

Towards a Sustainable Well-being Model: Integrating the Joyful School Movement into Primary School Governance

Usrotun Hasanah^{1*}, Ngurah Ayu Nyoman², Muhammad Prayito³

Education Management Department, Universitas Persatuan Guru Republik Indonesia

Semarang, Semarang, Central Java, Indonesia

Email: usrotun2024@gmail.com¹, ngurahayunyoman@upgris.ac.id², prayito@upgris.ac.id³

DOI: <http://doi.org/10.33650/al-tanzim.v10i2.13819>

Received: 29 December 2025

Revised: 28 February 2026

Accepted: 01 April 2026

Abstract:

This study aims to analyse the implementation of the Joyful School Movements (GSM) in strengthening student well-being through school management processes. A qualitative case study was conducted in an elementary school, using in-depth interviews, classroom observations, and document analysis. Data analysis was conducted using an interactive model that included data reduction, data presentation, and the drawing and verification of conclusions. The results show that GSM is implemented through four interrelated stages: shared understanding, participatory planning, transformative implementation, and reflective evaluation. These stages foster a sense of psychological safety, increase student engagement, and promote a positive, collaborative school climate. This study proposes an integrative school well-being management model that links pedagogical practices with school governance structures to support sustainable educational transformation and prioritise student well-being. This study provides implications that implementing GSM through integrated stages can be an effective strategy in building school well-being. Educational institutions need to develop participatory and reflective practices that support psychological safety, increase student engagement, and strengthen a positive, collaborative, and sustainable school climate.

Keywords: *Joyful School Movement, Student Well-Being, Educational Transformation*

Abstrak:

Penelitian ini bertujuan untuk menganalisis implementasi Gerakan Sekolah Menyenangkan (GSM) dalam memperkuat kesejahteraan siswa melalui proses manajemen sekolah. Penelitian kasus kualitatif dilakukan di sebuah sekolah dasar, dengan menggunakan wawancara mendalam, observasi kelas, dan analisis dokumen sebagai metode pengumpulan data. Analisis data dilakukan dengan model interaktif yang meliputi reduksi data, penyajian data, serta penarikan dan verifikasi Kesimpulan. Hasil penelitian menunjukkan bahwa GSM diimplementasikan melalui empat tahap yang saling terkait, yaitu: pemahaman bersama, perencanaan partisipatif, implementasi transformatif, dan evaluasi reflektif. Tahap-tahap ini berkontribusi dalam menciptakan rasa aman psikologis, meningkatkan keterlibatan siswa, dan mempromosikan iklim sekolah yang positif serta kolaboratif. Penelitian ini mengusulkan model manajemen kesejahteraan sekolah yang integratif, yang menghubungkan praktik pedagogis dengan struktur tata kelola sekolah untuk mendukung transformasi pendidikan yang berkelanjutan dan berfokus pada kesejahteraan siswa. Penelitian ini memberikan implikasi bahwa penerapan GSM melalui tahapan terintegrasi dapat menjadi strategi efektif dalam membangun kesejahteraan sekolah. Lembaga pendidikan perlu mengembangkan praktik partisipatif

dan reflektif yang mendukung keamanan psikologis, meningkatkan keterlibatan siswa, serta memperkuat iklim sekolah yang positif, kolaboratif, dan berkelanjutan.

Kunci: *Gerakan Sekolah Menyenangkan, Kesejahteraan Siswa, Transformasi Pendidikan*

Please cite this article in APA style as:

Hasanah, U., Nyoman, N. A. N., & Prayito, M. (2026). Towards a Sustainable Well-being Model: Integrating the Joyful School Movement into Primary School Governance. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 10(2), 666-678.

INTRODUCTION

Education plays a critical role in shaping the future of individuals and society. In recent years, there has been increasing attention not only to academic success but also to students' psychological well-being, which is essential for their overall development. Research by the OECD (2017) and UNESCO (2021) has highlighted that students are facing rising levels of stress, anxiety, and emotional distress, which negatively impact their learning experiences and long-term outcomes. Unsupportive learning environments and excessive academic pressure exacerbate these mental health concerns. Given this context, the need for an educational approach that prioritises student well-being alongside academic achievement is more pressing than ever. By fostering a supportive, positive school climate, educational institutions can enhance student engagement, improve academic performance, and cultivate well-rounded individuals who are not only academically competent but also emotionally and socially resilient. This research is vital in addressing this issue, as it proposes an innovative approach to integrate student well-being into educational practices.

