



Implementation School Well-Being in Indonesian Schools: A systematic literature review

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Article Info

Article history:

Received November 2nd 2025

Revised November 20th 2025

Accepted December 15th 2025

Keyword:

School well-being; Student welfare; Inclusive schools; School management; Systematic literature review

ABSTRACT

This study aims to systematically review various research results related to the implementation of school well-being in Indonesian schools. This study uses the Systematic Literature Review (SLR) method on seven articles published between 2016 and 2024 and discusses the application of school well-being and its supporting aspects. The analysis was conducted through thematic synthesis to identify the forms of implementation, supporting factors, inhibiting factors, implementation strategies, and the contribution of school management. The results of the study show that school well-being has been implemented in various educational contexts and is influenced by a positive learning environment, social support from teachers and parents, and transparent and participatory school management. The main obstacles include academic pressure, limited facilities, and teachers' suboptimal understanding of the concept of student welfare. Effective strategies include strengthening communication between school members, balancing academic demands and psychosocial needs, and school policies that prioritize student well-being. Overall, school well-being is an important foundation for realizing healthy, inclusive education that is oriented toward student happiness.



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INTRODUCTION

Student well-being in schools is one of the important issues in modern education. With this concept, educational success is measured by academic achievement and the extent to which schools are able to create a safe, comfortable environment that supports students' psychological, social, and physical development (Dias, 2022; Konishi et al., 2022). Schools that pay attention to student well-being will create a positive learning atmosphere (Kiptiony, 2024; Willis, 2024). In addition, student motivation to learn will also grow in a supportive learning environment (Adhikari et al., 2025). Therefore, a meaningful learning atmosphere will be created for each student.

Attention to student welfare in Indonesia has begun to develop along with increasing awareness of the importance of comprehensive education. The government and education practitioners have begun to pay attention to several non-academic aspects such as social conditions, mental health, and the learning environment (Stamou et al., 2024). However, the implementation of school well-being in schools often encounters various challenges and obstacles (Nwoko et al., 2024; Sun & Liu 2023b). Limited facilities and a lack of understanding among teachers about the concept of student well-being are examples of the causes. In addition, learning systems that are not tailored to the needs of students often cause academic pressure.

Basically, the concept of school well-being refers to four main dimensions, namely having, which is related to the school environment; loving, which reflects social relationships among all school members; being, which describes opportunities for students to develop themselves; and health, which emphasizes students' physical and mental health (Douwes et al., 2023; Hossain et al., 2023). These four dimensions form the basis for understanding the achievement of student well-being in everyday school life. Therefore, it is important for us to further examine the concept of school well-being through various studies.

Previous studies have applied school well-being in elementary, middle, and inclusive schools. The findings of Firdaus & Suwendi (2025) emphasize that social harmony and character education are

key to well-being in a multicultural society. In addition, teachers' sympathy towards students and the adequacy of facilities are also determining factors for success. However, the findings also show that a dense learning system and high academic pressure can reduce students' level of happiness and comfort at school. Furthermore Hardiansyah et al. (2024) and Faizah et al. (2020) have examined the urgency of student welfare in schools with a full-day school system, while Nada (2022) examined its implementation in inclusive schools for children with special needs. However, structural challenges remain. Nwoko et al. (2024) and (Sun & Liu, 2023b) revealed that classroom processes, school structure, and online learning demands often hinder the psychological well-being of school members.

Management and education funding factors also influence the successful implementation of school well-being. Schools with good financial management tend to have more complete facilities such as infrastructure, health services, and self-development activities that support student well-being (Liana et al., 2025). Therefore, this concept shows that school well-being is not only the responsibility of teachers and students but also part of the overall school management policy.

There is a research gap in which studies on school well-being are often fragmented between the psychological aspects of students and the managerial aspects of schools. Therefore, the novelty of this study lies in the use of the Systematic Literature Review (SLR) method to synthesize implementation strategies, supporting factors, and obstacles, thereby producing a comprehensive picture that links management policies with student well-being in the field.

Based on this background, this study aims to conduct a systematic review of various research results discussing the implementation of school well-being in schools. This review is expected to provide a comprehensive overview of the forms of implementation, supporting factors, inhibiting factors, and effective strategies in developing student well-being in the school environment. The results of this study are expected to form the basis for efforts to develop schools that are more friendly, inclusive, and attentive to student well-being.

