

SCHOOL CULTURE-BASED STUDENTS' WELLBEING DEVELOPMENT FROM ISLAMIC EDUCATION PERSPECTIVE: A STUDY IN SD MUHAMMADIYAH NGABEAN, SLEMAN

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ABSTRACT

This study aimed to: 1) Describe students' well-being in SD Muhammadiyah, Sleman; and 2) find out the role of school culture in students' well-being at SD Muhammadiyah Ngabean, Sleman. Participants were school principal, teachers, and students. Data were collected through interviews, observation, and documentation, and analyzed through three stages: data reduction, data display, and verification. This study found that 1) aspects of student's well-being, i.e., self-optimization and satisfaction, were categorized as high, while other aspects i.e., positivity and resilience, were categorized as moderate. 2) School culture that affects students' well-being include physical artifacts, cooperation commitment to achievement, harmonious relationship, and reinforcement. Students' well-being development in SD Ngabean Sleman was relevant to Islamic education and learning pattern and could be used as a reference to exercise preventive measure of well-being problems, provided the school stakeholders give their optimal support.

Keywords: student wellbeing; school culture.

INTRODUCTION

The responsibility to educate the nation belongs not only to the government but also to other parties such as the school, community, and stakeholders. Article 3 of Law no. 20 of 2003 on the Function and Goal of National Education states that National education functions to develop the capability, character, and civilization of the nation for enhancing its

intellectual capacity, and to develop students who are faithful and pious to the one and only God, possess good morals and noble characters, healthy, creative, autonomous, democratic, and responsible (Depdiknas, 2003). In other words, the educational institution is responsible for improving and develop students' potential through a

comfortable, supportive learning process. As one of the education institutions,

the government provides schools to facilitate students' formal education. It is a place in which the learning process takes place, and students gather and interact with their teachers. An ideal school is one capable of presenting a good experience for the students, supporting them in achieving well-being. It should be noted that the student's well-being at school may affect optimizing their functions at school (Frost, 2010: 7).

A school should be able to provide a comfortable atmosphere for students to help them achieve happiness and satisfaction (Khatimah, 2015). Students with unpleasant experiences have higher risks of stress and lower quality of life (Huerbner & McCullough, in Rachmah, 2016). In other words, stressful conditions may result in students' perceived unpleasant school atmosphere.

A tedious, unpleasant school atmosphere may trigger students' negative behaviors, such as absenteeism, bullying, and vandalism, among others (Nadiyahanti & Desiningrum, 2015). Students perceiving higher boredom report a worse perception of their school, implying their students' low level of well-being at school.

School culture is a pattern of values, beliefs, assumptions, and habits among school members viewed as a guideline to resolve any issue they face (Zamroni, 2010). It is a habit of all school members and is viewed as a guideline to enhance the education quality and bring a positive impact on the students. Familiarizing students with the school culture potentially affects students' well-being.

Our interviews with 5th and 3rd-grade classroom teachers in SD Muhammadiyah Ngabean 1 showed that students are engaged in some routines at school, Such as gathering in the schoolyard after the bell rings, singing Indonesia Raya and Muhammadiyah March, shaking hands before entering the class, reciting Quran verses before beginning the class, and performing Dhuha worship together with the classmates. Despite some constraints encountered during distance

learning periods, these routines are still performed from each student's home, except for Collective dhuha worship and shaking hands. These routines were still maintained with parents' assistance and supervision. In this regard, the school should be aware that its culture may significantly influence its students.

Based on the description above, this study attempts to describe the school culture in SD Muhammadiyah Ngabean 1 with respect to the student's well-being. It is expected to obtain comprehensive information about the role of school culture in students' well-being, especially in SD Muhammadiyah 1 Ngabean.

METHODOLOGY

This descriptive qualitative study involved the school principal, two teachers, and three students as informants, recruited using a purposive sampling technique. Data were garnered through interviews, observation, and documentation. Data were source- and method- triangulated to ensure the validity, and analyzed descriptively following Miles and Huberman's interactive model.

RESULT AND DISCUSSION

Students' well-being could be viewed from a number of aspects. The first aspect is Positivity. This aspect deals with students' perception of the teachers, positive emotions, and harmonious relationships. The observation showed that the teacher began the learning process by greeting and motivating students. After that, the teacher presented the materials, conducted a question-answer session, and gave assignments. During the online learning, students tend not to ask about the presented materials and directly submit their assignment once finished.

Students' positive emotions were integrated into direct interactions, like when Teachers welcomed their students and shook hands or when the principal directly motivated students. These interactions reflect good efforts to create positive emotions at school.

A harmonious relationship was also noticed, thus contributing to positivity.

Interactions among school principals, students, and teachers were found to be harmonious. Poor interactions were sometimes noticed among students. However, such interactions were still within acceptable levels.

The second aspect is Resilience. This aspect was fulfilled through additional hours. Additional hours may help students overcome academic difficulties and do the assignments more optimally. Thus improving their score.

