

Student Well-Being in the Perception of Madrasah Ibtidaiyah Students

Esa Nur Wahyuni, Alfiana Yuli Efiyanti, Rahmat Aziz,
Retno Mangestuti and Ali Maksum

Abstract--- *This study aims to investigate students' perception of student well-being based on five aspects, namely having, loving, being, spirituality, and healthy. This study uses a mixed-method approach with a total of 541 madrasah ibtidaiyah students in grades 5 and 6 as research subjects. Quantitative data collection uses a Student Perception Questionnaire of student well-being, while for qualitative data obtained through interviews. The results showed that first, the majority of student well-being was in the high category. Likewise, in every aspect of student well-being, which includes having, loving, being, and healthy, it also shows a high level of well-being. However, in the element of spirituality, most students show a low level of wellbeing. Second, compared to the other four aspects, the loving aspect has a higher frequency. This result shows that the aspect of social relations (loving) in school as the most critical aspect of improving student well-being. Third, from a gender perspective, the results of the study show that the well-being of female subjects is higher than male subjects, although not significantly.*

Keywords--- *Student Well-being, Having, Loving, Being, Healthy, Spirituality.*

I. INTRODUCTION

Elementary school students are at an essential developmental stage in children to develop their competencies, both cognitively, socially, and emotionally. Children who successfully fulfill development tasks will develop attitudes, positive self-concepts, self-confidence, have high self-esteem, and good relationships with those around them (Lightfoot, 2018). The success experienced by children will be a strong predictor for children's emotional development and positive behavior in the future. Conversely, failure through the developmental stage will risk the psychosocial development of children, and ultimately affect the well-being of children (Kjørholt & Penn, 2019).

School is a learning environment that can effect the development process of children. At school, children gain experiences that not only have an impact on learning or academic achievement but also to develop and shape themselves into wealthy individuals and resilient citizens who are involved in development (Hammond, 2004). The condition of children in school will affect their well-being. School becomes a critical context in the development of children's well-being at school age because children spend much time in school (Eccles, 1999; Cook, 1999).

The well-being of children in school is inseparable from the experiences they experience and feel. In the perspective of western education, the well-being of children (students) is related to at least four aspects that exist in school, namely aspects of having (school conditions), loving (social relations), being (self-fulfillment), and health (kesehatan)(Allardt, 1993). Whereas in the perspective of Islamic education, a prosperous condition is the fulfillment of students' needs in the spiritual, rational, and social dimensions (Cook, 1999; Tiliouine, 2014). Thus,

Esa Nur Wahyuni, Islamic State University of Maulana Malik Ibrahim Malang, Indonesia. E-mail: esanw@uin-malang.ac.id
Alfiana Yuli Efiyanti, Islamic State University of Maulana Malik Ibrahim Malang, Indonesia. E-mail: alfi_huda@pips.uin-malang.ac.id
Rahmat Aziz, Islamic State University of Maulana Malik Ibrahim Malang, Indonesia. E-mail: azira@uin-malang.ac.id
Retno Mangestuti, Islamic State University of Maulana Malik Ibrahim Malang, Indonesia. E-mail: mangestuti@uin-malang.ac.id
Ali Maksum, Brawijaya University of Malang, Indonesia. E-mail: alimaksum@ubi.ac.id

referring to the concept of humanity as a whole, there are at least five dimensions that need to be fulfilled in students' rich experiences, having, loving, being, health, and spiritual. How children perceive these experiences is essential to know because it is closely related to well-being in school (Soutter, O'Steen, & Gilmore, 2012; Gutman & Feinstein, 2008). Positive children's perceptions of their experiences in school will lead to life satisfaction in children who are indicators of well-being. In contrast, children who have negative perceptions tend to feel dissatisfaction, which can be shown by the emergence of problematic behavior in the future (Huebner & Gilman, 2006).