RESEARCH METHODS

This study is a Systematic Literature Review (SLR) to examine in depth the implementation of school well-being in Indonesia, referring to the methodological standards of Azarian et al. (2023) and Kayani (2025). The research population includes all scientific articles related to school well-being published in national and international journals. The research sample was selected using purposive sampling techniques for education articles published between 2016 and 2024 with the criteria of articles discussing the implementation of school well-being and topics related to student welfare in schools, resulting in seven selected articles. The seven articles were divided into three articles on the application of school well-being and four articles on supporting aspects.

The research object focused on data on supporting factors, inhibiting factors, implementation strategies for school well-being, and management contributions. The research subjects included elementary school, junior high school, and inclusive school students discussed in the literature. Data analysis techniques were carried out through thematic synthesis by connecting the interrelationships between research results. The analysis results were presented in narrative form, taking into account the social context and education policy in Indonesia. The series of analyses were carried out transparently and openly, guided by the data to ensure that the results obtained were accountable.

RESULTS AND DISCUSSION

Results

The synthesis of the seven articles shows that the implementation of school well-being has been carried out in various situations and school contexts. The principles of school well-being have been implemented in school activities. Based on the results of the thematic synthesis, the following results were obtained.

Trends in School Well-Being Research

Table 1. School Well-Being Research

Author	Focus	Method	Findings
(Nada, 2022)	Implementation of SWB in inclusive schools during the pandemic	Qualitative (case study)	Inclusion schools apply the dimensions of <i>having, loving, being, health</i> well. Supporting factors: social relationships and health services. Barriers: student adaptation and learning environment.
(Faizah et al., 2020)	Comparison of SWB between full-day elementary and junior high school students	Comparative quantitative	Elementary school students have a higher <i>level of well-being</i> than junior high school; age factors and the demands of <i>the full-day system</i> influence.
(Hardiansyah et al., 2024)	The urgency of implementing SWB based on the Allardt–Konu & Rimpelä dimensions	Qualitative	SWB is important for the physical and mental well-being of students; <i>full-day implementation</i> does not lower SWB when there is good social support and facilities.
(Winarsih, 2019)	Financing as an aspect of school quality	Descriptive	The quality of schools is improved through effective financing management; related to <i>well-being</i> in the context of quality education services.
(Yadi et al., 2023)	Management of education funds	Qualitative	Financing affects the welfare of the learning environment; Transparency and collaboration promote a positive school climate.
(Ginanjari & Purwanto, 2022)	Financing management of Muhammadiyah Junior High School	Qualitative	Adequate and transparent funding sources support comfortable and sustainable learning activities.
(Gamar, 2019)	Case study of MTs Darul Khair Masing	Qualitative	Efficient financial management is the foundation of the well-being of the institution and students; it is indirectly linked to <i>school well-being</i> .

Supporting Factors for the Implementation of School Well-Being

The synthesis of the articles shows that the successful implementation of school well-being is influenced by the school environment and the emotional support of teachers and parents. Schools with a positive environment will provide comfort for students in their learning activities at school. Research by Nada (2022) in inclusive schools shows that the support of teachers and parents, accompanied by quality health services, can strengthen the well-being of students who need special attention. Faizah et al. (2020) and Hardiansyah et al. (2024) also emphasize that good learning facilities and open communication among school members can improve student well-being. Another influential factor is the active involvement of students in extracurricular activities or other non-academic activities at school. Therefore, school well-being is able to value social relationships between people and provide social support to students.

Factors Hindering the Implementation of School Well-Being

Despite the various benefits described in the supporting factors, obstacles in the process of optimizing school well-being still exist. Several studies show that academic pressure and excessive study time hinder students' sense of well-being. In addition, student well-being is also influenced by teachers' understanding of the concept of student well-being at school. In the implementation of full-day school, students often feel tired, which results in a decrease in their motivation to learn. Hardiansyah et al. (2024) noted that the implementation of full-day school makes students feel bored and emotionally exhausted. Furthermore, an uncomfortable learning environment and limited physical facilities can also hinder students from expressing themselves (Nada, 2022). These obstacles certainly indicate that school well-being has not been fully successful and that a special approach is needed in educational practices in Indonesia.