The increasing mental health issues among students, such as stress, anxiety, and burnout, have become major concerns for educators and policymakers worldwide. In many educational settings, academic demands and rigid curricula are prioritised, often overlooking the importance of creating supportive, safe, and engaging environments for students. According to the OECD (2017) and WHO (2021), high academic pressure and insufficient attention to students' emotional needs contribute to a significant deterioration in their mental health. In the Indonesian context, implementing student-centred and well-being-oriented approaches has faced numerous challenges, including institutional resistance, limited resources, and inadequate pedagogical frameworks. These challenges result in school environments that are not conducive to fostering student well-being, thus limiting students' overall development. The research aims to address this gap by exploring effective ways to incorporate well-being into school management and pedagogical practices.

In practice, many schools continue to prioritise cognitive outcomes and academic achievement while overlooking students' emotional and social needs. Observations at SD Negeri 1 Sendangsari, for instance, reveal that despite the implementation of various educational reforms, students continue to face challenges related to academic stress, limited participation, and lack of engagement in school activities. These challenges are compounded by a school culture that does not fully integrate student well-being into its daily practices. The school's focus on improving academic performance has inadvertently created an environment where students feel overwhelmed and disconnected from their learning. The Joyful School Movement (GSM) was introduced to address these

issues. Yet, there is limited research on its implementation and its effects on student well-being, particularly in the Indonesian context. Therefore, a deeper understanding of the GSM's role in fostering a positive and supportive school climate is needed.

Previous studies on student well-being have primarily focused on its psychological and emotional aspects, with considerable attention given to the impact of school climate, teacher-student relationships, and academic pressure on students' mental health. Research by Schnell et al. (2025) and Septyningtyas et al. (2025) has shown that students with high well-being levels demonstrate greater academic engagement and achievement. However, these studies have often treated well-being as a separate issue from school management, failing to explore how educational practices and governance structures can systematically support student well-being. Additionally, while joyful learning has gained traction as a pedagogical strategy that emphasises positive, student-centred learning environments (Cahyani et al., 2025; Winda, 2025), its integration into school management and governance remains underexplored. This research will fill the gap by examining the implementation of GSM as both a pedagogical and managerial framework, and by addressing how it can be systematically institutionalised to strengthen student well-being.

The contribution of this research lies in its novel approach to viewing GSM not just as a pedagogical tool but as an integrated school management process. While previous studies have focused on its application within teaching and learning, there has been limited exploration of how school governance can support the sustainability of GSM. Moreover, the research highlights the importance of adapting and institutionalising well-being-based practices within school management frameworks, which have been largely overlooked in existing literature. By addressing this gap, the study will provide valuable insights into how well-being can be integrated into both the pedagogical and managerial dimensions of education.

This study introduces a novel perspective by exploring the implementation of the Joyful School Movement (GSM) through a comprehensive school management framework. Unlike previous studies that focused primarily on the pedagogical aspects of GSM, this research investigates how GSM can be integrated into school governance, curriculum management, and daily educational practices. This approach is crucial to ensuring that students' well-being is addressed not only in the classroom but also institutionalised through effective school management strategies. The significance of this study lies in its ability to propose an integrative model for school well-being management that bridges the gap between pedagogical practices and school governance structures. This model will serve as a blueprint for creating sustainable, student-centred educational environments that promote both academic success and emotional well-being. The research is essential to addressing the growing need to create supportive, positive learning environments in schools, particularly in Indonesia.

The central research question of this study is: How can the Joyful School Movement (GSM) be implemented within the school management framework to enhance student well-being? This question addresses the need for a holistic

approach to education that integrates well-being into school governance and pedagogical practices. The study argues that by systematically incorporating GSM into school management processes through shared understanding, participatory planning, transformative implementation, and reflective evaluation, schools can create environments that foster psychological safety, enhance student engagement, and improve academic outcomes. The contribution of this research lies in its focus on the managerial dimensions of GSM and in proposing an integrative model for school well-being management that links pedagogy with governance structures. This research will provide a practical framework for schools seeking to adopt well-being-oriented educational practices. It will contribute to the broader field of educational transformation by offering insights into how schools can effectively support students' cognitive and emotional development.

