



A Qualitative Exploration of Teachers' Perceptions of School Well-Being in Indonesia Based on the Konu-Rimpelä Model

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Keywords:

School well-being, teachers' perceptions

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Article History

Submitted: 12-07-2025

Revised form: 12-15-2025

Accepted: 03-13-2026

Published: 04-17-2026

Abstract:

This study was conducted to address the limited qualitative evidence on teachers' perceptions of school well-being. It aims to explore these perceptions through key indicators of school well-being, specifically having, loving, being, and health status. Employing an evaluative qualitative design, the research sought to understand the psychological processes underlying teachers' well-being within the school environment. A total of 16 teachers from two private middle schools in Sleman Regency, Indonesia, were selected through purposive sampling. Eligibility criteria included at least 1 year of teaching experience and active participation in school activities. Data were collected through focus group discussions (FGDs) guided by an interview protocol aligned with the school well-being indicators. Thematic analysis was used to identify key patterns across participants' responses. The findings indicate that teachers perceive school well-being as encompassing both strengths and challenges across its various dimensions. Dissatisfaction was reported in the having dimension due to inadequate physical school environments. The loving dimension was reflected in positive interpersonal relationships alongside academic pressures stemming from remedial demands. In the being dimension, teachers felt meaningfully involved in school policies, and students actively participated in creative activities. The health dimension was evaluated as satisfactory. These findings highlight the importance of improving physical facilities, managing academic pressures, and strengthening participatory school practices to enhance both teacher and student well-being. Overall, teachers perceive school well-being as strong in interpersonal relationships, participation, and health, but weakened by inadequate physical environments. This result highlights the need for targeted interventions to improve teacher well-being, foster a more positive learning climate, and achieve better educational outcomes.

How to cite this article (APA Style):

Yuniawati, R., Hidayah, N., & Lidong, Q. (2026). A Qualitative Exploration of Teachers' Perceptions of School Well-Being in Indonesia Based on the Konu-Rimpelä Model: *Jurnal Ilmiah Psikologi*, 28(1), 22-41. doi: <https://doi.org/10.22219/psikologi.v28i1.4963>



InSight: Jurnal Ilmiah Psikologi

Vol 28, No 1 (2026): 22-41. DOI: 10.26486/psikologi.v28i1.4963

ISSN 2541-5921 (online); 2528-3170 (printed)

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INTRODUCTION

The concept of well-being, originally used to describe general prosperity, was further developed within the educational context. Well-being in education is crucial because it significantly influences the psychological health of everyone in the school environment. Teachers, who spend most of their time at school, play a central role in shaping the school's atmosphere and influencing students' learning outcomes. When teachers feel comfortable and satisfied in their workplace, their positive emotions and behaviors are often transmitted to students, thereby enhancing teaching effectiveness and the quality of learning.

School well-being encompasses multiple dimensions of positive experiences within the school community. It refers to an individual's subjective assessment of their school's ability to meet their

requirements, which includes four key aspects: having (school conditions), loving (social relationships), being (self-fulfillment), and health (Konu et al., 2002). A school that successfully cultivates these aspects is often described as a "prosperous school." Areba et al. (2018) emphasize that such schools create environments where students, teachers, and staff feel happy and comfortable, enabling them to realize their potential. Moreover, prosperous schools promote health, social behavior, and effective teaching, thereby contributing to the long-term achievement of educational and health goals.

Teachers' psychological well-being, as a crucial aspect of overall school well-being, has become a significant focus in educational psychology. Although numerous studies have explored teachers' mental health, most have concentrated on stress and burnout, leaving a gap in understanding their subjective well-being within the school environment. Psychological well-being encompasses a state of happiness, satisfaction, and freedom from stress, characterized by the fulfillment of an individual's basic psychological needs (Ryff, 1989). Previous research has identified several factors influencing psychological well-being, including demographics, social support, life experiences, culture, and socioeconomic status (Robinson et al., 2016). However, these studies primarily address general or clinical contexts rather than the specific school setting.