Unfortunately, research on how elementary school children perceive their well-being in school is still minimal (Sawatzky, Gadermann, & Pesut, 2009). Likewise, in Indonesia, research on child well-being in schools is still little done (Kurniastuti & Azwar, 2014). Efforts to conceptualize child well-being in schools are still unsatisfactory (Fattore, Mason, & Watson, 2007).

Though understanding whether children's well-being in school is essential for the success of children's education and development. In Indonesia, there have been more studies that reveal the application of a well-being school model in primary schools. Research by Utami, Saputri, and Kartikasari that studies child-friendly schools (schools with the concept of school wellbeing in Indonesia) to students elementary school in Surakarta (Utami, Saputri, & Kartikasari, 2017). Faizah and friends have researched about school wellbeing on elementary school achievers who carry out character education programs (Faizah, Prinanda, Rahma, & Dara, 2018). Other research related to the measurement of student well-being in schools was also carried out by Kurniastuti & Azwar, which produced measurement instruments in the form of elementary school student well-being scales in Indonesia (Kurniastuti & Azwar, 2014). Research related to the role of the school environment on educational outcomes and student development conducted by Dariyo found that there was a role for school well-being in academic involvement but not academic achievement (Dariyo, 2018). Other researchers Saraswati, Tiatri, & Sahrani stated that simultaneously self-esteem and school well-being play a role in student resilience. (Saraswati, Tiatri, & Sahrani, 2018.)

This study aims to investigate and analyze the perceptions of the well-being in elementary students associated with aspects of environmental conditions (having), social relationships (loving), the fulfillment of self (being), and health (healthy), and spiritual (spirituality) in madrasahs. So far, the issue of student well-being has not received much attention from school managers. Moreover, how students construct their well-being has not received much attention either from school managers or researchers.

The concept of student well-being is a multidimensional construct that results from an individual's interaction with others and their environment and the conditions and circumstances in which they live and develop primarily in the school context (Soutter et al., 2012a). Prosperous students show optimal involvement in activities at school, reflect the level of effectiveness of student functions in the school community, and influence the optimization of student functions at school (Fraillon, 2004). Thus we can understand that student well-being is a condition where students function effectively and efficiently to be involved optimally in activities at school.

At school, student well-being is inseparable from the context of prosperity pursued through the provision of experiences to students so that students can develop and shape themselves as individuals (Soutter, O'Steen, &

Gilmore, 2012b). c The concept of well-being, according to Allardt (1993), was later adopted by Konu and Rampela as a model of a school that well-being students (Anne Konu & Rimpelä, 2002).

Conceptualize school well-being as a four-dimensional phenomenon. On the one hand, Well-being is associated with teaching and education, and on the other hand, with learning and achievement. Student well-being in school is very dependent on three aspects, namely the condition of the school (having), social relations (loving), and the means for self-fulfillment or self-fulfillment (being) and health status (seen as symptoms of illnesses and illnesses suffered by students). 'Means of self-fulfillment' (self-fulfillment) include the possibility for each student to learn according to their resources and abilities. Every aspect of well-being contains several aspects of student life at school. The school well-being model was theoretically developed by Konu & Rimpela (A. Konu & Rimpella, 2002) based on appropriate sociological, pedagogical, psychological, and health literature.

Child well-being at school is fulfilled if school well-being is created. School well-being is a psychological climate in the school that gives a sense of comfort and happiness to the school community, especially to students, so students feel excited in following the learning process, organized by the school (Dariyo, 2018), children are involved in school education activities, and things it becomes an important factor for student academic success (Muliani, Royanto, & Udaranti, 2012).

School conditions can affect how students' perceptions of well-being (student wellbeing). Students provide an in-depth assessment both emotionally and cognitively in providing an assessment of the experiences provided by the school. If students assess that the school provides a positive experience, then students will feel satisfaction as an indicator of well-being and vice versa negative assessments cause failure to feel satisfaction can cause future problems (Soutter et al., 2012a).

