



Student Wellbeing through Positive School Culture in Junior High Schools: A Study in Malang City, Indonesia

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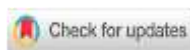
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ABSTRACT

Education is an important asset to build intelligent and civilized people for the future of a nation. One obstacle that hinders effective education in Indonesia is that schools have not optimally considered the importance of well-being for the success of student education. This study is a qualitative organizational ethnography study that examines how state junior high school organizations try to create student well-being. Data and information collection were carried out with three main activities: observation of student learning activities in class and school, interviews with principals, teachers, and students, and school document studies. The results of this study indicate that the school's ability to communicate and establish partnerships with parents is the main key to building student well-being. Schools that have strong partnerships with parents can make students prosperous because they can develop and grow optimally, have a sense of autonomy; have good social relations with teachers and peers; and get satisfactory recognition from parents as the closest and most important people to them.



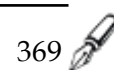
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INTRODUCTION

Education is a crucial component of building an intelligent and dignified nation. Through education, individuals of the nation can have access and opportunity to develop and acquire the knowledge or skills needed to contribute positively to society. Educated individuals are believed to be able to make good decisions in society, have the opportunity to have a decent and independent life, and are expected to be able to create solutions to overcome challenges faced by society in the future. International researchers agree that education is the most important tool for humans to reduce the emergence of social problems in the future. (Fabian, 2003).

Considering that education is an important asset for the nation, the Indonesian government, through Law of the Republic of Indonesia Number 20 of 2003, seeks to build a national education system and ensure that all Indonesian citizens can enjoy the benefits of the compulsory education programme. The education sector receives significant funding support from the government, which is around 20% of the total APBN, and school institutions, both state and private, play an important role in implementing the national education programme for the young generation of Indonesia.

Related to the implementation of school education in Indonesia, the results of the literature review found one obstacle that is an obstacle to the success of national education. The problem is that schools have not optimally built a conducive learning environment to provide wellbeing to students. Student wellbeing is an important thing to fulfil because, according to the results of previous studies, wellbeing is very useful for supporting student learning success. For this, school institutions are advised not only to focus on transferring knowledge but also on how schools can



create conditions that are prosperous and able to support the holistic development of students (Coulombe et al., 2020).

The lack of attention from Indonesian school institutions to the issue of student wellbeing makes Indonesia still a country with a low level of student wellbeing. The results of a survey of 30 countries entitled Global Youth Wellbeing Index by the International Youth Foundation in 2017 found that Indonesia is included in the countries with a low level of student wellbeing. This survey found that around 36% of Indonesian students admitted that they did not feel comfortable at school because the school environment was still marked by violence, bullying, and harassment that threatened students. (Sharma et al., 2017). Another finding from the Organisation for Economic Co-operation and Development (OECD) through the 2018 Programme for International Student Assessment (PISA) study stated that the level of absenteeism and tardiness of students in Indonesia is higher than other countries, indicating that many Indonesian students still do not feel comfortable and do not consider school education important for them (Schleicher, 2019). The World Health Organisation recommends that paying attention to the well-being of students in Indonesia is very important, considering that their number is quite large, which is around 17% of the total productive population. Fulfilling the well-being of school-age adolescents is important to prevent them from losing productive years due to behavioural disorders and anxiety that can have a negative impact on the future (Aldridge et al., 2016; Svane et al., 2019; WHO, 2016).

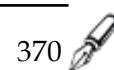
The issue of student wellbeing has become a major concern among international education scholars, particularly after evidence showed that not all students are able to fully enjoy and engage in school educational activity due to psychological pressure and learning difficulties (Aldridge et al., 2016; Svane et al., 2019). Previous studies also consistently demonstrated that student wellbeing is closely associated with academic success, positive behaviour, and emotional stability. For instance, students who receive mental and emotional health improvement programmes tend to perform better in academics, show higher motivation in completing home assignments, and exhibit more positive behaviour (Weare, 2010). Similarly, students with higher levels of wellbeing are reported to have stronger self-esteem and a lower tendency to engage in risky behaviours such as substance abuse (Brooks, 2010).