The school well-being framework proposed by Konu and Rimpelä (2002), adapted from Allardt's model, highlights four essential dimensions: having (school conditions and facilities), loving (social relationships), being (self-fulfillment and participation), and health status (physical and psychological health). Research on this model in Indonesia remains limited, particularly regarding how teachers perceive and experience these dimensions in their daily school life. Teachers' perceptions are essential because they shape the school's psychological climate and influence the implementation of well-being-oriented educational practices. Several studies in Indonesia have examined school well-being and student well-being, predominantly from students' perspectives. For example, Nai'mah (2019) found that school well-being among early childhood students is reflected in feelings of safety, freedom from disturbance, supportive peer relationships, and protection from teachers. Aji and Prasetyo (2018) demonstrated a positive and significant relationship between students' perceptions of school climate and their subjective well-being.

indicating that a more positive school climate is associated with higher student well-being. More recently, Pratiwi (2024) reported that higher academic stress is associated with lower student well-being among senior high school students. In addition, Riennova (2025) found that implementing the Merdeka Curriculum contributes to student well-being by fostering active participation, positive learning experiences, and the fulfillment of students' psychosocial needs. Overall, these findings indicate that research on school well-being in Indonesia has largely focused on students, leaving teachers' perspectives relatively underexplored.

There were few studies examining teachers' perspectives and how their psychological readiness affects the success of well-being programs in schools. Therefore, this study aims to explore teachers' perceptions of school well-being, examined through the indicators of subjective well-being: having, loving, being, and health status.

Although research on school well-being in Indonesia has received greater attention, relatively few studies have examined this concept in the Indonesian context, with most focusing on students rather than teachers. There are few studies examining teachers' perspectives and how their psychological readiness influences the success of well-being programs in schools. This gap leaves a significant lack of understanding regarding teachers' subjective experiences of school well-being. Therefore, this study aims to explore teachers' perceptions of school well-being using indicators of subjective well-being: having, loving, being, and health status.

The objectives of this research are to understand how teachers perceive school well-being, identify factors that support or hinder it, and explore how these perceptions relate to their psychological well-being at work. The findings are expected to contribute to the development of psychological assessment frameworks and intervention programs that promote teacher well-being, thereby enhancing teaching effectiveness, school climate, and overall educational quality.

METHOD

This study employed an evaluative qualitative research design to explore teachers' psychological experiences related to their well-being at school. The participants were 16 teachers from two private middle schools in Sleman Regency, selected through purposive sampling based on the following criteria: (1) a minimum of one year of teaching experience, (2) active involvement in school programs, and (3) voluntary willingness to participate. Data were collected through focus group discussions (FGDs), each lasting 90 to 120 minutes. Open-ended questions guided discussions on school conditions, social relationships, participation, and health. Typical guiding questions included, "What makes you feel comfortable at school?" "How do relationships with colleagues and students influence your well-being?", and "How do school facilities and health conditions affect your satisfaction as a teacher?" All discussions were recorded with participants' consent and transcribed verbatim for analysis.

Data were analyzed using thematic analysis, following the procedures suggested by Braun et al. (2020). The analysis involved several steps: (1) familiarization with the data through repeated reading of transcripts; (2) generating initial codes; (3) identifying patterns and

emerging themes; (4) reviewing and refining themes; and (5) interpreting the themes in relation to the school well-being framework. Credibility was enhanced through triangulation across schools, member checking, and researcher reflexivity.

Ethical Considerations. This study adhered to standard ethical guidelines for social science research involving human participants. All participants voluntarily agreed to participate and provided informed consent prior to data collection. Confidentiality and anonymity were rigorously maintained throughout the study. The research posed minimal risk to participants, as it focused on teachers' professional experiences and perceptions of school well-being.

RESULTS AND DISCUSSION

The research was conducted at two private middle schools in Sleman Regency, Yogyakarta, Indonesia. The researcher was assisted by four final-year students from the Faculty of Psychology, who served as facilitators and observers. The discussion involved dividing participants into four small groups, each consisting of 5 to 7 individuals, and having a single facilitator for each group.

The thematic analysis of the focus group discussions (FGDs) revealed that most participants perceived the school conditions as inadequate due to air pollution from the cafeteria and garbage problems. This situation created an uncomfortable environment characterized by poor cleanliness and ineffective environmental management. To address these issues, the school authorities established a green environment and garden.

Health facilities were perceived as inadequate, and the situation worsened when the health service unit was unavailable. However, basic first aid was still accessible. At another school, a similar health facility existed, although its location changed each year. In other words, the school health center was not well-established. Consequently, students with health issues found it difficult to rest when ill. They were often forced to rest in the classroom, the library, or the mosque, and in some cases were sent home. Only one school provided a small canteen. The school also had a small mosque with a compact space. Toilet facilities were available in both schools, but many teachers were dissatisfied with their cleanliness. The classroom conditions in both schools were fairly similar. Ventilation was inadequate, resulting in poor air circulation in some classrooms. Some rooms lacked sufficient lighting, making them dark. Many chairs and tables were broken, despite the classroom being adequately sized. However, in many cases, the number of students exceeded the available classroom space. This situation made the classrooms less conducive and less comfortable for teaching and learning.