The concept of student well-being in Islamic education is inseparable from the view that students are fully human beings consisting of spiritual, intellectual (rational), and social dimensions (Cook, 1999). The interrelationship of these three dimensions in human life must be aimed at human obedience to their Lord (Brown, Brown, & Richards, 2015) as the concept of monotheism, balance and harmony of these three dimensions will result in the meaningfulness of life in humans which impacts on human satisfaction and happiness. In the perspective of Islamic education, education is a process that involves human dimensions including the rational, spiritual and social dimensions of the person.

In Islam, education is an attempt to balance and harmonize life that is colored by the concept of monotheism. A comprehensive and integrated approach in Islamic education strives to produce good and knowledgeable people who aim to foster a balanced person through the process of training the soul, rational, and feelings and five senses. Thus, the theory of Islamic education, generally aimed at gaining knowledge is the actualization and perfection of all human dimensions. Humans are meant to act as Allah's khalifah (khalifat Allah) who, to fulfill this sacred obligation, must surrender himself fully to Allah. While education indeed prepares humans for happiness in the world and in eternal life in the hereafter (Cook, 1999). Synthesize the concept of student well-being according to (Allardt, 1993) dan (Anne Konu & Rimpelä, 2002) with the concept of well-being in Islam (Cook, 1999), hen the

concept of student well-being in this study is associated with aspects of having, loving, being, healthy and spirituality.

II. RESEARCH METHODS

This study aims to investigate and understand the perceptions of elementary school students about their well-being in school. Therefore the research design chosen was mixed methods research (Hanson, Creswell, Clark, Petska, & Creswell, 2005). Mixed methods use qualitative and quantitative data, thus enabling researchers to simultaneously generalize results from samples to populations and to gain a deeper understanding of interesting phenomena (Greene, Galambos, & Lee, 2004)

The subjects of this study were Madrasah Ibtidaiyah students in grades 5 and 6. Madrasah ibtidaiyah (MI) is an elementary school educational institution under the Ministry of Religion in Indonesia. Table I explains the characteristics of madrasah ibtidaiyah and the subjects of this study.

Table 1: Characteristics of Madrasah Ibtidaiyah and Research Subjects

Madrasah Ibtidaiyah (Elementary School)	Socioeconomic	Total of Fifth & Sixth Students		Total
		Male	Female	
MI Negeri I	Middle up	102	104	206
MI Negeri II	Average	47	70	116
MI Swasta I	Middle down	27	25	52
MI Swasta II	Average	105	95	167
Total		281	294	541

III. DATA COLLECTION AND INSTRUMENTS

In this study quantitative data were obtained by spreading the Student Perception questionnaire about Student Well-being in Schools. The questionnaire was developed based on four aspects of student well-being at school. Table 2 explains the questionnaire indicators.

Table 2: Questionnaire Grilles

Student Well-being Aspect Indicator	Indicator
<i>Having</i> (School Condition)	School Environment, School organization, School hours, a lot of murud in class, Security, Punishment, Services.
<i>Loving</i> (Social Relationship)	School climate, Group dynamics Teacher-student relationship, friend relationship, Bullying, School-house collaboration, School Management.
Being (ways of self-fulfillment)	Student learning values, Capability to Guidance and superiors, Increased self-esteem.
Health	Psychomatic symptoms, Respiratory problems, flu, sinus, Stomach ache, dizziness, nervousness
Spiritual	Perform worship, Feel close to God, Feeling happy doing good

Qualitative data was collected using several questions in Table 3.

Table 3: Pedoman Wawancara Persepsi Kesejahteraan Siswa

Aspect	Questions
Having	Do you feel happy at school? Does the condition of the school make you happy? Why?
Loving	Do you feel close and accepted by your friends at school? Do you feel lazy to go to school because you feel bullied by friends? Do you feel the teachers treat you well?
Being	Do you feel your parents or family pay attention to your condition at school? Do you feel you can do your schoolwork well? Does the teacher encourage you to excel? Do you feel the teachers respect you
Health	Do your friends and teachers look at you students who are able to do assignments? Do you often experience conditions that are always nervous, stomach ache, headaches? Do you have a severe illness? Do you often get permission to go to school because you are sick? What do you want so that you don't get sick at school? Do you often experience conditions that are always nervous, stomach ache, headaches? Do you have a severe illness? Do you often get permission to go to school because you are sick? What do you want so that you don't get sick at school?
Spiritual	Are you afraid of punishment from God? Do you feel God loves you Can you enjoy the worship activities at your school? Do you feel lazy and forced to take part in religious activities at school?