RESEARCH METHODS

This study employed a qualitative case study design to gain an in-depth understanding of the implementation of the Joyful School Movement (GSM) in strengthening student well-being at SD Negeri 1 Sendangsari, Garung District, Wonosobo Regency. A qualitative approach was chosen because the study aimed to explore meanings, lived experiences, social interactions, and the dynamics of program implementation within the natural school setting, thereby enabling a holistic and contextual understanding of the phenomenon. Qualitative research is grounded in a post-positivist paradigm, in which the researcher serves as the primary instrument, focusing on interpretive meaning-making and utilizing triangulation to enhance the validity of the findings (Miles et al., 2020).

The research was conducted at SD Negeri 1 Sendangsari, which has consistently implemented GSM since the 2023/2024 academic year. The location was selected based on several considerations. First, the school is recognised as one of the institutions actively adopting GSM as part of a school transformation initiative to create a more student-centred, well-being-focused learning environment. Second, the school has demonstrated notable achievements in both academic and non-academic areas since the implementation of GSM, making it a relevant model for exploring how GSM is applied within school management and its contribution to student well-being. Third, the school is considered a reference or pilot school in the local context for integrating joyful learning principles within school management practices.

Data collection was carried out through in-depth interviews, participatory observations, and document analysis. Semi-structured interviews allowed for flexible yet focused exploration of GSM planning, implementation, and evaluation processes (Creswell & Creswell, 2023; Yin, 2022). Participatory observation involved the researcher's active participation in school activities to understand the meaning of actions and social interactions within their natural context (Merriam & Tisdell, 2021). Document analysis was conducted to corroborate and verify findings from interviews and observations by examining official school documents, including the School Work Plan, meeting minutes, instructional modules, evaluation reports, and activity documentation (Miles et al., 2020).

Data analysis followed the interactive model of Miles and Huberman, which includes data reduction, data display, and conclusion drawing/verification

(Miles et al., 2020). To enhance analytical rigour, this study also employed thematic analysis, involving systematic coding and theme development. The coding process was carried out in three stages: open coding to identify initial categories from interview transcripts, observation notes, and documents; axial coding to establish relationships among categories; and selective coding to integrate and refine overarching themes related to GSM implementation and student well-being. Data validity was ensured through the criteria of credibility, transferability, dependability, and confirmability, which are fundamental principles in qualitative research (Nowell & Albrecht, 2019). Source and methodological triangulation were used to ensure consistency and convergence of data across informants and collection methods. Member checking was also conducted to confirm the accuracy of interpretations with participants.

RESULTS AND DISCUSSION

Results

The school was established in 1964 and holds a B accreditation valid until October 28, 2028. Geographically, it is situated in a mountainous area approximately 12 kilometres from the regency capital, with surrounding environments including plantations, rice fields, residential areas, and public facilities such as places of worship, the village office, and a cultural centre. This context provides opportunities for student-centred, context-based learning. The school enrolls 186 students, consisting of 98 boys and 88 girls, from diverse socioeconomic backgrounds. Educational Report Card data from 2023–2025 indicate improvements in key indicators, including student character development, school safety, diversity climate, and instructional quality. In addition, parent satisfaction surveys reveal that most respondents perceive the school environment as clean, safe, and conducive to enjoyable learning. These findings suggest that implementing the Joyful School Movement (GSM) has strengthened a positive school climate and supported student well-being as part of the school's cultural development strategy.

School Community Understanding of the Joyful School Movement

The findings indicate that members of the school community possess a comprehensive, shared understanding of the Joyful School Movement (GSM) as an approach to creating a safe, comfortable, and enjoyable learning environment that extends beyond academic achievement. The principal emphasises the importance of prioritising students' emotional comfort alongside learning outcomes. At the same time, teachers interpret GSM as a shift from teacher-centred instruction to more participatory, student-oriented learning practices. This perspective is reflected in classroom interactions that provide students with greater opportunities to express ideas, ask questions, and engage without fear of negative judgment. Students also perceive a more relaxed, supportive classroom atmosphere, where mistakes are treated as part of the learning process rather than grounds for punishment. In addition, parents report increased student enthusiasm and openness in sharing school experiences at home. These converging perspectives suggest that GSM has been internalised not merely as a formal

program but as a shared cultural value embedded in daily school practices, fostering a more inclusive and emotionally supportive learning environment.