Regarding school security, many respondents argued that their school was unsafe due to frequent theft incidents. The number of security personnel was insufficient, and although they worked at night to maintain security, their efforts were ineffective because of inadequate school supervision. Additionally, the security equipment was incomplete. Many important rooms lacked iron barriers, the school fence was inadequate, and CCTV cameras were uninstalled.

According to some teachers, the teaching and learning process was more challenging because the teaching materials were difficult to understand. Consequently, teachers had to

explain the content repeatedly. Additionally, they had to administer remedial exams to help students achieve a passing grade.

Social relationships, particularly the loving dimension, were well established, with strong connections maintained between teachers and school authorities. Similarly, positive relationships existed among teachers, between teachers and students, and among students. Overall, a positive social environment was effectively sustained. Teachers felt they had built a strong rapport with school authorities, fostering mutual trust and accountability. This setting created a warm, family-like atmosphere. This environment was further strengthened by the teachers' ability to resolve conflicts effectively. Among students, a good relationship was also evident; there was no sense of seniority despite differences in grade levels. Students enjoyed playing together, and although occasional fights occurred, they were brief and promptly resolved. Teachers maintained an amiable attitude toward students, consistently showing affection and care while striving to be partners in students' learning. Physical punishment was generally avoided; when disciplinary measures were necessary, they were implemented only after discussions and agreements involving students and parents.

The course schedule was adjusted according to the level of difficulty. Courses or subjects that were typically difficult were scheduled for the early hours, while lighter, relatively easier courses were scheduled later. If the assigned teacher were absent, another teacher would substitute. The only issue observed was that the allotted rest time was still insufficient.

Teachers are actively involved in the decision-making process regarding Being dimensions or facilities for self-actualization in the school. Decisions are made by consensus between teachers and principals. Teachers are expected to comply with the outcomes, even if they are not fully satisfied. Although students are not involved in the overall decision-making process, they are informed about the results of school policies. Students are allowed to express their opinions when negotiating learning contracts with teachers. They believe that the school has made efforts to provide students with the necessary skills, opportunities to participate in competitions and student exchanges, and encourages them to join extracurricular activities. The school has successfully maintained cooperation with parents and the wider community. The findings of this study indicate that teacher involvement in school decision-making and in providing students with life skills is quite effective. Additionally, student involvement is also positive, as they are responsible for participating in activities that foster their creativity. Although students do not have the right to participate in broader decision-making, they are involved in determining learning contracts and classroom regulations.

Regarding health status, no severe illness was reported at school. This observation is evident in the teacher's evaluation. Teachers, staff, and students' health status was all excellent. On some occasions, students suffered from cough, fever, and headache. The role of Public Health Services cannot be found in school. However, the recommendation from Public Health Services will serve as a reference when unwanted health issues arise. The findings were summarized in Table 1.

Table 1. Dimension of Teacher's Well-being

Dimension	Descriptive	Interpretative
<i>Having (school condition)</i>	Physical environment: green scenery due to trees and plantations; however, there were issues with air pollution and litter.	These environmental drawbacks made teachers feel that the school's physical condition did not fully support their well-being.
	Health Facilities: The canteen and health service unit were inadequate; the toilet was unclean and had an unpleasant odor.	The school's health-related infrastructure was unable to support students' and teachers' physical well-being fully.
	Classroom condition: air ventilation was inadequate, and the illumination was insufficient. Additionally, some chairs and tables were broken.	The physical classroom environment required significant improvements to facilitate learning better and support overall well-being.
	Security: a theft occurred due to a lack of security personnel; some staff were not fulfilling their responsibilities, and there was insufficient security equipment.	These issues led teachers to conclude that improvements in personnel, equipment, and overall management were necessary to strengthen school security and support their well-being.
	Learning process: Some teaching materials were difficult to understand, so the teacher repeatedly explained them. A remedial exam was needed for the students to reach the passing grade.	The instructional approach and learning support still need improvement.
	Classroom size: The classroom was already ideal, but some classes were too small, which made them less conducive to learning.	The learning environment was less conducive, particularly during crowded class sessions, as limited space restricted comfort and movement.
	Learning hours division: the time for the break was not enough	The short breaks limited students' opportunities to rest, refresh, and prepare for subsequent lessons, thereby diminishing their overall comfort and concentration during class.

Loving (social relationship)

The relationship among teachers: a close relationship, warm and well-built cooperation

A positive relationship was well established, and familiarity and fun were present.

Conflict among teachers: The conflict among teachers can be well solved because they have good conflict management skills

Conflicts did not escalate or disrupt the teaching-learning process, thereby contributing to a more harmonious and supportive school environment.