IV. RESEARCH RESULT

In analyzing the data, a comparison of hypotheses and empirical mean tests is conducted on psychological and sub-variable well-being variables (aspects) whose results can be seen in the following table.

Table 4: Results of comparative analysis of hypotheses and empirical mean

Category	Freuquency	Percentage (%)	N Total
Hight	>40,78	<u>363</u>	<u>67</u>
Low	<40,78	178	33
			541

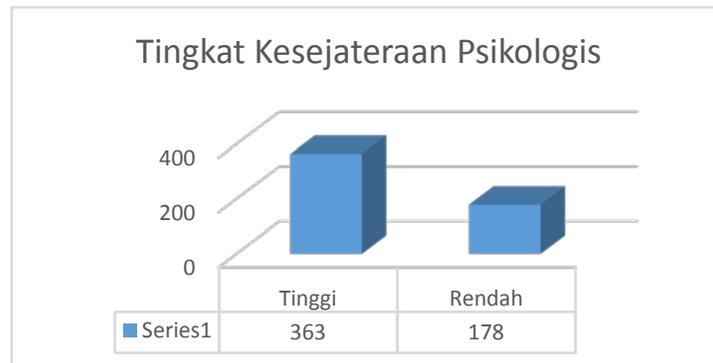
In table 4 it is explained that overall student well-being has a higher empirical mean compared to the mean of the hypothesis (40.78: 30.50). This means that the subject conditions on the student well-being variable are in the high category. And in detail the results of the analysis of each aspect of well-being can be explained as follows; in the aspect of having a higher empirical mean compared to the mean of the hypothesis (17.31: 13.5), it can be interpreted that the condition of the subject in the subvariable is in the high category. In the loving aspect it has a higher empirical average compared to the average hypothesis (12.59: 10.5). The difference can be concluded that the subject's condition in the loving aspect is in the high category. Furthermore, the aspect of being has a higher empirical average compared to the average of its hypotheses (7.33: 6). This means that the subject's condition in the aspect of being is in the high category. In the spiritual aspect it has a lower empirical average compared to the mean of its hypothesis (3.54: 4.5), so that it can be interpreted that the subject's condition in the spirituality aspect is in the low well-being category. While in the aspect of health, students are in a prosperous condition and do not experience severe illness.

Furthermore, to see the number of subjects who received a certain score, grouping was made into two categories, namely high and low. The formula used is if the subject's score is above the empirical mean then it is categorized as high group, conversely if it is lower, then it is categorized as low group. From this grouping the frequency and percentage are calculated. The results of calculations on student well-being variables can be seen in table 3 below.

Table 4: Categorization analysis of student well-being levels based on student perceptions

No	Variabel/Sub variabel	Mean Hipotesis	Mean empiris	Standar Deviasi
	Subject Well-being	30,5	40,78	2.32
1	Having	13,5	17,31	1.17
2	Loving	10,5	12.59	1.00
3	Being	6	7.33	.92
4	Spiritual	4,5	3.54	.85

Table 4 it is explained that the level of student well-being based on the perceptions of research subjects showed that of 541 research subjects, 363 subjects had a high level of well-being, and 178 were low. When compared between subjects who have a high level of student well-being with subjects who have a low level of well-being, a ratio of 67% to 33% is obtained. This means that more subjects have a high level of well-being compared to low. To clarify these results, can be seen in the histogram below:



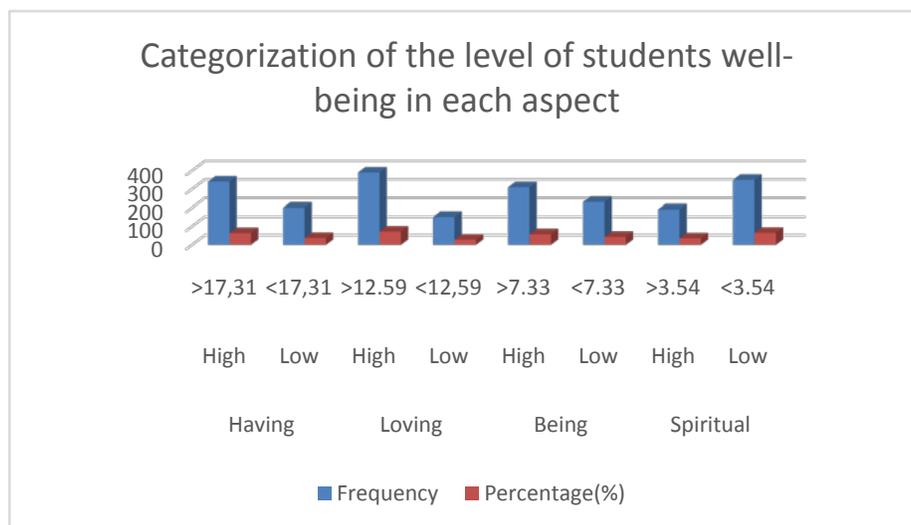
Graph 1: Level of categorization of student well-being

The results of the analysis on each aspect of student well-being can be read in table 5.

Table 5: Analysis results of each aspect of student well-being

Aspect	Category	Frequency	Percentage(%)	N Total
Having	High	>17,31	63	541
	Low	<17,31	37	
Loving	High	>12.59	72	541
	Low	<12,59	28	
Being	High	>7.33	57	541
	Low	<7.33	43	
Spiritual	High	>3.54	35	541
	Low	<3.54	65	

Based on table 5, it can be seen in the aspect of having most of the subjects 341 students (63%) are in the high category and as many as 200 students (37%) are in the low category. That is, in the aspect of having more subjects who have prosperity at a high level. The results of the analysis of the loving aspect indicated that 390 students were in the high category and 151 students were in the low category. From the results of these tests, if compared between subjects who have a high level of loving with subjects who have a low level of loving, then obtained with a ratio of 72% versus 28%. This means that more subjects have a high level of loving. The results of the analysis of the sub-variable being known from 541 research subjects, there were 310 people who had high levels of being, and 231 were low. From the test results, if compared between subjects who have a high level of being with subjects who have a low level of being, then the ratio is 57% compared to 43%. This means that more subjects have a high level of being. From the results of the analysis of spiritual sub-variables, it is known from 541 research subjects, there are 191 people who have high levels, and 350 low. From the test results, it can be compared between subjects who have a high spiritual level with subjects who have a low spiritual level, obtained by a ratio of 35% versus 65%. This means that more subjects have a low spiritual level. In order to clarify the results of the analysis, the following is presented in the form of a histogram graph.



Graph 2: Categorization of the level student well-being in each aspect

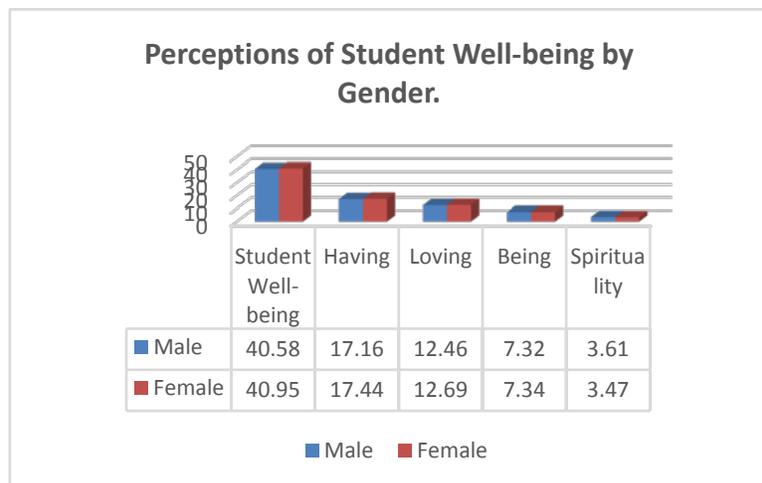
From the results of the analysis it can be concluded, that in general the level of well-being of the subjects is in the high category. In particular it was found that the aspects of having, loving, and being were in the high category. Of the five aspects of student well-being shows that the loving aspect of many students who feel more prosperous. This can be interpreted, the well-being of the subjects in this study was more influenced by social relations at school, namely the quality of the subject's relationships with friends, teachers, with parents, and good relations between parents and teachers. While the results of the analysis on the spiritual aspects more students are in the low category.