Planning of the Joyful School Movement

The findings indicate that GSM planning is conducted systematically and participatively, beginning with a needs-based analysis of students' learning conditions. The identification of issues such as students' fear of making mistakes and reluctance to ask questions served as the basis for creating a more joyful and supportive learning environment, as emphasised by both the principal and the teacher learning community. This reflects an awareness among school stakeholders that emotional readiness is a prerequisite for effective learning. Consequently, GSM planning involves formulating program objectives, integrating joyful learning principles into lesson plans and instructional modules, and allocating time, space, and responsibilities among school members. These processes are formalised through coordination meetings and documented in official records, including the School Work Plan, committee decrees, meeting minutes, and instructional modules. Overall, these findings demonstrate that GSM planning embodies structured management functions, particularly planning and organising, that are oriented toward creating a more student-centred, emotionally supportive learning environment.

Implementation of the Joyful School Movement

The findings indicate that the implementation of GSM is characterised by active, transformative leadership from the principal, promoting positive communication and a non-threatening learning environment. This leadership is translated into classroom practices, where teachers adopt participatory, student-centred approaches, such as circle time, positive communication, and reflective activities that allow students to express their feelings before engaging in learning. These practices reflect a shift toward more humanistic pedagogy, where emotional readiness is prioritised alongside cognitive development. Observational data further reveal that classroom interactions have become more open and less tense, with students demonstrating increased confidence in asking questions, participating in discussions, and engaging collaboratively in learning activities. In addition, the implementation of GSM extends beyond the classroom through strengthened communication with parents via digital platforms, routine meetings, and the Class Communication Forum, which fosters a sense of shared responsibility in supporting students' development. The physical learning environment has also been intentionally designed to support joyful learning, as evidenced by student work displays and expressive classroom spaces. These findings suggest that GSM implementation not only transforms instructional practices but also reshapes social relationships and the overall school climate into a more inclusive, supportive, and well-being-oriented environment.

Evaluation and Follow-Up of GSM Implementation

The findings indicate that GSM implementation is evaluated through a combination of classroom supervision, teacher reflection, and student and parent feedback. This evaluation process demonstrates a participatory and continuous

approach, enabling the school to monitor program implementation and identify areas for improvement. Most practices have aligned with the intended objectives of GSM, particularly in fostering safe, comfortable, and enjoyable learning environments. However, several challenges remain, including inconsistencies in implementing key practices, such as circle time, across classrooms, disparities in the availability of child-friendly facilities, and the absence of standardised quantitative evaluation instruments. As a result, the evaluation process remains predominantly qualitative, relying on reflective practices as the basis for ongoing improvement and organisational learning. A synthesis of these findings across data sources is presented in Table 1.

Table 1. Data Triangulation Synthesis

No.	Research Focus	Interview Data	Observation Data	Document Data	Triangulated Findings
1	Understanding of GSM	Stakeholders perceive GSM as safe and enjoyable learning	Warm teacher-student interactions	GSM socialization records	GSM internalized as school culture
2	Planning	Needs-based participatory planning	Structured scheduling	School Work Plan, lesson plans	Systematic and formally documented planning
3	Implementation	Positive leadership and circle time practices	Active, conducive classrooms	Activity documentation	Consistent implementation improving learning climate
4	Evaluation	Reflective supervision	Routine monitoring	Evaluation reports	Participatory but not yet quantitatively standardized
5	Impact on Student Well-Being	Increased confidence and motivation	Higher participation, fewer conflicts	Improved 2023-2025 Report Card indicators	GSM contributes to emotional, social, and academic well-being

The findings in Table 1 reinforce that GSM has evolved beyond an additional program into a cultural approach that shapes instructional management and social interactions within the school. The convergence of interview, observation, and document data indicates that GSM has been internalised as a shared value system emphasising psychological well-being, positive communication, and participatory learning. From a managerial perspective, integrating planning, implementation, and evaluation processes reflects a coherent, systematic approach to school transformation.