The relationship with authority and school management: school authority grew, and mutual trust and responsibility in teaching.

The relationship between teachers and school authorities was characterized by mutual trust and shared responsibility in teaching.

The relationships among the students were close and egalitarian, with no sense of seniority; they played together harmoniously. Although minor conflicts occasionally occurred, they were resolved promptly. This closeness persisted after graduation through the establishment of an alumni community that organizes many positive activities, such as breakfast gatherings.

The relationships among students were generally positive, characterized by closeness and mutual acceptance. There was no culture of seniority, and students frequently played and interacted harmoniously across grade levels. Although occasional minor conflicts occurred, they were quickly managed and resolved without escalation. The strong sense of camaraderie persisted even after graduation, as evidenced by the formation of an active alumni community that engaged in various positive activities, such as organizing breakfast gatherings to maintain social bonds.

The teacher's attitude toward the student: showing affection and care by acting as the best learning partner.

Teachers demonstrated a supportive and caring attitude toward students by positioning themselves as their best learning partners. They expressed affection through encouraging interactions, gentle guidance, and consistent attention to students' needs.

The teacher addressed the tendency toward violence by using physical punishment as a form of discipline. However, this approach was largely avoided by increasing discussions and establishing an agreement between parents and students.

There was a tendency for disciplinary actions to involve physical punishment, as some teachers had previously used it to enforce rules. However, this practice has been significantly reduced through deliberate efforts to promote non-violent discipline. Teachers began emphasizing dialogue, reflective discussion,

and collaborative problem-solving with students. Additionally, a mutual agreement involving parents and students was implemented to reinforce a shared commitment to non-violent disciplinary approaches.

Course Schedule: The schedule was well-organized; challenging courses were scheduled early in the day, while lighter courses were scheduled later. If a teacher were unavailable, another would substitute.

The course schedule was considered well-organized. More challenging subjects were strategically placed in the earlier hours of the school day when students' concentration levels were higher, while lighter subjects were scheduled later to reduce fatigue. Additionally, when teachers were unable to conduct their lessons, substitute teachers were arranged to ensure continuity in the learning process. This system contributed to a smoother instructional flow and minimized disruptions in classroom activities.

Implementing school policies and regulations involved issuing sanctions in accordance with established procedures and prior agreements with students. Students were provided with guidelines outlining the regulations. Sanctions were determined through discussion, and stricter measures could be applied if necessary.

The implementation of school policies and regulations was conducted in a structured and systematic manner. Sanctions were imposed in accordance with agreed-upon rules clearly communicated to students through established guidelines. This approach demonstrated the school's commitment to maintaining discipline while fostering communication and mutual responsibility.

Being (means for self-fulfillment in school)

Teacher participation in the decision-making process: Teachers were involved in policymaking conducted by consensus. They continue to comply even if the outcomes do not fully meet their expectations.

Teachers actively participated in the school's decision-making process, which was generally conducted through consensus. Although some decisions did not fully meet their personal expectations, teachers remained committed to implementing the agreed-upon policies. This involvement demonstrated a strong sense of professionalism, collective responsibility, and respect for institutional decisions.

Students' participation in decision-making: They were not involved in the overall decision-making process but were given the right to decide on class regulations and the learning contract.

Students were not involved in broader school-level decision-making; however, they were allowed to participate in establishing class regulations and learning contracts. Through this limited involvement, students could express their preferences and help create a more comfortable, mutually agreed-upon learning environment. Although their participation did not extend to higher-level policy formulation, the autonomy granted at the classroom level fostered their sense of responsibility and engagement.

A student's opportunity to enhance their skills includes courses tailored to various interests, such as tailoring and computer training. Additionally, students can participate in competitions, student exchange programs, and extracurricular activities.

Students were offered opportunities to enhance their skills through specially designed courses, including tailoring and computer training. Additionally, they were encouraged to participate in competitions, student exchange programs, and a wide range of extracurricular activities. These opportunities enabled students to explore their interests, develop practical competencies, and strengthen both academic and non-academic abilities, contributing to their overall personal growth.

The relationship between schools and other community entities, such as social service organizations and bazaars, is important. Schools often invite community leaders to foster cooperation and strengthen partnerships.

The relationship between the school and the surrounding communities was well maintained through various collaborative activities. The school regularly organizes social charity events and market days, which strengthen social engagement and mutual support. Additionally, the school often invited community leaders to participate in school programs, fostering better cooperation and enhancing the school's connection with the wider community. This partnership contributed positively to the school environment and enriched students' social experiences.

The relationship between the school and parents is strengthened by distributing report cards, which inform parents of any issues. Monthly meetings with parents are held, and communication is maintained very effectively.