The third aspect is self-optimization. The observation showed that the teacher guided students to develop their potential through Extracurricular activities, during which they participated enthusiastically in developing potential.

The school puts efforts into providing students with opportunities and facilities to optimize their potential and channel their interests and aptitude through various self-development programs at school. These programs included tapak suci martial arts, marching band, qiblah, batik, and Hizbul wathan. They reflected the school's effort to optimize students' development and increase their self-confidence.

The fourth aspect is satisfaction. Students' comfort at school may be reflected through their enjoyment during school hours, which may also be affected by interactions among them. Students' feelings could also be reflected in their daily habits, such as helping one another, having a supportive learning atmosphere in the classroom, and having a good relationship with others. The school could enhance its students' satisfaction by providing a comfortable school environment, which may be indicated by its hygiene and conduciveness, among others.

The school should also implement a school and classroom regulations. The former is set by the school management, while the latter is set according to the consensus reached by the students and teachers. Doing so may result in students' higher satisfaction with the daily habit.

In addition to supporting the four aspects described earlier, SD Muhammadiyah Ngabean 1 also promoted students' well-being. From a physical aspect, the

observation and documentation showed that the school's building meets the school's minimum service standard. The school possesses a large yard to facilitate students' activities, which is also used for conducting the ceremony, doing exercises, and student gathering, among other activities. The physical artifacts in the school also show slogans, such as "I came, I learn, and I go home with new knowledge," "playing, while learning is my activity", etc.

Regarding collaboration, teachers and students in SD Muhammadiyah Ngabean 1 showed achievement commitments, in which the teacher guided students to develop their potential. The teacher also collaborated with parents to monitor the student's development outside the school hours.

Students were also given a reward as a positive reinforcement. They were given a reward when performing goodness. Students with academic or nonacademic achievement were also praised. The school facilitated good, harmonious interactions among its members through its routines and implementation of school culture. School efforts to instill good habits could be divided into two types : daily and weekly activities. These activities include welcoming students every day, shaking hands, gathering at the schoolyard, singing together, performing dhuha worship collectively, and conducting flag ceremonies. These routines constituted the school's positive culture, through which the principal and teachers interact and develop a better relationship with school members. Such a good relationship may lead to a conducive atmosphere, increasing individuals' capacity in their social environment and improving their well-being at school. Harmonious relationship at school is one of the indicators of fulfilling students' well-being at school.

Aspects of students' well-being are pivotal in enhancing students' comfort at school. The following table presents the study's results.

Table 1
Aspects of Student's Well-being

Aspects student wellbeing	Findings
Positivity	Teachers' performances have complied with criteria of an educator Direct interaction such as the teacher welcoming the arrival of students, shaking hands and giving motivation directly by the principal Harmonious relationships, students are polite, and don't say rude things to the teacher. Interaction between students with other students going well
Resilience	Additional tutoring program
Self-optimisation	Providing trust, container or facility
Satisfacation	Feelings experienced, there is good interaction, the learning process is not watching School conditions, a comfortable, clean, conducive school environment and there are school rules

Table 2 presents the school culture affecting students' well-being at school.

Table 2
School Culture

School Culture	Findings
School Culture	The school yard was large, neat, clean, well-equipped with adequate facilities and motivating jargons. A Collaboration commitment existed among school members through the school routines. Such as teacher-parent collaboration. Reward in the form of certificate and praises.

Harmonious interactions in daily habits, as shown when welcoming students everyday, shaking hands, gathering at the school yard, singing together, performing dhuha worship collectively, and conducting flag ceremony.

This study demonstrated the role of school culture in enhancing students' well-being at school.

Students' well-being is pivotal because it may affect their development. Na'imah and Tanireja (2017) reported four factors affecting students' comfort at school: social, cognitive, emotional, and spiritual factors.

Myers (in Hidayah, Pali, Ramli, & Hanurawan, 2016) defines well-being as a state in which individuals are absorbed into their life and perceive comfort to be fully functioning individual. Aris and Djamhoer (2017) assert that students may perceive high well-being when they possess a high level of aspects of student well-being.

The first aspect is positivity. Aris and Djamhoer (2017) view positivity as a state in which individuals can be positively accepted. In this regard, students with a high level of well-being will likely exhibit a high level of positivity. It should be noted that it is important to develop positive views among students, create a comfortable classroom atmosphere, and build a good relationship in order to improve students' well-being in school (Susetyo, in Fathurochman et al., 2012).

The second aspect is Resilience. Resilient individuals tend to be confident in achieving their goals despite encountering drawbacks. Corner and Davidson (2003) state that an individual's resilience may be indicated by (1) their ability to overcome failure, 2) self-confidence, 3) positive self-acceptance, 4) self-control, and 5) spirituality.

Kurniastuti and Azwar (2014) suggest that students' resilience can be seen when they face difficulties at school. For instance, when having difficulty in understanding a material, resilient students will likely seek further explanation from their teacher.