At the implementation level, the consistency of practices such as participatory learning and positive communication contributes to a more conducive classroom climate and increased student engagement. Nevertheless, variations in implementation and the lack of standardised evaluation instruments highlight the need for strengthening the system to support long-term

effectiveness. These findings suggest that the success of GSM depends on the alignment of leadership, teacher commitment, parental involvement, and a shared vision, which together integrate structural and cultural dimensions to promote sustainable, well-being-oriented education.

Discussion

School Community Understanding of the Joyful School Movement Concept

The findings of this study demonstrate that members of the school community share a collective and coherent understanding of the Joyful School Movement (GSM) as an effort to create a safe, comfortable, and emotionally supportive learning environment that promotes student well-being. This shared understanding constitutes a critical foundation for successful school transformation, as organisational change in education requires alignment of meaning among stakeholders. Without such alignment, educational innovations tend to remain superficial and fail to influence daily practices.

This result is consistent with the student well-being framework, which emphasises that safety, social connectedness, and emotional support are fundamental prerequisites for effective learning processes (Jiang et al., 2025; Schnell et al., 2025). Student well-being, as a multidimensional construct encompassing psychological, social, and academic dimensions, functions not only as an outcome but also as a driver of engagement and academic success (Jiang et al., 2025; Sahirah et al., 2025; Sari et al., 2025). Furthermore, the mediating role of school engagement indicates that students who feel psychologically supported are more likely to engage actively in learning, ultimately enhancing their academic performance (Schnell et al., 2025).

The alignment of perspectives among principals, teachers, students, and parents in this study also indicates the development of a strong sense of belonging within the school environment. This finding is significant because a sense of belonging is a key determinant of students' resilience and mental health (Brown et al., 2025; Azzahra et al., 2025; Rakow et al., 2025) and is strongly associated with supportive school climates that foster well-being (Hansen & Barene, 2025; Barokah et al., 2024). Therefore, the findings suggest that GSM contributes to building a shared psychosocial foundation that strengthens both individual well-being and collective school culture. This implies that educational reforms aimed at improving student outcomes should prioritise the development of shared values and relational trust as a basis for sustainable change.

Planning the Joyful School Movement from a Well-Being-Based Management Perspective

The findings reveal that GSM planning is grounded in a well-being-oriented management approach that prioritises students' psychosocial needs as a central consideration in decision-making. This indicates a shift from traditional administrative planning toward a more diagnostic and responsive model, in which schools actively identify and address students' emotional and social needs. Such an approach is crucial because well-being initiatives are more effective when they are rooted in contextual needs rather than imposed as generic programs (Kurnaengsih et al., 2024; Braunchle et al., 2025). In this study, the identification of

students' fear of participation and emotional discomfort became a key driver for program formulation, highlighting the importance of needs-based planning.

Teacher involvement in the planning process further reflects participatory leadership practices, which are critical to the success of educational change initiatives. Active teacher engagement ensures that programs are not only formally designed but also practically implemented in classroom settings. This finding aligns with previous research indicating that teacher participation from the early stages of planning significantly influences the sustainability and effectiveness of positive education programs. Conversely, the absence of such involvement often results in symbolic implementation that lacks real impact (Rickard et al., 2024; Huppert, 2009).

The integration of GSM into formal school documents, such as the School Work Plan and instructional tools, also demonstrates the institutionalisation of well-being principles within the school system. This structural embedding is essential to ensure that well-being practices are consistently implemented rather than dependent on individual initiatives. As Pant (2024) suggests, positive pedagogy must be embedded within organisational systems to achieve long-term impact. Therefore, the findings imply that effective well-being-based school management requires both cultural alignment and structural integration, enabling schools to sustain innovation and respond adaptively to students' needs.

Transformation of Teaching Practices through GSM Implementation

The findings indicate that GSM implementation has led to a transformation of teaching practices toward more relational, participatory, and student-centred approaches. This transformation is evident in the adoption of practices such as circle time and positive communication, which prioritise students' emotional expression and psychological safety. These findings are significant because psychological safety is a critical factor in fostering meaningful learning, as it enables students to engage without fear of failure or judgment.