However, despite the growing body of research on student wellbeing, most existing studies have primarily focused on its outcomes rather than examining how school organisational practices concretely foster wellbeing, particularly in specific local contexts. There is still limited research that explores how school management and organisational structures contribute to the creation of student wellbeing, especially in Indonesian secondary education settings.

Therefore, this study is necessary to fill this gap by investigating how two State Junior High Schools (SMPN) in Malang City, East Java, organise and manage their institutions to support student wellbeing. Unlike previous studies that emphasise the impact of wellbeing, this research focuses on the processes and management strategies that enable schools to cultivate student wellbeing. Additionally, this study offers a contextual contribution by providing empirical insights from Indonesian schools, which may have distinct cultural, social, and institutional characteristics. This study not only strengthens existing findings on the importance of students' wellbeing but also provides practical implications for school management in fostering environments that support students' academic achievement and overall development.

RESEARCH METHOD

This This research is qualitative research of the type of organizational ethnography research, conducted to examine human life in school organizational life. This research was conducted to understand how two different state school organizations have different performances in educating students. Organizational ethnography research is conducted to produce a rich and holistic narrative or description of the community group being studied with reliable information because it is carried out in a natural context or is not engineered for research purposes (Miles & Huberman, 1994).



This study examines two junior high schools in Malang City with different educational performances. One school, SMPN Kloja, is a reputable junior high school because it has been able to make its students successfully achieve the highest average national exam scores compared to other public schools in Malang City and even at the East Java Provincial level. The second school, SMPN Soka, is a school that still has to continue to struggle because it always has difficulty realizing high academic scores for students. The average national exam scores of students at SMPN Soka are often the lowest compared to other SMPNs in Malang City.

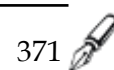
The purpose of this study is to explore how schools build effective management to support student well-being and enhance academic performance. This research was conducted over a six-month period through observations of classroom and school activities, as well as interviews with principals, teachers, students, and school administrators. The interviews were conducted in both structured and open-ended formats, focusing on how conducive learning conditions are created in school, the challenges the school faces to create a conducive learning environment, students' feelings of enjoyment in learning, and their mental and academic development. Furthermore, all interview data were recorded, transcribed, categorized based on themes, and organized into a narrative to provide a comprehensive understanding of the school conditions and to answer the research questions.

All data and information collected were validated through triangulation techniques applied in practice. Method triangulation was conducted by comparing findings from classroom observations, interviews, and document analysis to ensure consistency across different data collection methods. Source triangulation was applied by cross-checking information obtained from principals, teachers, students, and school administrators to capture converging or differing perspectives. Theory triangulation was carried out by interpreting the findings using multiple theoretical perspectives on student well-being and school management. Through these procedures, the study strengthened the credibility and trustworthiness of the findings by ensuring that conclusions were not based on a single method, source, or theoretical lens.

RESULTS AND DISCUSSION

Based on information gained by observation and interviews with school administrators and teachers, it was found that the best-performing school in Malang City, SMPN Kloja, promotes student wellbeing through continuous communication and collaborative relationships with parents. This best-performing school recognises the urgency that parental support and involvement in students' education are very important to improve students' academic performance and behaviour. When schools can motivate parents to consistently pay attention to students' learning activities at home and academic outcomes at school, the higher levels of student motivation to learn at school will be obtained. Students' motivation to study at school increases when parents provide support by ensuring that their children arrive at school on time, assisting with homework completion, and appreciating students' academic achievements.

Parental support for students from home, according to this study, is known to become more effective because it is strengthened by the enforcement of high academic standards by schools. SMPN Kloja demands all students complete all assigned tasks, comply with school regulations, and reach certain marks to achieve passing grades. Students who fail to meet these requirements will be expelled or be obliged to transfer to another school because they do not fulfill the established standards. This condition motivates parents to provide stronger support and encouragement for students and encourages students to make greater efforts in their learning. This school strategy contributes to the development of a positive learning atmosphere in school because students are more disciplined and compliant with school rules. Students also become more engaged in learning and cooperative with their fellow classmates. This allows teaching and learning processes to run effectively. The supportive environment enables students to achieve higher academic competence, since they are less likely to engage and be disturbed by disruptive behaviors that hinder learning.