Strategies for Implementing School Well-Being in Schools

Various strategies have been implemented by schools to improve student well-being. One of the most common strategies is strengthening social relationships through healthy communication between teachers, students, and parents. Schools also strive to foster a culture of mutual respect and emphasize the active role of all students and other parties in simple decision-making in the school environment.

Faizah et al. (2020) explain that the implementation of a full-day school system tailored to character development and non-academic activities has been proven to foster a sense of belonging to the school. Nada (2022) found that initial assessments of student needs and individualized approaches are effective strategies in the context of inclusive schools. Meanwhile, Yadi et al. (2023) explain that transparent and participatory financial planning improves social conditions and health in schools. Therefore, strategies that emphasize a balance between academic workload and social conditions have proven to be most effective in building school well-being.

Contribution of School Management to School Well-Being

School management plays an important role in creating a prosperous and high-quality environment for students. Well-managed schools are able to provide conducive services and learning. Winarsih (2019) and Ginanjar & Purwanto (2022) show that effective financial management can improve the quality of educational services and influence school well-being. Schools with principles of accountability and collaboration in budget planning can ensure that resources are used directly for the benefit of students. This is evident in many ways, such as the provision of comfortable learning facilities and self-development activities tailored to students' needs. In addition, open and communicative principals also play an important role in improving a harmonious working climate among teachers and educational staff. Thus, it also has an indirect positive impact on student welfare.

Discussion

The findings and synthesis of this study show that school well-being in Indonesia has been implemented in various forms and practices in schools. This study is in line with the findings of Zakaria et al. (2021), who stated that the success of school well-being is greatly influenced by a positive school environment and harmonious social relationships at school. In addition, emotional support from teachers and parents also influences the success of school well-being. Schools that are able to create a quality learning atmosphere have been proven to have better levels of well-being. However, these findings show that there are obstacles that contradict this condition, namely the existence of several obstacles such as academic pressure, time allocation, and limited supporting infrastructure.

The research findings reveal several facts about the well-being of students in Indonesian schools. The implementation of school well-being has been implemented at various levels of education in Indonesia, ranging from elementary school (SD), junior high school (SMP), to inclusive schools. In line with the dimensional framework by Nada (2022), the implementation of school well-being in Indonesia generally also refers to the four dimensions of having, love, being, and health. Regarding learning time policies, this study supports the findings of Hardiansyah et al. (2024) that the implementation of the full day school system in Indonesia has been found to have an emotional impact in the form of boredom and fatigue for students if it is not accompanied by strong social support. This phenomenon identifies that the implementation of school well-being is not yet a top priority in many schools compared to student academic achievement.

As a strengthening strategy, this study is in line with Sain (2024), which shows that school well-being is currently not a top priority in many schools. Therefore, a change in the educational paradigm is needed so that student welfare is viewed as equal to academic achievement. An effective strategy in implementing school well-being is to strengthen communication between teachers, students, and parents. In addition, providing space for students to actively participate in various activities can also enhance the practice of school well-being. This study also reinforces the findings of Assefa & Zenebe (2024) that transparent and participatory school management plays a major role in supporting the creation of a healthy and inclusive learning environment. Thus, this study finds that school well-being is an important foundation for quality education that is oriented towards student happiness. Its

implementation requires good cooperation between schools and the community so that students can grow holistically and continue to feel prosperous. This study is limited to analyzing only seven scientific articles, which is not enough to provide a comprehensive picture of the actual conditions of education in Indonesia, which is a very large country. Although the research covers the period from 2016 to 2024, the dynamics of education policy by the Indonesian government are so rapid that older literature may become irrelevant to the latest curriculum implemented in Indonesia. In addition, this study is limited to national open access journals, so it is possible that other important research results in international or paid journals are not included in the findings. Given these limitations, future research should be more extensive, including literature from international journals and conducting direct field research to test the effectiveness of school management strategies on student well-being in various regions of Indonesia.

CONCLUSION

The implementation of *school well-being* in Indonesian schools has shown progress, although the results are not yet uniform. Its success is largely influenced by the support of teachers, parents, and transparent and participatory school management. Schools that build positive social relationships and a comfortable learning environment tend to have higher levels of student well-being. The main obstacles that still exist are academic pressure, limited resources, and teachers' lack of comprehensive understanding. To overcome this, effective strategies include strengthening communication between school members, balancing academic demands with students' psychosocial needs, and ensuring that school policies prioritize student well-being and happiness in learning.

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