Consistent with previous studies, well-being-based learning strategies have been shown to enhance both student engagement and emotional regulation (Aziz et al., 2024; Kurrle & Warwas, 2025). In this study, increased student participation and reduced classroom tension suggest that GSM contributes to creating more conducive learning environments. This is particularly important given that student engagement functions as a mediating variable between well-being and academic achievement (Schnell et al., 2025; Maisyaroh & Nadiah, 2023), indicating that improvements in classroom climate can have broader academic implications.

Moreover, the reduction of academic pressure and the strengthening of emotional support observed in this study align with evidence that such interventions are effective in lowering student stress levels (Jagiello et al., 2025; Mustofa & Dewi, 2025). The finding that students no longer fear making mistakes highlights a shift toward a more supportive, growth-oriented learning culture. This is further reinforced by the role of school well-being as an intervening factor in enhancing students' adaptability and psychological health (Zaini, 2025; Priambadi et al., 2023).

Therefore, the implementation of GSM can be interpreted not only as a pedagogical innovation but also as a relational transformation that reshapes

interactions within the school environment. The “so what” of this finding lies in its implication that improving student well-being is not achieved solely through curriculum changes, but through the transformation of everyday teaching practices and social relationships. This underscores the importance of integrating emotional, social, and instructional dimensions in educational reform to achieve holistic student development.

Evaluation and Follow-Up: Strengthening a Culture of Continuous Improvement

The evaluation of GSM through reflective practices and classroom supervision indicates the emergence of a culture of continuous improvement within the school. This approach enables the identification of strengths and areas for development, particularly in maintaining a safe and supportive learning environment (Purwanti et al., 2023; Rahayu et al., 2024). However, variations in implementation consistency across classrooms suggest that the monitoring system still needs strengthening through more structured, standardised evaluation indicators. In addition, the sustainability of GSM implementation depends not only on student outcomes but also on teachers' readiness and well-being as key actors in the process.

Overall, these findings highlight that GSM has established a reflective and adaptive foundation for school improvement. This indicates that the evaluation function in GSM is not merely administrative but also serves as a strategic mechanism for sustaining well-being-oriented school transformation through continuous organisational learning. Nevertheless, to ensure long-term effectiveness and accountability, it is necessary to develop more systematic evaluation mechanisms supported by measurable indicators. From a managerial perspective, this finding implies that integrating reflective practices with structured evaluation systems is essential to bridge the gap between program implementation and institutional sustainability. Strengthening both the cultural and structural dimensions of evaluation will be essential in sustaining the impact of GSM on student well-being and overall school development.

CONCLUSION

The most important finding of this study is that the successful implementation of the Joyful School Movement (GSM) relies heavily on the internalisation of shared values among school stakeholders. This fosters a safe, participatory, and emotionally supportive learning environment that enables a shift in pedagogical practices toward more relational, student-centred approaches. Additionally, it strengthens the school's culture of continuous improvement. The study highlights that the key to GSM's success lies in its ability to integrate understanding, planning, implementation, and evaluation into a cohesive system that prioritises student well-being. This internalised value system contributes to a positive school culture and reinforces the importance of holistic educational transformation for both students and staff.

In terms of scientific contribution, this study advances the development of a well-being-based school management perspective. It demonstrates how student well-being can be systematically institutionalised through cultural alignment,

participatory leadership, and structured management functions. The novelty of this research lies in its presentation of GSM not just as a pedagogical approach but as an integrated school management model that bridges instructional practices with organisational culture. However, this study's qualitative design and focus on a single school context limit its generalizability. Future research is recommended to adopt mixed-methods approaches, incorporating quantitative measures of student well-being, engagement, and school climate to enhance empirical generalisation and further validate the proposed model.

ACKNOWLEDGMENT

The author thanks the principal, teachers, students, and parents for their participation, as well as the academic supervisor and institution for their guidance and support. Appreciation is extended to all contributors. This study is expected to support the development of well-being-based school management and inform future educational research and practice.