In this study students' perceptions of well-being in schools based on gender were also analyzed to understand more deeply whether there were differences in perceptions of male and female students on student well-being at school. Table 6 describes students' perceptions of well-being overall and based on each aspect.

Table 6: Results of Descriptive Analysis of Student Well-being Perceptions Based on Gender

Gender	Student Well-being	Having	Loving	Being	Spirituality
Male	40,58	17,16	12,46	7,32	3,61
Female	40,95	17,44	12,69	7,34	3,47

In table 6 it can be seen, overall the well-being of female students in schools is higher than male students, which is 40.95: 40.58. While the difference in each aspect shows, in the aspect of school conditions (having), female students get an average score of 17.44 while male students have an average score of 17.16. That is, female students feel more prosperous with school conditions than male students. In the aspect of social relations, female students achieved an average score of 12.69 while male students were lower at 12.46. The results of this analysis indicate that socially female students feel more prosperous than men. The results of an analysis of self-fulfillment (being) appear that female students also have a higher ability of self-fulfillment (7.34) than male students (7.32). The results of the analysis on the spiritual aspects show different evidence, the average score obtained by male students is higher (3.62) than female students (3.47), so it can be concluded that the spiritual well-being of male students is higher than with spiritual well-being of female students. In order to clarify the above discussion, the following bar graph visually illustrates the differences in student well-being in schools as a whole and in every aspect.



Graph 3: Perceptions of Student Well-being by Gender

V. DISCUSSION

The results showed that most of the subjects had a high level of well-being when at school. Theoretically, the statement of students who feel prosperous in school is the result of their process of perceiving school conditions. In theory, perception is expressed as a way for someone to respond to a particular situation with the information provided, or in other words perception is how humans react to situations (Démuth, 2013). Thus it can be said that the feeling of well-being in school that is felt by the subjects is the result of a comprehensive assessment of the evaluation or subjectivity view of the subject to a variety of experiences in school that include emotional and cognitive evaluation (Russell, 2008; Diener, Oishi, & Lucas, 2003). If the evaluation results and the views of the subjects are positive and the school is able to provide a pleasant experience, then it can form a happy and satisfying perception for the subject. Happiness and life satisfaction are indicators of psychological well-being (Prewett, Bergin, & Huang, 2019; Virtanen, Vasalampi, Torppa, Lerkkanen, & Nurmi, 2019).

In general, the results of this study support previous studies which state that student well-being is strongly influenced by external and internal factors (Prasetyo, 2018; Huebner & Gilman, 2006; Huebner & Diener, 2008; Huebner et al., 2014). Based on data analysis, it is known that the happiness of subjects at school is influenced by several aspects, namely, aspects of school conditions (having), social relations (loving), self-fulfillment (being), health (health), and spirituality (spirituality), where most subjects are located in the high well-being category.