Earlier studies found that one factor that contributes to students' sense of well-being is their perception of optimal development and growth. According to scientists, one thing that brings well-being to humans is the feeling of happiness due to being able to develop or grow. This view is based on the way of thinking of eudaimonic philosophy, which states that because the physical biological body of humans is created to continue to grow, they will be happy if they also feel emotional development, for example, competence mastery, independence, and self-actualization (Agg & Khimji, 2021; Coulombe et al., 2020; Svane et al., 2019). This sense of well-being resulting from feelings of growth and development is also supported by Ryan & Deci (2017) through the Self-Determination Theory, which states that one of the three things that can make humans feel well-being is if they can learn and acquire certain competencies (Ryan & Deci, 2017). Schools can provide a sense of well-being to students through the school's ability to encourage students to master high academic competencies. The ability to acquire academic competencies, according to Rodriguez et al. (2020), is believed to be the key to realizing student well-being because difficulties in understanding lessons can make students feel sad and lose self-confidence and motivation to learn again (Rodríguez et al., 2020). Through this research, it is known that effective school management and strategy can make students experience a state of well-being because they can develop and grow.

Different conditions occur in other schools, namely SMPN Soka. Through this study, it is known that one of the causes of SMPN Soka having low performance in implementing education is that the school is not attentive to the importance of parental participation to support children's educational activities. SMPN Soka does not have a strategy or culture to habitually make parents attentive to children's educational progress. School management are not accustomed to holding joint discussions with parents to discuss and find solutions to learning difficulties experienced by students. Parents are not given advice or knowledge about the strategy to support children's learning. The lack of partnership between parents and schools raises several problems for schools.

This study reveals that the lack of motivation and attention from parents causes students to have low motivation to learn at school. Students are more likely to disobey school regulations, show little interest in studying, and give up easily on lessons because their parents do not pay attention to their academic achievement and school grades. Parents who do not understand the importance of paying attention to their children's learning activities and how to support students' learning and who feel powerless or unresponsive toward students' low academic achievement contribute to the low learning motivation of students at SMPN Soka. Students give up easily in learning, find it difficult to discipline, and prefer to do more enjoyable actions outside of learning, such as chatting and joking with friends because it does not burden the brain.

The difference in the strategy and ability of two SMPNs in Malang City to build partnerships with parents gives rise to differences in the level of student well-being. In the case of SMPN Kloja, students are able to gain a sense of well-being because they are able to master high academic competencies. SMPN Kloja students have a good learning attitude because they study in an environment with high learning motivation. Students are motivated to study hard because they want to make their parents happy and do not want to fall behind other students who are more diligent in studying. By contrast, students at SMPN Soka are being reluctant to learn and pursue personal development. Without motivation and appreciation from parents, it is more difficult for students to be asked to study by teachers. The students are easily given up on difficult lessons, and the form of happiness pursued by students at SMPN Soka is the happiness of being able to meet and joke, chat, and do game activities at school with friends. Through this study, it was found that differences in school strategies and approaches in involving parents and building close relationships with them to support students' learning have created different conditions in the schools. At SMPN Soka, the happiness pursued by students tends to be short-term pleasure and enjoyment. In contrast, at SMPN Kloja, students pursue well-being derived from personal growth and competence-building, which offer more long-term and sustainable benefits.



Figure 1. Chaotic classroom atmosphere at SMPN Soka due to low student discipline and motivation. The situation above happens when at the beginning of the class, teachers ask students to clean the classroom. They do not carry out the task seriously and around and delays the lesson. This prevents teachers delivering the lesson effectively (Personal documentation, 15 February 2023).



