

School well-being in high schools that implement the 05.30 am policy

Shela Christine Pello ¹, Yeni Damayanti ¹, Christin Bulla ^{1,*} and Salsabila ¹

¹ Psychology Study Program, Faculty of Public Health, Nusa Cendana University

*Email addresses of the corresponding author : christinbulla93@gmail.com

Abstract

Purpose: The aim of this research is to determine the government's efforts to improve the quality of students' school well-being related to the implementation of the 5:30 AM school entry policy, School well being consists of having, loving, being, and health, if not fulfilled it will have a negative impact on students.

Method: This research uses qualitative research with a phenomenological approach. The number of participants in this research was 8 people, determined using a *purposeful sampling* technique with the criteria that participants attended schools that implemented the school policy at 05.30 am and were grade 12 students.

Reslut: Based on the results of this research, three main themes were found, namely supporting facilities, social support, and the impact of policy implementation.

Conclusion: The implementation of new policies by the government and schools needs to pay attention to the emotional impact, physical impact, impact on learning activities, social support and facilities that need to be provided for students.

Keywords: school policy; school well-being; students

INTRODUCTION

The implementation of new policies is not easy to implement, it is necessary to pay attention to various related aspects. According to Agustino (2008), a policy is a series of actions that will become the basis for implementing an activity proposed by a person, group or government to achieve a goal. On Monday, February 27, 2023, the government of East Nusa Tenggara (NTT) imposed a new policy on several schools in Kupang City. The policy applied is related to school entry hours which changed to 5am, but later changed to 5.30 am. The policy was applied to 10 schools, namely, SMAN 1, SMAN 2, SMAN 3, SMAN 5, SMAN 6, SMKN 1, SMKN 2, SMKN 3, SMKN 4, and SMKN 5 (Tempo, 2023). This policy was instructed by the Governor of NTT with the aim of instilling a work ethic and forming superior NTT students. The implementation of this new policy received responses from the Ministry of Education and Culture and the NTT Ombudsman, who hoped that the policy would be properly reviewed before being enforced (Kompas, 2023).

Policy needs to be understood as a series of actions that will affect everyone involved in its implementation and not just a decision to take action (Richard Rose cited by Ravyansah et al., 2022). The implementation of this policy to achieve educational success needs to pay attention to various factors, one of which is student *well-being* in the school environment. A low understanding of *school well-being* is the cause of policy implementation that does not pay

attention to aspects of student *well-being* (Rasyid, 2021). The policies implemented in the world of education should support the implementation of child-friendly schools to improve student well-being at school (Mangestuti et al., 2022). Based on research conducted by Rizkasari (2017), it was found that the development of school policies, curriculum, activities, and infrastructure had an impact on student well-being. Miski (2017) in a study on students of SMK Wikrama Bogor, found that infrastructure facilities have a contribution of 40.38% to student learning achievement. Prasana facilities are one of the factors for student welfare, this is supported by Miski's research (2017) which explains that there is a significant influence on the facilities and infrastructure owned to increase learning achievement, if the facilities and infrastructure are insufficient, it will affect student learning achievement so that there is a lack of welfare for students.

According to Wang and Holcombe (2010), increasing learning achievement so that students are said to be superior needs to pay attention to students' perceptions of their environment because the environment has a direct influence on students' academic achievement. Students' perceptions of their school will affect their participation in school, school identification, and self-regulation. In addition, it is also necessary to pay attention to health at school, both the health of students and the school environment because it also affects student achievement (Ruglis & Freudenberg, 2010). Learning success, students' perceptions of their environment, and health are integral to students' well-being at school because they are supporting factors that can affect students' well-being in school.