The relationship between the school and parents was effectively maintained through clear and consistent communication. The distribution of report cards enabled parents to stay informed about their child's academic progress and any emerging issues requiring attention. Additionally, monthly meetings provided a structured forum for parents and teachers to discuss student development and collaboratively address concerns. This ongoing

		communication fostered mutual understanding and strengthened the partnership between the school and families.
<i>Health status</i>	<p>Health condition of the school's members: no illness; only minor illness.</p> <hr/> <p>The role of Public Health Services: not observed, but it can be used as a reference if students are ill</p>	The overall health condition of school members was generally good, with no serious illnesses reported. Only minor health issues occasionally affected students or staff. Although the specific role of Public Health Services was not directly observed in this study, it remained a potential resource for medical consultation whenever students became ill. This finding indicates that health support was available, even if it was not actively integrated into daily school activities.

This research revealed teachers' perceptions of their school well-being across the four dimensions of the Konu–Rimpelä model: having, loving, being, and health.

1. Having (School Condition).

Teachers reported that the physical environment was partially supportive due to the presence of greenery; however, issues such as air pollution and accumulated rubbish diminished environmental comfort. Health facilities, including the canteen and school health unit, were perceived as inadequate, and the toilets were described as unclean and malodorous. Teachers indicated that classroom conditions were suboptimal due to insufficient ventilation and lighting, and that several chairs and tables were broken. Security was also a concern: a theft had occurred, security personnel were insufficient and occasionally negligent, and the school lacked essential security equipment. While the overall classroom size was considered ideal, some rooms remained inadequate, disrupting the learning atmosphere. Teachers also noted that the division of learning hours provided insufficient break time. During the learning process, some materials were difficult for students to understand, prompting teachers to repeat explanations and conduct remedial exams to help students achieve passing grades.

The present study examined teachers' perceptions of the school environment and its influence on teaching and learning processes. Overall, the findings indicate that although certain environmental features, such as greenery, were perceived as supportive, multiple aspects of the school's physical, health, and security infrastructure were inadequate and negatively affected teachers' instructional experiences. Teachers' appreciation for the surrounding greenery aligns with research demonstrating that exposure to natural elements can enhance psychological comfort, reduce stress, and improve cognitive functioning for both students and teachers. However, this potential benefit was undermined

by environmental problems, particularly air pollution and accumulated rubbish. Previous studies have indicated that poor environmental quality in school settings reduces concentration, increases health risks, and adversely affects learning conditions. Thus, the contradictory effects observed in this study highlight the need for a holistic approach to environmental management rather than relying solely on natural elements (Roffey, 2012b).

The inadequacy of health-related facilities, such as school canteens, health units, and sanitation facilities, emerged as a major concern. Teachers described the toilets as unclean and unpleasant, consistent with international evidence indicating that poor sanitation discourages students from using school toilets and increases the risk of hygiene-related illnesses. Situation analyses in Indonesia have reported similar deficiencies in school canteens, where low hygiene standards and poor facility quality contribute to nutritional and health problems. Given that sanitation and nutrition are foundational to learning readiness, these findings underscore the critical importance of improving school health infrastructure (Meiyetriani, 2019).

Classroom conditions were also perceived as suboptimal, particularly regarding vent that overcrowded or poorly maintained rooms hinder instructional interactions and classroom management (Gqwabaza, 2025)

Security concerns further shaped teachers' perceptions of an unsupportive school environment. Reports of theft, insufficient security personnel, and a lack of essential equipment indicate a weak security infrastructure. These findings align with evidence that inadequate school security increases the risk of disruptive behavior and diminishes the perceived safety of both teachers and students. A secure environment is essential not only for physical safety but also as a foundation for a positive school climate and effective instruction (John-Akinola & Nic-Gabhainn, 2014).

Regarding instructional processes, teachers noted that some learning materials were difficult for students to understand, necessitating repeated explanations and remedial assessments. This pattern aligns with studies demonstrating that remedial teaching is beneficial but often symptomatic of deeper issues related to instructional differentiation, material complexity, and insufficient formative assessment practices. The finding suggests the need for improved scaffolding strategies and differentiated instruction to reduce repeated remediation cycles (Rai & Penjor, 2020)

Finally, teachers reported that the distribution of learning hours provided insufficient rest time for students. Research on instructional time and cognitive performance indicates that adequate breaks are necessary to sustain attention and prevent cognitive fatigue, particularly in intensive academic settings. Therefore, reviewing the school timetable may be essential to support optimal learning conditions (Greener, 2020). Collectively, the findings reveal that teachers' experiences are shaped by a complex interaction of environmental, infrastructural, security, and pedagogical factors. Improving any single aspect is unlikely to be sufficient; instead, comprehensive and integrated school improvement efforts are needed. Future studies might explore students' perceptions of these same variables or examine intervention outcomes after improvements to school facilities and learning environments.