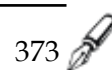
Figure 2. A conducive learning atmosphere at SMPN Kloja is supported by students' discipline and motivation. Due to their discipline and strong motivation to learn, lessons can begin promptly as soon as the class transition begin, allowing teachers to utilize the full instructional time effectively. (Personal documentation, 15 March 2023).

The conditions that occurred in two junior high schools in Malang City show that schools that ignore cooperation with parents will have difficulty implementing education effectively. This fact confirms the opinion of Porumbu and Nescoi (2013) that parental involvement has a strong positive effect on children's school achievement. It was found that high-achieving students have parents who not only have attention, high and clear academic expectations, and aspirations for their children's school achievement, but they also diligently communicate about their children's plans (Porumbu & Necşoi, 2013). Collin (2002) stated that effective schools are created through good school organizational management and the commitment of school administrators to achieve high targets (Collins, 2002). Although Collin's opinion is correct, this study found that without the ability to build strong partnerships with parents, schools will have difficulty achieving high academic targets.

This study found that partnership with parents is a strong external supporting factor to help schools carry out educational activities and achieve high academic targets. Parental participation in supporting children's education has a fairly strong role, but until now it has rarely been studied seriously. Discussion of parental participation is still very limited when compared to studies on internal school improvement such as efforts to build safe, comfortable, and conducive teaching and learning facilities in schools, the application of the latest learning techniques or strategies, and increasing the capacity of teachers in carrying out more effective teaching and learning activities. In the future, more intensive studies are needed on the importance of the role of parental participation in efforts to support children's educational activities in schools. This is, as has been the concern of Grunenert & Whitaker (2015), that without good cooperation with parents, schools will run the risk of becoming dysfunctional or having difficulty facilitating students to learn and develop themselves. (Gruenert & Whitaker, 2015).

Well-Being Due to Autonomy

Through this study, it is known that high-achieving schools make strong disciplinary efforts on students to comply with school regulations. SMPN Kloja, as a high-achieving school, is known to make firm disciplinary efforts on students. The school socializes the rules that must be obeyed by students along with sanctions for violators. As an example, these regulations require students to



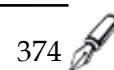
arrive to school on time, not make noise in the classroom, or attend school with the required school attributes, such as black shoes and white socks. Students who fail to comply with these rules receive three warnings before being given sanctions. For example, students who repeatedly arrive late may have their parents summoned to school, while students who do not wear black shoes may have their shoes spray-painted black. In addition, students' behavior in classrooms and throughout the school environment is monitored through a CCTV system, enabling the vice principal for student affairs to provide warnings and maintain order in noisy areas of the school, including classrooms. All unruly actions or violations are recorded by discipline officers through the school's information system so that they can be accessed by those in need. At SMPN Kloja, any violation of the rules, no matter how small, by students will immediately be sanctioned so that the violation does not grow bigger.

SMPN Kloja has a clear goal in enforcing school regulations. As stated by the vice principal for curriculum affairs, this clear goal has existed for a long time and has been maintained through the school management traditions established by previous school leaders and senior teachers. All teachers and school administrators believe that SMPN Kloja has a good learning culture and atmosphere that must be maintained so that it is not lost due to the disorderly behavior of new students that come to the school every year. To maintain a positive learning atmosphere at school, SMPN Kloja not only requires students to study hard to achieve high academic standards but also to behave politely and be disciplined in following school standards. Students are required to come to school on time, wear complete school attributes, maintain politeness during interactions, and not speak loudly or behave carelessly, which can disrupt the conduciveness of teaching and learning activities at school.

In contrast to the management of SMPN Kloja, underachieving school SMPN Soka does not enforce strict school rules. Although the school has clear rules and is socialized to students and parents during school orientation, the school management does not have the unity to enforce these rules. SMPN Soka does not yet have a clear mechanism for recording violations of rules and imposing sanctions to punish violators. The result is that students can repeatedly violate the rules without receiving strict punishment. The absence of a strict mechanism for enforcing the rules makes students tend to underestimate school rules and ignore the instructions of teachers, making teaching and learning activities not conducive. Students are often found to behave out of control, disrupting school order and overwhelming teachers to deal with them.