School conditions can affect student well-being, if school conditions are pleasant, not boring, and do not cause pressure for students, students will not react negatively. The basis of the concept of well-being is conveyed by (Allardt, 1975, 1976, 1989) through the sociological theory of well-being which consists of the dimensions of having, loving, and being. Then Konu and Rimpela added one more dimension, namely the health dimension, so that school well-being has four dimensions that need to be fulfilled, namely having, loving, being, and health. School well-being is a form of subjective assessment of students' needs at school (Konu, Alanen, Lintonen & Rimpela, 2002). The having dimension includes the physical environment of the school both inside and outside the school. The loving dimension is a social relationship in the social environment, namely the relationship between teachers and students, between students, students and parents. The being dimension includes how the school provides opportunities for each student to get self-fulfillment related to interests and talents. The last dimension, health, is the absence of sources of disease and the condition of student health both physically and mentally (Azhari & Situmorang, 2019).

The government aims to improve the quality of students' education by implementing the 5.30am school entry policy. In addition, the new policy at school affects the quality of education of SMA/SMK students in Kupang City. If not fulfilled, students' well-being at school includes having, loving, being and health, and this can have a negative impact on students. The purpose of this study is to see how students' well-being is affected by the implementation of the 5.30am school entry policy.

METHOD

Research Design

This research is a qualitative research with a phenomenological method. The of this study was to describe the dimensions of *school well-being* in high school students related to the implementation of the 5.30 am school entry policy in several pilot schools in Kupang City. The data were then analyzed using thematic analysis by classifying and identifying themes (Braun and Clarke, 2006).

Participants

The selection of research participants was carried out using *purposeful sampling* technique with the following criteria (1) the school has implemented the 5.30 am school policy, and (2) grade 12 students because the implementation of the policy was only applied to grade 12 when the research was conducted. The participants of this study totaled 6 people who came from 6 different schools and implemented the 5.30 am school entry policy. The following are each participant with initials based on the name, namely MAB, R, SSA, IK, AS, and JMF (can be seen in table 1).

Table 1
Respondent Characteristics

Participant Initials	Age	Class	Gender
MAB	17 years old	12	Female
R	16 years old	12	Female
SSA	17 years old	12	Female
IK	18 years old	12	Female
US	17 years old	12	Female
JMF	17 years old	12	Male

Instrument

This research instrument used semi-structured questions prepared by the research team. Through the questions in the interview guideline, researchers obtained various information related to students' *school well-being* which includes the dimensions of *having, loving, being, and health* after the implementation of the 5.30 am school entry policy at their school. The questions in the interview guide will increase according to the answers of the participants.

Table 2
Interview Guidelines

No.	Question
1	Describe the facilities in your school!
2	What do you think about the facilities, especially since the implementation of the 5.30am school entry policy?

No.	Question
3	Describe your learning experience in class with your teacher and friends!
4	Explain the problems that occur due to this new policy!
5	How do parents respond to this new policy?
6	How is student participation in school decision-making related to existing policies?
7	How does the school help students develop their interests and talents?
8	Explain the appreciation given by the school for students who excel!
9	How does the new policy affect the physical and psychological condition of students and the health services provided by the school?

RESULTS AND DISCUSSION

This study involved 6 participants who were students from 6 schools that implemented the 5.30 am school entry policy. Based on the results of thematic analysis of the participants' interviews, three main themes were obtained, namely social support, the impact of policy implementation, and supporting facilities.