Specifically the results of this study indicate that the physical environment conditions, such as the condition of school buildings, their age and strength, as well as the condition of the classrooms in which they study, the media and tools for learning, school grounds, greatly contribute to the well-being of the subjects. The school yard which is quite wide and safe has given students the freedom to play together and carry out the learning process in open spaces, especially in schools with large school yards. The classroom atmosphere that is conducive to learning both in terms of lighting and air circulation and sound management has given the role for students to be able to learn optimally. This finding corroborates the opinion of researchers that environmental conditions determine students' feeling of well-being (A. Konu, 2002; Russell, 2008; Ruus et al., 2007; Clement (2010)

In addition to the physical dimension, the results of the study show that most students on average declare themselves to be prosperous and do not feel pressure when at school. The main factor that makes students happy is being able to meet and play with friends at school. Most research subjects stated that they have good relationships with friends, are able to collaborate in the learning process, and feel supported when facing difficulties at school. The results of this study also showed that less than half of students felt emotionally deprived, one of the factors they felt was pressure from friends or they got bullied. According to Ttofi & Farrington, (2011) the school environment must have emotional security, which is a condition where students feel safe to go to school and know they are supported emotionally if they face any problems. At school, the behavior that is most likely to damage a safe emotional space is bullying. Bullying can be physical, verbal or psychological, and is intended to cause fear, difficulty, and / or danger to the victim. Many studies have shown a relationship between the intimidation of others at school and then violent, antisocial and / or criminal behavior. Students who are victims of bullying are also more likely to exhibit various mental health difficulties such as anxiety and depression, low academic achievement (Noble, McGrath, Roffey, & Rowling, 2008; Glew, Fan, Katon, Rivara, & Kernic, 2005). Emotional security is also part of the school's organizational management system. The results showed that programs related to parent and school collaboration, discipline enforcement, and proper control of student relationship patterns can reduce bullying rates among students (Ttofi & Farrington, 2011).

One indicator of student well-being in schools is the connection of students with schools, or it can be said that students have a sense of belonging to the school. The results of this study indicate that students feel that they have a school and are connected to the school by 72%, while less than half feel less connected. School connectedness can mean a sense of school ownership, school psychological ties, school climate, school relationships, school involvement, and teacher support. More broadly, the definition of school connectivity can also include members of the broad school community (eg community leaders, families) and how these people interact with teachers and students to influence the educational process (Sulkowski, Demary, & Lazarus, 2012). In the school environment, connectivity is manifested in the quality of the relationship between students and their teachers, between students

and schools, between students and other students, and between schools and the local community, including parents. A sense of belonging to the school environment is an established protective factor for child and adolescent health, education, and social well-being (Gowing & Jackson, 2016; Noble, McGrath, Roffey, & Rowling, 2008). However, students do not always feel this sense of connectedness. Certain groups of students may also be more vulnerable to experiencing low levels of connectedness, including those with different cultural and linguistic backgrounds, as well as students who have special needs, so they tend to experience symptoms of depression (Sulkowski et al., 2012).

Better school linkages are also associated with increased school involvement, higher levels of academic achievement, school completion, reduction of anti-social behavior or disorders, and lower levels of health risk behavior (Noble et al., 2008). More committed to schoolwork (Osterman, 2000), students are more disciplined (Marzano, Pickering, & Pollock, 2001). It has also been found that positive peer relationships are important for building a sense of community and student togetherness (Pellitteri & Smith, 2007), and that parental involvement in school is another aspect of connectedness that is associated with high levels of student well-being (Zins, 2004).

Student well-being in this study was also associated with student involvement in school. The results showed that 57% of students stated that they were involved in school activities and the remaining 43% were less involved. There is a mutually reinforcing relationship between involvement, well-being and educational outcomes (Willms, 2011). Students can be involved with the school at social, institutional and intellectual levels. Social involvement is how a student is involved in school life and can refer to a sense of belonging, positive relationships and participation in clubs and sports. Institutional involvement is how students assess schools and try to meet formal school requirements. Such as attendance, positive behavior and homework, and intellectual involvement are related to emotional and psychological investment in school such as interests, efforts, and motivation. The low involvement of students in schools can be caused by several things, including learning environments that do not meet their needs, homelessness, family problems, poverty, mental health problems, low self-esteem, previous poor educational experiences, as well as low educational achievement behavior and behavior that is challenging. Student involvement is part of the management of school organizations in developing abilities that exist in students. The involvement of students in schools is inseparable from the various feelings of self-capable that exist within students. Positive education refers to activities that aim to improve well-being through the inculcation of positive feelings, thoughts, and behaviors (Sin & Lyubomirsky, 2009). When students complete school assignments with their strengths and abilities, they tend to learn more easily, have higher level performance, be more motivated and confident and have a stronger sense of satisfaction, mastery, and competence (Noble et al., 2008). The results of research conducted by Waters reviewed the evidence from 12 schools that have implemented positive psychological interventions that focus on gratitude, hope, calmness, toughness, and strength of character, and found that these interventions were significantly related to student well-being, social relations and performance academic (Waters, 2011).