The interesting thing about the strict disciplinary efforts carried out by SMPN Kloja is the emergence of a sense of well-being felt by students. In schools with a good reputation, it was found that although the harsh disciplinary efforts carried out by the school felt cruel and were complained about by many students, in the end, when students became accustomed to obeying the rules, they could feel a positive change in attitude. Students admitted that as a result of the school's disciplinary efforts, a conducive and enjoyable learning atmosphere for learning could be created. The habit of being disciplined at school also turned out to make students experience positive developments. Several SMPN Kloja students said that because they had to wake up early so as not to be late for school, they became disciplined in waking up early and never missed morning prayers. The habit of behaving politely and respecting others at school also made students behave better at home so that they received praise from those closest to them. SMPN Kloja students said that although obeying school rules felt difficult at first, it gradually became easier when they got used to it. A different condition occurs in students at SMPN Soka, because students are not accustomed to obeying the rules, they do not feel positive development, and they do not even know the benefits of obeying school regulations for the common good at school.

Analyzing the conditions that occur in these two junior high schools, we can discuss other components that can provide well-being for humans, namely a sense of autonomy. Ryan & Deci (2017), through self-determination theory, suggest that one of the reasons humans feel well-being is when they can have self-autonomy (Ryan & Deci, 2017). To provide a sense of autonomy to students, schools must not be restrictive but must provide a certain degree of freedom so that students have the freedom to develop their critical thinking (Schinkel et al., 2010). Weare (2010)



added that to provide autonomy, schools are not allowed to discipline students in an authoritarian manner through coercion but must provide sufficient information about school rules and their consequences so that students can learn to be responsible. Students can practice choosing logical actions and not doing whatever they want because they realize that all actions at school have consequences (Weare, 2010).

Through this study, it is known that only in schools that strictly enforce regulations can a sense of autonomy be given to students. Understanding the granting of autonomy to students is indeed quite challenging for schools because the granting of autonomy is often misinterpreted as granting full freedom to students. It should be realized that granting too much freedom and going beyond the limits is bad and dangerous because it gives rise to negative freedom. This is explained by Reis-Dennis (2020), who states that autonomy is a positive freedom that is different from the phenomenon of negative freedom that can harm the owner and those around him. A person with autonomy is not interpreted as being free from regulations but rather free in obeying the rules (Reis-Dennis, 2020). Heldal & Dehlin (2021) added that in communal life, rules are made for positive purposes to achieve peace and common good. Rules are mediators of relationships between individuals and are made as unifiers and mediators of all different desires. Violation of the rules is not allowed because it has the potential to interfere with the autonomy of others, and rule breakers should not be equated with people who have high autonomy because it harms others. (Heldal & Dehlin, 2021).

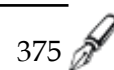


Figure 3. Dirty desks and classrooms at SMPN Soka due to lack of student discipline and weak rule enforcement (Personal documentation, 10 February 2023).



Figure 4. Strict rule enforcement mechanism at SMPN Kloja: late students are sanctioned, recorded. Repeated violations lead to parental summons (Personal documentation, 10 February 2023).

McCreery (2016) stated that the function of schools is not only a place for students to learn academic skills but also to learn structured actions such as obeying discipline, focusing on learning, and being orderly in obeying rules. During school, students learn to regulate attitudes so that their natural reactive temperament can become a controlled reaction so that it helps students to be able to live well and be accepted by society (McCreery, 2016). Although schools need to be firm in enforcing rules, to provide autonomy, schools also need to consider the balance or level of firmness in enforcing rules so as not to interfere with student freedom. Making too many rules and punishments that are too cruel will endanger students' sense of autonomy because it can make them feel constrained and resentful. As emphasized by Hand (2020), sometimes the main problem that schools have is not too little punishment but rather too much punishment so that schools feel they are abusing their power and cruelly oppressing students. (Hand, 2020). Thornberg (2008) emphasized that strict enforcement of rules that make students feel afraid and obey the rules blindly has a problematic effect, namely that it can make students uncritical. Compliance with school rules must be accompanied by an understanding of the



content of the rules, the reasons, and the benefits of making the rules concerning their consequences for the welfare of others (Thornberg, 2008). Based on these findings and discussions with the above research studies, it is necessary to consider that to provide a sense of well-being through a sense of autonomy to students, schools not only need to enforce regulations firmly but must also have the ability to explain the benefits and functions of regulations for the common good so that students comply with school regulations consciously and happily.