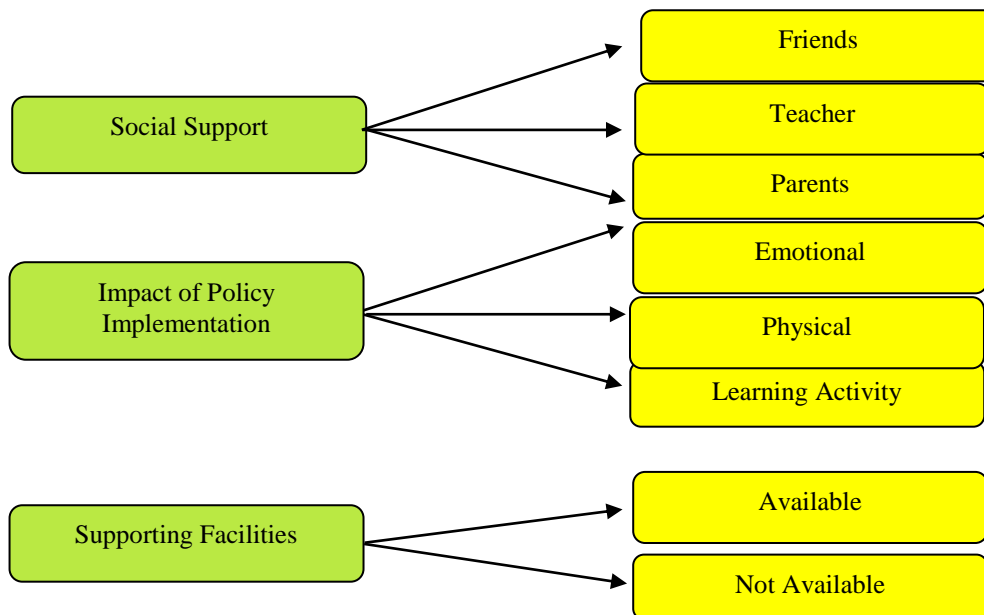


Figure 1. Research findings.

Image caption:

: Maintheme
 : Sub-theme

Social Support

(Mintarsih, 2015) explains social support as help and support that a person receives through interactions with others. Any information from the social environment that makes individuals feel a positive impact, recognition, or assistance, indicates the presence of social support. Feeling supported by the environment makes things easier, especially when facing stressful

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situations. In addition to social support, the ability to adjust is also an important factor in promoting students' psychological well-being. The social support received by students will have an impact on sustainability while studying which can be obtained from teachers, friends and parents.

a. Teacher

The results of this study obtained data that the teacher was one of the parties who provided support for the participants when the 5.30 am school entry rule was implemented. The support obtained was in the form of attention, gifts prepared by the teacher himself for students who were not late for school, letting students eat in class while following the material, and even allowed to sleep when sleepy.

“Itu pas (waktu) pelajaran Matematika, itu kan pak su (sudah) masuk to (kan) tapi katong (kami) ni (ini) ju (juga) mangantok (mengantuk) jadi dia bilang main game, mau makan, mau tidur terserah biar pak terangkan saja yang mau perhatikan, yang sonde (tidak) mau perhatikan juga sonde (tidak) apa-apa. Pak mengerti to (kan) karena ini ada masih mangantok (mengantuk)” (MAB).

“Baik tapi itu kapan guru dong (mereka) sonde (tidak) terlalu setuju dengan ini kebijakan, karena takut anak-anak dong (mereka) kayak kenapa-kenapa di jalan begitu. Semua guru kek (seperti) sonde (tidak) suka kebijakan begini. Kalo (kalau) katong (kami) pu (punya) wali kelas datang pagi sonde (tidak) terlambat nanti dia kasih (beri) hadiah makan sa (saja) di kantin” (IK).

b. Friends

Based on the results of the interviews, the data obtained show that the social support obtained from friends is going to school together and cleaning the class together, including resting in class, this is in accordance with the statements from participants MAB and SSA.

“Itu pagi-pagi jalan sama-sama terus bersihkan kelas sama-sama begitu, kalo (kalau) jam 7 sonde (tidak) pernah bersihkan kelas begitu, kalo (kalau) jam 5 begitu guru belum masuk kebanyakan terlambat to (kan) jadi katong (kami) sama-sama bersihkan kelas” (MAB).

“Itu ketong (kami) mungkin tidur sama-sama to (kan) di kelas heheheh karena mengantuk” (SSA).

c. Parents

Social support that occurs in it is the closest person, namely parents. Based on participants IK and AS said that parents provide support such as taking them to school even though they have obstacles, and preparing food for lunch at school,

“Pertama-tama mengeluh kan sonde (tidak) ada bemo (angkutan umum) to (kan) baru bapa setengah mati (susah) bangun pagi-pagi masih mo (mau) pi (pergi) pasar jam 4 tapi harus antar pi (pergi) sekolah jam 5 jadi ya sekalian juga sudah. Tapi ya iko (ikut) sa (saja)” (AS).

“Bangun terlalu pagi ju (juga) nanti mengantuk. Abis situ (selain itu) urus katong (kami) kek (seperti) mau bawa makan begitu. Itu kan mama harus bangun pagi-pagi ko (untuk) masak” (IK).