2. Loving.

Teachers reported that conflicts among themselves were manageable due to their strong conflict management skills. Their relationship with school authorities was positive, founded on mutual trust and shared responsibility. Teachers described the relationships among students as warm and harmonious; students played together, had no issues related to seniority, and resolved minor conflicts effectively. This closeness extended beyond graduation through an active alumni community. Teachers also reported demonstrating affection and care toward students by positioning themselves as supportive learning partners. Although physical punishment was used in the past for discipline, it has been significantly reduced through discussions and joint agreements with parents and students. Teachers further emphasized their positive relationship with ed teacher motivation (Ruus et al., 2007).

Teachers emphasized their caring and supportive roles toward students, positioning themselves as learning partners. This approach reflects the principles of teacher, student connectedness, which the literature identifies as a key predictor of academic motivation, emotional well-being, and reduced classroom conflict (Eyal & Roth, 2011). When teachers adopt relational pedagogies grounded in care and partnership, students tend to exhibit higher engagement and more positive classroom behaviors.

The study also revealed that, although physical punishment was historically used as a disciplinary strategy, its application has been significantly reduced through dialogue and agreements with parents and students. This transition aligns with global trends advocating restorative and non-violent disciplinary approaches. Evidence indicates that shifting from punitive discipline to collaborative, restorative strategies enhances students' sense of safety, improves behavior, and reduces negative emotional outcomes. The collaborative efforts involving parents and students reported in this study echo findings that family-school partnerships are critical for sustaining positive behavioral interventions and fostering a more supportive disciplinary climate (Schiffrin et al., 2014).

Overall, the results highlight the strength of interpersonal relationships within the school, demonstrating how mutual trust, supportive peer interactions, and caring teacher-student relationships contribute to a healthy social climate. These relational strengths serve as protective factors that can buffer structural or environmental deficiencies in the school context. Future research may explore how these positive social dynamics interact with broader ecological factors or how relational strengths can be leveraged to improve other dimensions of school climate.

3. Being (Self-fulfillment and Participation).

Teachers perceived the course schedule as well-organized, with challenging lessons scheduled earlier in the day. When a teacher was absent, a substitute was promptly available. They reported that their involvement in implementing school policies was satisfactory and that sanctions for students were applied in accordance with established procedures and regulations. Teachers also participated in the decision-making process, which was based on consensus, and they continued to comply even when decisions did not fully meet their expectations. However, students were not actively involved in school-level decision-making, though they were allowed to establish class rules and learning contracts. Teachers observed that students had opportunities to develop their skills through tailored courses, computer training, competitions, student exchange programs, and extracurricular

activities. Additionally, schools maintained positive relationships with the community by organizing social activities and inviting community leaders to strengthen collaboration.

The findings indicate that teachers generally perceived the school environment as supportive of their professional fulfillment and participatory roles. Teachers reported that the course schedule is well-organized, with more cognitively demanding lessons placed earlier in the day. This result aligns with research showing that student cognitive performance peaks in the morning, and scheduling challenging lessons at optimal times enhances learning effectiveness and instructional flow. Efficient scheduling practices, such as timely substitution for absent teachers, as noted in this study, are also recognized as key components of instructional continuity and school operational quality (Rai & Penjor, 2020).

Teachers also expressed satisfaction with their involvement in policy implementation, noting that sanctions against students were applied in accordance with established procedures. Consistent and transparent disciplinary systems are known to improve perceptions of fairness and strengthen the overall school climate (Thapa et al., 2013). Moreover, teachers reported active participation in consensus-based decision-making. This involvement reflects a collaborative organizational culture; consensus-based decision-making was linked to enhanced teacher commitment, shared ownership, and stronger organizational cohesion. Teachers' continued compliance, even when decisions did not fully align with their preferences, suggests the presence of relational trust and a shared belief in collective responsibility, both of which are well-established predictors of effective school functioning.

While teachers were actively engaged in decision-making, they noted that students were not involved in broader school-level decisions but were allowed to set class rules and create learning contracts. This finding partially aligns with the literature on student voice, which emphasizes that even limited participation in rule-setting can enhance student autonomy, motivation, and sense of belonging. However, research also suggests that deeper forms of student participation, such as involvement in school-wide governance, are associated with higher levels of engagement and civic development. Thus, the limited scope of student voice identified in this study may represent an area for potential school improvement (de Róiste et al., 2012).