Well-Being Due to Having Good Social Relations

Through this study, it is known that good cooperation between schools and parents can make students have good social relations with peers and teachers. SMPN Kloja, due to its close relationship with parents, can easily report students' behaviour when it is considered violating school regulations. Students who have been disciplined and guided by their parents at home can assist teachers to create a conducive learning environment at school. Based on observations, learning activities at SMPN Kloja run conducive because there are no students who disturb, mock, or tease their peers. An atmosphere of mutual support has developed, thereby fostering positive and harmonious relationships among students.

At a high-performing school, SMPN Kloja, the school's ability to communicate and build partnerships with parents can make the school unite goals between students, parents, and teachers. Schools and parents encourage students to study hard so that they are able to master academic competencies and have a positive attitude towards lessons. No conflict between students because all students are studying seriously, and there is no conflict between students and teachers because students are willing to accept the direction and motivation from the teachers in charge of teaching them.

The results of this study found that common goals between schools, parents and students are very important for schools to have high performance in education. Without common goals, schools will have difficulty in facilitating students to learn and master high academic competencies. This is shown in the management of SMPN Soka, where schools that do not try to establish strong partnerships with parents make students have weak learning motivation at school. Poor management strategies in SMPN Soka, in which the school lacked efforts to establish strong partnerships with parents, contributed to students having weak learning motivation at school. Students who did not receive sufficient motivation and attention towards their academic achievement at home often experienced conflicts with teachers and peers. Classroom observations at SMPN Soka frequently showed that students who were unwilling to study hard tended to dislike teachers who encouraged them to learn seriously, as well as peers who were diligent in their studies. Students who worked hard and studied diligently were often viewed negatively because they were considered too smart, too serious, or teacher pleasers because they were overtly trying to gain favour with teachers. A weak enforcement of school regulations contributed to poor social relationships between students and between teachers and students because of the differences in learning goals.

The next thing that is known to provide well-being for humans according to the self-determination theory proposed by Ryan & Deci (2017) is social relations. The human need for social relations is expressed by Frydenberg (2009) as humans need to have friends who can be trusted, who can be appreciated, and who can express their points of view safely and freely. (Frydenberg et al., 2009). The ability to build good social relationships at school is very important because supportive friends can protect students' emotional well-being. Without friends at school, students will have difficulty dealing with difficult situations and are vulnerable to bullying, which leads to depression due to feeling isolated and marginalised. (Brooks, 2010).

In addition to social relationships with peers, Hurd et al. (2018) and Theimann (2016) stated that social relationships between students and teachers are also important for creating students' well-being. Teachers are figures who can help students solve various academic, social, and emotional problems at school. A close relationship between students and teachers will give students a sense of attachment to the school, which is important to support academic success. The

closeness between students and teachers will also make students able to solve problems at school because they trust the advice and intervention of teachers. Students who do not have a close relationship with teachers will have difficulty achieving high academic competence, tend to be easily involved in delinquency due to bad associations with peers, and ultimately experience a decline in academic achievement. (Hurd et al., 2018; Theimann, 2016).

Well-Being Due to Getting Recognition from Adults

The next thing that provides well-being to students is the feeling of being appreciated and recognised by people who are considered valuable around them. This idea of well-being is based on the theory of recognition as emphasised by Sointu (2006), which states that one way for humans to get a sense of well-being is through recognition from people around them. The feeling of being recognised, considered to exist, heard and appreciated by people who are considered influential in life can make people happy because they feel accepted as they are, happier, healthier, and more enthusiastic in life (Sointu, 2006).