Impact of Policy Implementation

The implementation of the government's 05.30 am school policy has had an impact on participants' emotional, physical and learning activities.

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a. Emotional

Emotional impact is one of the psychological impacts for students as the main target of the implementation of this new policy, because they have to adjust the time and change habits which have an impact on changing activities, thus affecting them emotionally. The participants of this study with the initials IK, JMF, and JM said that the new rule of school at 5.30 am had an emotional impact on students. Based on the results of the interview, it was found that the participants felt angry, disappointed, and lazy because they felt that the teacher did not care about the participants' sleepy condition. In addition, participants also felt angry because the class was not cleaned again by grades 1 and 2 who also used the same class so that grade 3 or 12 who entered the morning had to clean the class before starting the material.

“Itu kadang yang lain datang sonde (tidak) mau bersihkan to (kan), anak kelas 1 dan 2 pake (pakai) ini kelas ju (juga) tapi dong (mereka) sonde (tidak) bersihkan ju (juga). Katong (kami) yang setengah mati (susah). Terus ada yang datang terlambat, jadi sonde (tidak) ikut bersihkan kelas” (JM).

“Menurut beta (saya) sekolah jam 5 tu (itu) bikin (sebabkan) mengantuk dan lebih cepat bosan karena katong (kami) yang sonde (tidak) biasa baru bangun jam begitu sekarang su (sudah) harus pergi sekolah, tapi kalo (kalau) su (sudah) lama-lama mungkin katong (kami) bisa terbiasa dengan itu” (IK).

b. Physical

Not only emotionally affected but also physically affected. Interviews conducted with participants JMF, AS, SSA, and MAB obtained the results that participants received physical punishment if they were late or sleepy in class, fell asleep during class, physical fatigue, and were late eating.

“Untuk persoalan sanksi kalo (kalau) terlambat tu (itu), pilih (pungut) sampah. Jadi sebelum masuk pi (ke) kelas, katong (kami) harus pilih sampah yang ada di sekitar sekolah dulu. Tapi kalo (kalau) di kelas dapat cubit atau suruh berlutut. Iya, nanti ada lai (lagi) di kelas” (AS).

“Wuih capek sih kak. Beta (saya) mengantuklah, ko (karena) harus bangun pagi-pagi sekali. Baru dia pu (punya) jam makan ju (juga) agak terlambat yah. Jadi kalo (kalau) bangun jam 5 otomatis katong (kami) makannya jam 9, beta (saya) pu (punya) jam makan” (SSA).

c. Learning Activity

The last impact occurs when learning activities are carried out after this new policy is implemented. Learning activities become students' activities in the school process. Based on the results of interviews with the participants, it was found that this new policy had an impact on the participants' learning activities, namely when they were sleepy in class, causing them to not be able to focus on learning, difficulty doing assignments related to time distribution and teacher demands for participants to pay attention to the material when participants were sleepy.

“Oh mengantuk, beta (saya) jadi malas kalo (kalau) kerja tugas. Kek (seperti) nanti guru su (sudah) jelaskan katong (kami) pamalas (malas) dengar karena su (sudah) mengantuk na (kan), sonde (tidak) terlalu fokus su (sudah)” (IK).

“Sebenarnya sama sa (saja) hanya dia pung (waktunya) yang susah atur, karena pulang jam begitu baru bilang tugasnya harus kumpul besok. Baru besok juga katong (kami) harus masuk jam 5 pagi. Jadi katong (kami) kek (seperti) sonde (tidak)

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ada waktu begitu, tapi biasa dong (guru) kasih (berikan) keringanan lanjut kerja di sekolah” (SSA).

Meanwhile, participants AS and JMF said that students are still given practice questions to prepare for exams, and some assignments that are directly done in class without additional assignments outside of class.

“Kan sekarang katong (kami) mo (mau) ujian to (kan), jadi kek (seperti) dong (guru) kasih (beri) latihan-latihan sekolah sa (saja) tinggal bahas-bahas soal baru nanti katong (kita) bahas sama-sama pas (waktu) di kelas” (AS).

