrate well-being in learning models, such as learning models whose output can help learners master stress and emotion management skills, good social skills, resilience, responsible decision making, etc. In these wellbeing-based learning models, teachers are given the freedom to design activities that can not only hone learners' critical thinking skills but also facilitate discussions around a good understanding of well-being and how to implement it optimally. In these mental wellbeing-based learning models, teachers are given the freedom to design activities that can not only hone learners' critical thinking skills but also facilitate discussions around a good understanding of well-being and how to implement it optimally.

4. Being a Role Model for Learners

In fostering and shaping the superior character of students, the role of providing values of discipline, mutual tolerance, compassion, supportive spirit, love to help, mutual respect, and other positive attitudes by teachers, is not only given through advice or material but must be through examples of actions that can be seen directly by students. Children are great imitators of what the people around them do, especially their elders, so being a good teacher means being able to become a role model in modeling things that should be exemplified by students. Teachers who show an open, positive, and supportive attitude will automatically be emulated by students. Not infrequently, teachers who transfer moral values and good character via advice will not have a significant effect on the habits of students because the teacher fails to provide examples of good attitudes directly. Teachers sometimes forget that

words must be aligned with actions, what is seen has the same impact as what is heard.

Maintaining positive relationships with all school community members can lead teachers to success in becoming a good role model for students. Many learners lose their parents' role models at home due to the dynamics of life, so teachers as adults who are directly encountered in an environment that fills most of their time (besides at home) have the potential to take part in becoming a figure who can guide and guide learners in the process of forming their identity. Each learner is given concrete examples to become a leader, make decisions that are full of wisdom, take good care of everything they have, and how to hone life basic skills that will be a provision for their growth in the future.

5. Monitor and Evaluate the Welfare of Learners Periodically

Creating a learning environment that is more inclusive and supports the well-being of learners certainly requires an evaluation. How can teachers make academic challenges into something that can be enjoyed happily and mentally prepared by learners and not a scourge of pressure, so that evaluation does not necessarily always only focus on academic grades, but how the development of character and competence of learners can include holistically.

By monitoring and evaluating the welfare of students regularly, all obstacles and obstacles in the process of developing students in learning can be controlled or controlled properly. Not waiting when the child is really in a crisis stage such as demoralization. Periodic monitoring and evaluation can be carried out in collaboration between several elements in the school environment such as counseling teachers with routine visits every week in class, conducting assessments and interventions both at the beginning of the school year and can also be scheduled per quarter or per semester so that periodic control is more optimal. In addition to counseling teachers, homeroom teachers, and subject teachers can also take part in conducting evaluations, especially because both have more face-to-face intensity, so it is hoped that they can monitor the mental well-being of students which is

marked by whether or not there are changes in behavior, attendance, participation and until it affects changes in students' learning motivation. At the higher element level, the principal thinks about the role of overall supervision in order to evaluate the effectiveness of the entire series of school programs that have been based on mental well-being, periodically.

Conclusions

The conclusion drawn from this study is that school oases that are built without neglect, including empowerment of school facilities, social relationships between school residents, and services for various programs to develop students' academic and non-academic interests, can empirically support students' mental health. This is evident based on the data that has been taken by researchers in the three schools: SMAN 8 Yogyakarta, SMAN 3 Yogyakarta, and MTs N 1 Yogyakarta. Thus, a school ecosystem that is well integrated between its elements can create more young people with moral-academic qualities. In a sense, attention related to important factors that are relatively small such as well-being - school becomes an urgency that needs to be studied and applied by stakeholders, both schools as internal parties, as well as health & government parties as external parties of schools in various regions in Indonesia, because the approach using the principles of school well-being provides a proactive solution, by integrating mental health aspects in education policies and practices. Within its limitations, although this study only explores three schools that are included in the large schools in Yogyakarta (generally have a large number of programs and services) to see how these large schools internalize an understanding of students' mental health, the findings in this study can offer references to academics in improvisation. Hopefully, future research can explore more schools, especially in the smallest areas, in their implementation and attention to well being-school in detail.

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