Figure 5. Announcements and appreciation for high-achieving students, as well as sanctions for students who violate school rules. It acts as a form of strict enforcement at SMPN Kloja. (personal documentation 13 March 2023)



Figure 6. A clean, safe, and conducive school environment at SMPN Kloja supported by shared goals among teachers, students, and parents. (personal documentation 15 March 2023)

This study found that the school's ability to establish partnerships with parents will be able to help meet the recognition needs of its students. These finding complements what was put forward by Wesley et al. (2020): to meet the recognition needs of students, school administrators must treat students not only as objects, numbers, or work tasks. Students must be humanized or viewed as humans who have uniqueness, social needs, and attention (Wesley et al., 2020). This study found that in order to be able to meet the recognition needs of students, schools will not be able to do it alone without asking for participation from parents. This is because there is an imbalance in the ratio between the number of teachers and students in schools. Teachers who are very limited in number cannot provide sufficient and satisfactory recognition for all students. There is a tendency that teachers will only be able to recognize and appreciate students with outstanding academic achievements and make other students feel ignored. Schools that can invite parents to participate in supervising, paying attention, and appreciating their children's learning outcomes can make students feel well-being because their efforts to study at school get

recognition from their parents. Attention and praise from parents have an even greater impact than teachers because parents are considered more valuable by children. Through the participation of parents in paying attention to their children's academic development, all academic developments that occur in students will immediately get recognition and bring a sense of well-being.

In the educational environment, especially junior high schools, parental involvement in children's education is very important and necessary. This is under the recommendations of Perkins et al. (2016) that when compared to elementary schools, the learning environment in middle schools is quite challenging because the learning atmosphere tends to be less warm and impersonal. In the middle school environment, students have to face more new teachers and subjects. There are many teachers in each lesson who continue to change, making it difficult for students to get to know and establish closer relationships with the teachers (Perkins et al., 2016). Schools with a positive culture with their ability to establish good relationships with parents can provide well-being to students through parental involvement in recognizing children's efforts and abilities to learn at school.

The findings of this study indicate that to meet the need for recognition for students, schools need to ask for help from parents as the closest and most influential parties to children's happiness. The participation of parents can make students feel well-being because they feel cared for, respected, and valued. The fulfillment of these needs is the beginning of the growth of self-esteem, self-respect, and self-confidence (Anderson & Graham, 2016).

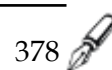
By comparing and analyzing the management of two contrasting public junior high schools, namely SMPN Kloja and Soka, this study found that a school's ability to build close and strong relationships with parents is essential for creating a better learning environment for students. Parental participation in motivating and supervising students' education is important in helping school administrators provide a conducive learning environment, better opportunities for student growth, positive social relationships, a sense of autonomy, and recognition. These four aspects are important in developing students' sense of well-being. The finding regarding the importance of school-parent relationships, although significant, has not been widely identified in previous studies.

The limitation of this study is that it was conducted in only two public junior high schools in Malang City. Therefore, the conclusions may not necessarily be applicable to other educational settings. However, these findings can still serve as a strategic roadmap for schools to implement better educational practices and improve student well-being.

CONCLUSION

The findings of this study indicate that schools with positive management can support the realization of student well-being, which determines optimal academic competency. One thing that is key for schools to create positive school management is the ability to establish communication and partnerships with parents of students.

Good communication and partnership between schools and parents can make schools able to provide well-being for students through four elements. The first is well-being because students can grow and develop optimally; partnerships between schools and parents can make students have a positive attitude towards lessons and easily master academic competencies. Second, a good partnership between schools and parents makes schools able to apply strict discipline to school regulations so that students can develop autonomy. Third, partnerships with parents can make students have a positive attitude and have good social relations with teachers and peers. Fourth, the ability of schools to establish partnerships with parents makes students feel happy because they get satisfactory recognition from parents as the closest and most important people to them. The success of schools in building communication and partnerships with parents greatly influences the school's ability to implement education optimally and provide students with academic competencies as mandated by the state.

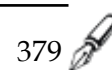


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