The third aspect is optimism. Individuals' optimism may determine their success. It potentially helps them solve problems and prevents them from fear of failure (Peale, 2008). Seligman (Norrish, Robinson, & William, 2011) states that optimistic individuals tend to exhibit positive views on hope and experience. One's optimism may significantly affect their emotion and behaviors (Seligman, 2008: 18). Positive emotion potentially leads to optimistic behavior and confidence.

The fourth aspect is satisfaction. Konu and Rampel (Hidayah et al., 2016) state that schools that promote well-being could be viewed from their condition and service to students. Similarly, Hascher (Hidaya et al., 2016) states that students' well-being may be significantly affected by their school condition. In the same vein, Burhanuddin (2020) views that students' satisfaction reflects their perception and hopes.

When students possess a positive perception of their teachers, they will likely exhibit higher enthusiasm to engage in the learning process (Den Brok, Fisher, & Koul, Wati and Leonardi, 2016). In other words, positive views on teachers play important roles in students' comfort in the classroom. It may also enhance students' learning interests. Students' relationship with teachers or their peer at school is consistently found to affect their health and happiness (Bonell et al., 2013., 2013; Moore et al., 2017; Suldo et al., 2009; Murphy et al., 2018).

School culture represents habits or daily activities students engage with at school (Labudasari, 2020). School culture potentially brings changes. In the same vein, Kurnia and Qomaruzzaman (2012:22) agree that school culture should be the foundation to determine the orientation towards better changes and quality improvement. A school culture that promotes students' well-being could be identified from several factors.

First is the physical artifact. Physical artifact at school plays important roles in students' well-being. Dimiyati and Mudjiyono (Widodo, 2019) argue that school environments, like school buildings and classroom conditions, may affect students'

learning process. In the same vein, Widodo (2019) states that physical artifacts should not be overlooked, as it potentially affects the learning process.

Second, collaborative commitment to achievement Commitment is fundamental to achieving one's goal. In the school context, it reflects the institution's loyalty to implementing its mission, vision, and goals (Midun, 2017).

Third, reward. Reciprocal relationship in the form of reward for students has been reported to be one of the aspects of students' well-being (Muhammad & Rosiana, 2016). Granting rewards to students may indirectly induce the feeling of being appreciated in the school-student relationship. It represents positive reinforcement from teachers to students as feedback (Widodo, 2019). Reward has been reported to improve students' learning outcomes in Yana, Hajidin, and Safiah's (2016) study.

Fourth is harmonious interaction. An ideal school hosts a healthy interaction among the school community. Zamroni (2016: 59) views schools as an institution with a system comprising a set of interactions, such as interactions between the school principal and teachers, among teachers, or teachers and students. Schleicher (2017: 106) reports that happier students tend to report positive relationships with their teachers.

Students are basically given the freedom to choose their learning preferences and develop their potential (Liedmeier et al., 2021). In the Islamic education context, however, such freedoms are still limited by values to prevent students from violating values set by the school or educational institution. They are still demanded to show respect to their teachers and listen to the teachers' material during school hours in the school environment (Argondizzo, 2021).

Imam Shafii has expressed his idea related to this issue in his works in the past. Most of his works discuss the concept of Islamic education and curriculum that is still relevant in today's education process at school (Ma'arif & Rusydi, 2020). Al Ghazali also asserts that knowledge transfer from teachers to students is inseparable from teachers' assistance and

motivation (Muta'allim, 2021). Kurikulum Merdeka also aims to provide students with freedom and space, allowing them to develop Their learning outcomes and potential (Suntoro & Widodo, 2020).

In this regard, the guidance and counseling department plays a pivotal role in developing a school culture that promotes students' well-being. Guidance and counseling services could be grouped into four main functions: comprehension, prevention, resolution, and maintenance and development (Ismaya, 2015), through which students' well-being could be maintained, improved, and developed. Guidance and counseling services constitute efforts to create a positive and wise influence through environments capable of preventing difficulties and damages (Horner and McElhaney, in Ismaya, 2015).

CONCLUSION

Two out of four students' well-being was found to be at a moderate level: positivity and resilience, while the other two aspects, i.e., self-optimization and satisfaction, were reported to be at a high level. Students' positivity was categorized as moderate because students tended to have more courage to ask questions to teachers during the offline learning process before the pandemic. Students' resilience was also categorized as moderate since they tend to passively accept their learning outcome. However, students' self-optimization was categorized as high, as they gained trust to develop their potential and were given rewards for their achievement. With regard to satisfaction, students exhibited high satisfaction with the school facilities and routines. Positive school culture may develop or change the school community's behaviors, making it more efficient and effective in achieving the goal. A school culture that affects students' well-being in this study included physical artifacts like the school building, facility, condition, commitment to achievement, harmonious relationships, and rewards. Students' well-being development in SD Ngabean Sleman was relevant to Islamic

education and learning pattern and could be used as a reference to exercise preventive measures for well-being problems, provided the school stakeholders give their optimal support.

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