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School Well-Being among Students in Indonesia

Ebriyani | Leni Permana | Hamdan Ardiansyah

Why school well-being matters

A human story can help us see the research question.

STORY

Wonder

Imagine being the new student who wants to belong, but worries about how others will treat you.

Prompt: What makes a school feel safe, welcoming, and supportive?

Adolescence

A critical period when mental health problems may emerge and continue into adulthood (Solmi et al., 2022).

School as a setting

Learning, relationships, and psychological health intersect in everyday school life (Wang et al., 2020).

Multidimensional

Having, loving, being, and health (Konu & Rimpelä, 2002).

Evidence gap

Indonesian findings are scattered across designs, instruments, and school levels.

Economics education lens: well-being can be considered part of human-capital investment.

Aim and research questions

Aim: To systematically review empirical research on school well-being and student well-being in Indonesian secondary schools published in 2021–2026.

RQ1

What are the characteristics of the included studies?

RQ2

What factors and constructs are related to school well-being?

RQ3

What research gaps and implications emerge, including for economics education?

Review design and search strategy

01

Design

Systematic Literature Review (SLR), reported using PRISMA 2020.

02

Database

Scopus AI; 482 records retrieved.

03

Synthesis

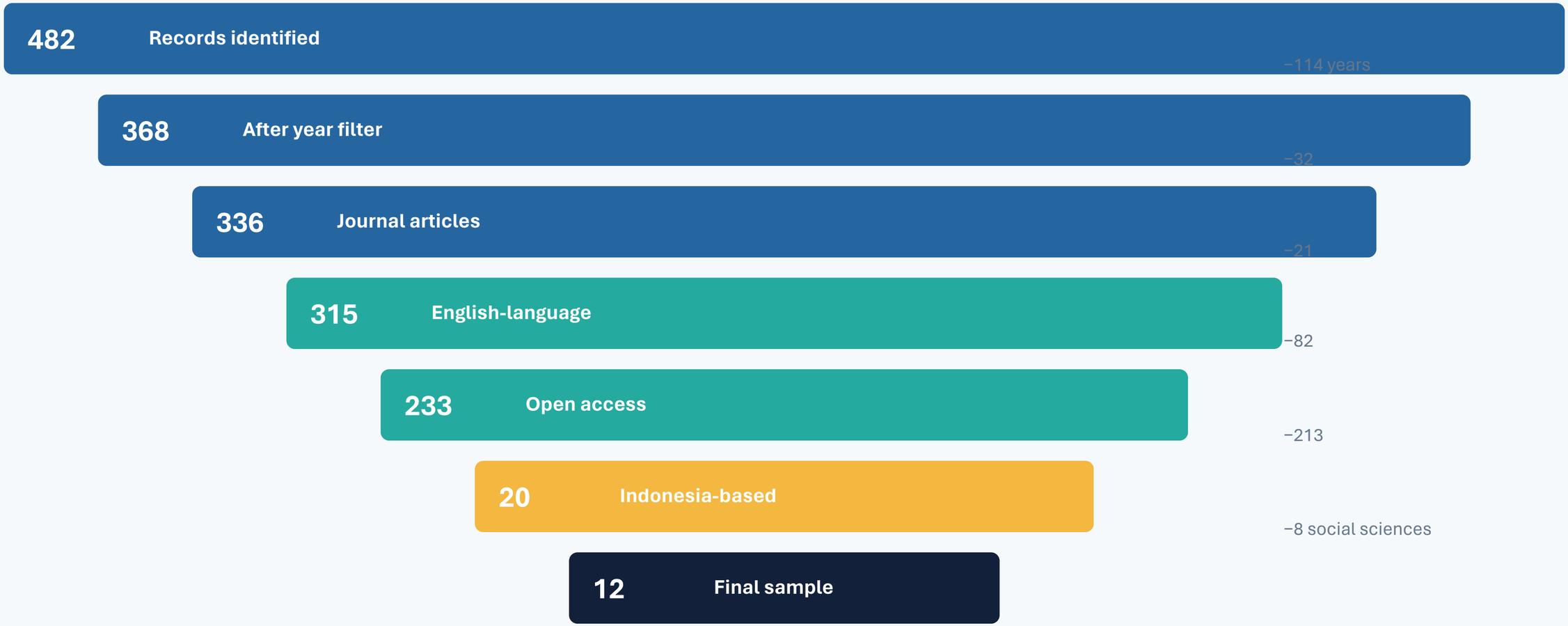
Thematic synthesis following Braun & Clarke (2019).

SEARCH STRING

("School Well-Being" OR "Student Well-Being") AND ("Senior High School" OR "High School" OR "Secondary School")

PRISMA-based study selection

A funnel from initial records to the final review sample.



12 articles met all inclusion criteria.

Profile of the 12 included studies

PUBLICATION YEAR



Study designs

4 quantitative SEM surveys
2 mixed-methods
3 qualitative
3 instrument/model studies

Education levels

6 junior high
4 senior/general high
1 vocational high
1 combined junior & senior

Samples & locations

Quantitative samples: 57–1,972. 7 of 8 studies reporting location were conducted on Java. Senior high school evidence remains less represented than junior high school research.

Five themes associated with school well-being

01

Classroom & school climate

Belonging, peer and teacher–student relationships, positive teaching, anti-bullying.

02

Family environment

Family support and socioeconomic background.

03

Personal & psychosocial resources

Meaning in life, emotional intelligence, social skills, measurement frameworks.

04

School systems & leadership

Access, organizational support, early risk detection, learning leadership.

05

Economic dimensions & resources

Socioeconomic status, unequal access, family/school resources.

What does the evidence show?

β = .424

School environment

Predicted well-being directly among senior high school students (Muhibbin et al., 2023).

β = .405

Teacher commitment

Positively related to student well-being (Rahmatullah et al., 2024).

10.9%

School climate

Explained well-being variance; belonging and relationships were significant (Aziz et al., 2024a).

29.5%

Meaning in life

Search for meaning explained the largest variance in an Indonesian framework (Wibowo et al., 2021).

Caution: coefficients come from different studies and models; they should not be compared as if estimated in one dataset.

Research gaps and practical priorities

01

Study design

No included study was longitudinal or tested an intervention. Causal conclusions are unsupported.

02

Measurement

Measures varied (SSWQ-based, HARMONI, PERMA-derived, and author-made), limiting comparability.

03

Student voice

Only one qualitative study relied entirely on students' own accounts; others drew on teachers.

PRIORITIES: strengthen belonging • coordinate family support • broaden longitudinal and intervention research

Implications for economics education

The review positions student well-being as relevant to the development of human capital.

CLASSROOM PRACTICE

Economics teachers can foster a supportive classroom climate and use positive teaching to encourage engagement.

SCHOOL PERSPECTIVE

Schools can view well-being as part of investment in human resources, alongside academic development.

RESEARCH AGENDA

Future studies can examine links between well-being and economic or financial literacy.

This is an implication drawn from the review—not evidence that economics learning has already been shown to cause higher well-being.

CONCLUSION

Key takeaways

12 **Indonesian studies synthesized (2021–2026).**

CORE School climate, belonging, relationships, and positive learning practices are consistent correlates.

WIDER Family support, psychosocial resources, school systems, and economic resources also matter.

NEXT Broaden regional coverage, improve measurement consistency, and conduct longitudinal/intervention studies.

Well-being is integral to students' educational experience and human-capital development.

Selected references

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- Wang, M.-T., et al. (2020). Classroom climate and children's academic and psychological wellbeing. Developmental Review, 57, 100912. https://doi.org/10.1016/j.dr.2020.100912

Full reference list is available in the conference paper.