REFERENCES

- Azzahra, N. F., Purwaningsih, E., & Setyawati, R. (2025). Literature review: Faktor-Faktor yang Mempengaruhi School Well-Being pada Siswa SMA di Indonesia. *Jurnal Empati*. <https://doi.org/10.14710/empati.2025.49101>
- Aziz, R., Hadi, M. S., Wahyuni, E. N., et al. (2024). Students' Well-Being Development in the Classroom: A Mixed-Method Study. *International Journal of Evaluation and Research in Education*, 13(3), 1666-1672. <https://doi.org/10.11591/ijere.v13i3.27145>
- Barokah Widuroyeki, H., Hadiqotul Luluk, A. N., & Karamoy, L. N. (2024). Reflections on Learning and Student well-being and Learning Achievement. *International Journal of Recent Educational Research*, 5(6), 1420-1432. <https://doi.org/10.46245/ijorer.v5i6.692>
- Brauchle, J., Unger, V., & Hochweber, J. (2025). Student Wellbeing During COVID-19—Impact of Individual Characteristics, Learning Behavior, Teaching Quality, School System-Related Aspects and Home Learning Environment. *Frontiers in Education*, 10, Article 1518609. <https://doi.org/10.3389/feduc.2025.1518609>
- Brown, C., Douthwaite, A., Donnelly, M., & Olaniyan, Y. D. (2025). Resilience Through Belonging: Schools' Role in Promoting the Mental Health and Well-Being of Children and Young People. *Behavioral Sciences*, 15(10), 1421. <https://doi.org/10.3390/bs15101421>
- Creswell, J. W., & Creswell, J. D. (2023). *Research design: Qualitative, Quantitative, and Mixed Methods Approaches* (6th ed.). SAGE Publications.
- Hansen, K. G., & Barene, S. (2025). Exploring the Associations Between School Climate and Mental Wellbeing: Insights from the MOVE12 Pilot Study In Norwegian Secondary Schools. *European Journal of Investigation in Health, Psychology and Education*, 15(4), 46. <https://doi.org/10.3390/ejihpe15040046>

- Huppert, F. A. (2009). Psychological Well-Being: Evidence Regarding its Causes and Consequences. *Applied Psychology: Health and Well-Being*, 1(2), 137–164. <https://doi.org/10.1111/j.1758-0854.2009.01008.x>
- Jagiello, T., Belcher, J., Neelakandan, A., Boyd, K. B., & Wuthrich, V. M. (2025). Academic Stress Interventions in High Schools: A Systematic Literature Review. *Child Psychiatry & Human Development*, 56, 1836–1869. <https://doi.org/10.1007/s10578-024-01667-5>
- Jiang, W., Saito, E., Zhang, H., & Waterhouse, P. (2025). Conceptualizing Student Wellbeing in Secondary Education: A Qualitative Systematic Literature Review. *International Journal of Adolescence and Youth*, 30(1), Article 2488474. <https://doi.org/10.1080/02673843.2025.2488474>
- Kurnaengsih, K., Sumarna, C., Nurhayati, E., & Rosidin, D. N. (2024). Implementation of School Well-Being Concept in Islamic Religious Education Learning at Madrasah Ibtidaiyah. *Journal of Scientific Research, Education, and Technology*, 3(4), 1263–1273. <https://doi.org/10.58526/jsret.v3i4.493>
- Kurrle, L. M., & Warwas, J. (2025). Teacher well-being A Conceptual Systematic Review (2020–2023). *Education Sciences*, 15(6), 766. <https://doi.org/10.3390/educsci15060766>
- Maisyaroh, R., & Nadiah, N. (2023). Pengaruh Metode Joyful Learning Terhadap Prestasi Belajar Peserta Didik. *Juwara*, 4(2), 121–131. <https://doi.org/10.58740/juwara.v4i2.121>
- Merriam, S. B., & Tisdell, E. J. (2021). *Qualitative research: A guide to design and implementation* (4th ed.). Jossey-Bass.
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2020). *Qualitative data analysis: A methods sourcebook* (4th ed.). SAGE Publications.
- Mustofa, M., & Indra Dewi, R. S. (2025). Penerapan School Well-Being untuk Kesejahteraan Siswa Sekolah Dasar. *Jurnal Integrasi dan Harmoni Inovatif Ilmu-Ilmu Sosial*, 5(4). <https://doi.org/10.17977/um063.v5.i4.2025.5>
- Nowell, L. S., & Albrecht, K. (2019). A Reviewer's Guide to Qualitative Rigor. *Qualitative Health Research*, 30(3), 348–357. <https://doi.org/10.1093/jopart/muy052>
- OECD. (2017). *PISA 2015 Results (Volume III): Students' well-being*. OECD Publishing. <https://doi.org/10.1787/9789264273856-en>
- Pant, D. (2024). Development of Wellbeing Among School Learners Through Positive Pedagogy. *International Journal of Wellbeing*. <https://doi.org/10.5502/ijow.vXXiX.3203>
- Priambadi, B. S., & Nastiti, D. (2024). School Well-Being Boosts Student Motivation in Indonesia. *Indonesian Journal of Education Methods Development*, 19(3). <https://doi.org/10.21070/ijemd.v19i3.836>
- Purwanti, E., Siroj, S. A., Fitriani, D. A., & Nurjamilah, M. (2023). Meningkatkan Pendidikan Agama Islam Melalui Joyful Learning: Implementasi dan Tantangan di Sekolah Dasar. *An-Nida*, 13(2). <https://doi.org/10.30999/an-nida.v13i2.3568>