Health is also recognized as an important aspect of well-being. In this study, most students felt physically fit, had no history of infectious or severe disease. So that students can be physically prosperous. The health conditions of students in this school are consistent with the World Health Organization (WHO) declaration stating that childhood and adolescence are critical times for the development of health behaviors and patterns that develop during school years often continuing into adulthood (World Health Organization, 2004).

WHO, recognizing the importance of schools and health, initiated the "School of Health Promotion" strategy in 1995, which is a whole school approach designed to improve the health of students, school personnel, families and other community members through schools. This initiative has been adopted in countries and regions throughout the world, including Europe, Australia, Asia-Pacific, and South Africa (Stewart-Brown, 2006). Schools can have direct and indirect impacts on students' health - both their physical and mental health.

Students are human beings who have various dimensions. Spirituality is a dimension that has a contribution to the well-being of students in school. Quantitatively, the results of this study indicate that most students (65%) feel spiritually unequal while 35% feel spiritually prosperous. But qualitatively students feel spiritually prosperous. They feel the love of God towards themselves, feel happy when helping others, and feel the spirit of carrying out worship at school. But sometimes students also feel compelled to carry out some worship activities at school.

Spirituality can be understood as a sense of meaning that is defined as involvement in a task or activity that impacts other people than yourself. Seligman (2002) "a meaningful life is a life that joins something bigger than us - and the greater that something, the more meaningful life we have". Lack of meaning in life is associated with psychopathology, while positive purpose in life is associated with strong religious beliefs, membership in groups, dedication to goals, life values, and clear goals. Ryff & Keyes (1995b) have proposed and tested a theoretical model of psychological well-being that includes 6 dimensions of well-being, one of which is the purpose of life. He suggested that important components of mental health included "beliefs that give a feeling that there is a purpose and meaning to life".

VI. CONCLUSION

In general, based on the results of the analysis, more students have a positive perception of well-being in school. The students' well-being is also shown in every aspect of having, loving, being, and healthy well-being whereas the spiritual aspect shows a low category. This can be understood because madrasah ibtidaiyah students still have difficulty understanding the meaning of spirituality. Of the five aspects of student well-being, loving aspects have the highest frequency. These findings indicate that quality social relations between school residents is a major factor in determining the level of student well-being at school. In this study also found differences in the level of well-being of students associated with gender, female students have a higher level of well-being compared to male students in the aspects of having, loving, being, and healthy. While in the aspect of spirituality, male students have a higher level of well-being than female students. Although there are differences based on gender, these differences are not too significant.

Student well-being at school is a holistic concept. The fulfillment effort must pay attention to the dimensions of students as humans, which is related to emotional, social, intellectual, and spiritual well-being. While organizationally improving student well-being is an effort that must be made by each component of education, namely schools, parents, and the community. In the context of schools, the effort made is to improve facilities and infrastructure both in quality and quantity to provide a sense of comfort and security for students in carrying out the educational process at school. The school also gives full attention to the happiness and satisfaction of students in the

learning process by increasing teacher competence, both professional competence, pedagogy, social, and personality. Whereas in an effort to improve physical well-being, schools pay attention to student health by providing school health facilities (UKS), healthy canteens, and immunization activities for students.

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