Teachers observed that students had diverse opportunities to develop their skills, including through tailored courses, computer training, academic competitions, exchange programs, and extracurricular activities. These opportunities reflect a holistic approach to education that promotes student agency, competence, and personal growth. Studies have shown that access to varied skill-building activities supports students' self-fulfillment, enhances career readiness, and fosters socioemotional development. The availability of such programs within the school indicates an institutional commitment to nurturing students' strengths and talents.

Finally, the school's active engagement with the surrounding community, such as organizing social events and inviting community leaders, demonstrates strong school-community partnerships. These partnerships were shown to enhance student learning outcomes, improve the school's reputation, and strengthen social cohesion (Sanders & Lewis, 2022). Community participation also reinforces the contextual relevance of educational activities and promotes collective responsibility for student development.

Overall, the findings highlight that the school provides significant opportunities for teacher participation, instructional continuity, and student skill development, while maintaining collaborative ties with the broader community. However, expanding students' involvement in school-level decision-making may further enhance their autonomy and sense of belonging.

4. Health (Health Status and Health Support)

The general health condition of school members was good, with only minor illnesses reported. Although the role of the Public Health Services was not directly observed, it remained a potential point of reference if students experienced health issues. Communication between the school and parents was strong; report card distribution informed parents about potential concerns, and monthly meetings created structured opportunities to discuss student development.

The findings indicate that the overall health status of school members was generally good, with only minor illnesses reported. This situation aligns with contemporary research suggesting that supportive school environments, characterized by consistent routines, structured daily activities, and positive social relationships, promote better physical and mental health among both students and staff. While minor health complaints are common in school settings, the absence of serious health problems may reflect effective preventive measures and a safe, stable school environment. Although the role of Public Health Services was not directly observed in daily school operations, these services remained available as a potential referral source when students experienced health issues. This result reflects a broader trend toward strengthening school, community health partnerships in Indonesia and other developing regions. Studies reveal that accessible community health services, even when not integrated into daily school activities, significantly contribute to early detection of health concerns and to the continuity of care for students. The presence of such referral pathways enhances schools' capacity to address health needs beyond their internal resources (Baur, 2020).

Communication between the school and parents was described as strong and well-structured. Report card distribution informed parents of potential academic or behavioral issues, while monthly meetings provided structured opportunities to discuss students' development. These findings align with research emphasizing the importance of school-family communication in supporting student health and well-being. Strong communication channels facilitate early identification of concerns, enhance parental engagement, and improve student outcomes across academic, behavioral, and health domains. Regular meetings, in particular, were shown to increase parents' understanding of their child's needs and promote coordinated support strategies between home and school (Schiffrin et al., 2014).

The structured communication practices observed in this study also reflect an integrated model of student support, wherein academic monitoring, behavioral supervision, and health considerations are interconnected. This holistic approach aligns with the Whole School, Whole Community, Whole Child (WSCC) framework, which emphasizes collaborative engagement among educators, families, and health professionals to promote comprehensive student well-being. Although the school did not directly involve Public Health Services in routine activities, its readiness to utilize these services when needed

suggests alignment with WSCC principles of intersectoral collaboration (Duncan et al., 2020).

Overall, the findings highlight that the school has several strengths related to health support, including good general health conditions, structured communication with families, and accessible external health services when needed. Enhancing the active role of community health professionals and increasing preventive health programs within the school could further improve health outcomes for both students and staff.

The findings of this study indicate that teachers have not yet achieved optimal well-being at school, particularly concerning the having dimension of the Konu–Rimpelä model. Teachers' discomfort with the physical school environment, such as inadequate ventilation, broken classroom furniture, unclean toilets, and insufficient security, demonstrates that their basic needs related to safety and comfort remain unmet. According to Allardt's conceptualization of welfare, the "having" dimension encompasses essential material and environmental conditions necessary for individuals to function effectively. When these fundamental conditions are compromised, teachers' psychological well-being is adversely affected. This result supports previous research showing that poor school infrastructure is associated with lower teacher job satisfaction and diminished performance (Buckley et al., 2014).

Despite these physical limitations, teachers reported positive experiences in the loving dimension, as evidenced by strong relationships with colleagues, school authorities, and students. Positive interpersonal relationships are well-established predictors of psychological well-being and workplace engagement (Hakanen & Schaufeli, 2012). The supportive social climate identified in this study aligns with the concept that relational connectedness acts as a protective factor, mitigating stress and enhancing resilience among teachers (Skaalvik & Skaalvik, 2018). Furthermore, teachers' ability to manage conflicts constructively and foster a sense of belonging among students further strengthens this dimension.