- Rahayu, D., Afrida, Y., Arjoni, A., & Hartati, S. (2024). Pengaruh school well-being terhadap prestasi belajar siswa di SMA Negeri 3 Bukittinggi. *YASIN*, 4(6), 1431–1442. <https://doi.org/10.58578/yasin.v4i6.4171>
- Rakow, K. E., Priestley, M., Byrom, N. C., et al. (2025). Their wellbeing affects our wellbeing: Student perspectives of lecturer wellbeing and its consequences for student wellbeing. *Higher Education*, 90, 1065–1082. <https://doi.org/10.1007/s10734-024-01365-0>
- Rickard, N. S., et al. (2024). Effects of a Positive Education Programme on Secondary Students' Wellbeing and Engagement. *Educational Review*. <https://doi.org/10.1080/03054985.2023.2211254>
- Sahirah, J., Nur, L., Felinaweny, R., Juwita, S., & Oktarisa, F. (2025). From Home to School: The Impact of Parenting Styles on Student Well-Being. *Proceedings of the 3rd International Conference on Psychology and Health Issues*. <https://doi.org/10.4108/eai.2-11-2024.2354572>
- Sari, K. W., Mundiri, A., & Adeoye, M. A. (2025). Creating New Spaces that Foster Students' Emotional Well-Being: Breakthrough Strategies in Curriculum Management Based on Mental Health. *Nidhomul Haq*, 10(1), 231–245. <https://doi.org/10.31538/ndhq.v10i1.118>
- Schnell, J., Saxer, K., Mori, J., & Hascher, T. (2025). Feeling well and doing well: The Mediating Role of School Engagement in the Relationship Between Student Well-Being and Academic Achievement. *European Journal of Psychology of Education*, 40, Article 48. <https://doi.org/10.1007/s10212-025-00947-5>
- Septa Cahyani, P., Andrijati, N., Widiarti, N., & Widiyatmoko, A. (2025). The Effectiveness of the Joyful Learning Approach Assisted by Instructional Media on Elementary School Students' Mathematics Learning Outcomes: A Systematic Review (2019–2025). *Journal of Innovation and Research in Primary Education*, 5(1). <https://doi.org/10.56916/jirpe.v5i1.2913>
- Seligman, M. E. P. (2011). *Flourish: A visionary new understanding of happiness and well-being*. Free Press.
- Septyningtyas, D. J., Na'imah, T., & Dwiyantri, R. (2025). Student Engagement and School Well-Being In Vocational High School Students: The Role of Academic Self-Efficacy as a Mediator. *Proceedings of the 7th International Seminar on Psychology*. <https://doi.org/10.4108/eai.29-5-2025.2360817>
- UNESCO. (2021). *The State of The World's Children 2021: on My Mind – Promoting, Protecting and Caring for Children's Mental Health*. United Nations Children's Fund (UNICEF).
- Winda Siregar, T. (2025). School Climate and Students' Sense of Belonging: Psychosocial Mechanisms and Implications. *Jurnal Kesehatan dan Kedokteran*, 4(3), 76–90. <https://doi.org/10.56127/jukeke.v4i3.2341>
- Yin, R. K. (2022). *Case Study Research and Applications: Design and methods* (6th ed.). SAGE Publications.
- Zaini, M. (2025). Measuring Learners' Adaptability and Psychological Health with School Wellbeing as Intervening Variable. *Journal of Educational Research Studies*. <https://doi.org/10.57060/jers.kxy7w592>