In the being dimension, teachers were meaningfully involved in implementing school programs and contributing to students' creative development. Such involvement reflects opportunities for autonomy, competence, and meaningful participation. Three psychological needs are emphasized in Self-Determination Theory (Ryan & Deci, 1985).

Previous studies have shown that when teachers perceive themselves as active agents in decision-making, they experience higher levels of professional fulfillment and motivation (Ingersoll & Strong, 2011). Although decision-making was often based on consensus, even when outcomes did not fully meet teachers' expectations, their continued compliance demonstrates a strong collective culture within the school.

The health dimension of the Konu–Rimpelä model also yielded favorable results. Teachers perceived the general health status of students, staff, and faculty as satisfactory, with only minor illnesses reported. Health conditions in schools play a vital role in educators' emotional and psychological well-being (Roffey, 2012a). Although the active involvement of Public Health Services was not observed, their availability as a medical resource indicates potential for future health-related collaboration.

However, an important concern identified in this research is the presence of verbal and physical violence among students, as well as instances of physical punishment administered

by teachers. Violence in school environments disrupts emotional security and undermines the well-being of both students and teachers. Studies revealed that exposure to school violence, whether as victims, perpetrators, or observers, diminishes psychological well-being and increases teacher burnout (Espelage, 2014). Although the school has attempted to reduce physical punishment by promoting dialogue and agreements among parents and students, this issue underscores the need for stronger policies and preventive programs.

Methodologically, the study faced limitations due to participants' spontaneous, partial, and ambiguous responses. Teachers' hesitation or their desire to protect the school's reputation may have influenced their responses. This observation aligns with findings from social desirability research, which emphasize participants' tendency to present themselves or their institutions in a favorable light, particularly in group-based qualitative settings such as FGDs. Thus, future studies would benefit from methodological triangulation, combining observations, individual interviews, and controlled group discussions involving teachers, students, and parents, to enhance data validity and depth (Tarnoki & Puentes, 2019).

Overall, this study contributes to understanding school well-being by emphasizing that interpersonal relationships and participatory practices within the school are strong, while physical conditions and teaching challenges remain areas for improvement. The findings support previous literature indicating that school well-being must be approached holistically, integrating physical, social, and psychological dimensions to enhance the quality of teaching and learning (Roffey, 2012; OECD, 2019). Improving physical infrastructure, addressing violence prevention, and providing teachers with pedagogical and emotional support will likely enhance both teacher well-being and overall school functioning.

CONCLUSION

Based on the results and discussion, this study concludes that teachers have not yet achieved psychological well-being at school. They reported feeling uncomfortable, dissatisfied, and unsafe due to the school's physical conditions, which they perceived as far from ideal. In contrast, teachers expressed satisfaction with their relationships with school authorities, colleagues, and students. Despite this positive social environment, they faced significant challenges in the teaching process, particularly in helping students achieve minimum passing grades. Teachers often need to administer remedial examinations and develop more effective instructional strategies to help students understand difficult material.

Teachers were actively engaged in fostering students' creativity and implementing school programs. Regarding health status, they expressed satisfaction with the overall well-being of school members, including teachers, staff, and students. Another significant finding revealed the occurrence of verbal and physical violence among students, as well as instances of physical punishment administered by teachers. This study extends the Konu-Rimpelä model by providing contextual evidence from Indonesian schools, highlighting that the "loving" dimension may function as a psychological buffer, helping teachers maintain well-being despite structural limitations in the "having" dimension.

This research has several limitations. The data collected did not fully capture comprehensive indicators of subjective school well-being. Although data verification was conducted, participants' responses were often spontaneous, incomplete, and ambiguous,

possibly because teachers sought to protect the school's reputation. As an initial stage of developmental research, future studies should incorporate methodological triangulation, including more in-depth observations and controlled group discussions involving teachers, students, and parents.

For future research, scholars investigating positive school environments are encouraged to adopt approaches that more effectively promote students' well-being. Schools should review feedback from both teachers and students and use it as a foundation to improve the well-being of all members of the school community, thereby enhancing the overall quality of teaching and learning.

Acknowledgement

The authors express sincere gratitude to the principals, teachers, and staff of the two private middle schools in Sleman Regency for their cooperation and willingness to participate in this study. Their openness and valuable insights made this research possible. The authors also extend appreciation to colleagues in the Department of Psychology for their constructive feedback throughout the research process, as well as to the research assistants who supported data collection and transcription. The authors gratefully acknowledge Ahmad Dahlan University for providing financial support for this research. This sponsorship played an essential role in ensuring that the study could be conducted effectively and completed on time.

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