“Kalo (kalau) tugas sih ada satu sa (saja) sih dong (guru) kasi (beri) tugas pas (saat) dalam kelas memang. Tugasnya langsung habis (selesai), sonde (tidak) bawa pulang. Itu ju (juga) sonde (tidak) banyak hanya sedikit sa (saja)” (JMF).

Supporting Facilities

The availability of supporting facilities in the form of facilities and infrastructure that support the implementation of policies made in schools is very important. The implementation of the 05.30 am school entry policy in Kupang City requires supporting facilities that pay attention to the welfare of students at school. Based on the results of the research, it was found that there were participants who claimed that supporting facilities were available and some were not available.

a. Availability of supporting facilities

Supporting facilities for students as a means of the learning process can help learning activities and have a positive impact. The results of interviews in this study, participants with the initials MAB, IK, SSA, JMF, and YS said that the lighting was adequate but still lacking, transportation was also available at several predetermined points, there was provision of nutritious food once a week, namely every Friday, and a new loudspeaker was provided.

“Jadi satu minggu kemudian baru dong (mereka) pasang lampu di kelas-kelas yang lain, terus itu baru ada bis dari pemerintah tanggung, bis (bus) gratis nanti dijemput dititik yang sudah ditentukan” (IK).

“Setiap hari jumat ju (juga) ada kasih (pemberian) dari gubernur itu kasih (diberikan) ke katong (kami) makanan sehat, makan bergizi. Bubur kacang, pokoknya ganti-ganti begitu” (MAB).

“Lampu saja itu di setiap kelas ada, baru dipasang dan ada salon (speaker/alat penguat suara) kecil untuk setiap pagi olahraga dan setiap hari. Jadi jam 5 senam pagi sampai jam 6 pas, terus berdoa dan KBM” (YS).

b. Unavailability of Supporting Facilities

Participants R, JMF, SSA, MAB and AS said that there were no supporting facilities provided by the school or the government that could be used by students to facilitate school activities when the 5:30 am school policy was implemented. Based on the results of interviews with several participants, they said that there were no additional facilities and only used private vehicles because the buses provided did not pass through the areas where some students lived. In addition, students experience difficulties due to the rainy season coupled with dark conditions, difficulty getting public transportation in the morning, and lack of lighting in the classroom when studying in the morning.

“Tidak ada ka (kakak), memakai kendaraan sendiri. Awal-awal iya, tapi akhir-akhir Februari kebijakan baru itu hujan jadi masuk jam 5 tepat waktu susah dan orangtua

belum kasih izin untuk bawa kendaraan sendiri karena keadaan juga gelap takut ada tindakan aneh-aneh” (R).

“Setelah ada kebijakan baru sonde (tidak) ada perubahan apa-apa, tetap sama sa (saja) fasilitasnya. Tu (itu) bis sonde (tidak) lewat di jalan dekat rumah, jadi tetap harus diantar” (SSA).

“Kurang lampu, kadang di kelas tu (itu) lampu satu saja to (kan) jadi katong (kami) belajar kurang terang. Sonde (tidak) ada tambah lampu di kelas. Sonde (tidak) ada yang lain ju (juga)” (MAB).

DISCUSSION

Social Support

The social relationship dimension in *school well-being* can occur if it fulfills two conditions, namely social contact and communication. One of the characteristics of communication is support, be it support from teachers, friends and parents (Dayakisni, 2003 in Risal & Alam, 2021). Social support is an important aspect for each individual in managing problems. Kail & Cavanaugh (2000) define social support as a source of data, emotional assistance, every party around the individual in dealing with problems that occur in life. Student well-being at school is influenced by social support obtained from teachers, friends and parents. Research conducted by Ulmanen, et al (2022) found that social support obtained from teachers, peers, and parents is significant in learning engagement. Conversely, if support is low for students, it will lead to low student engagement and increase the risk of learning fatigue.

The results of this study found that teachers provide support in the form of attention, gifts as appreciation for students who come to school before 5.30, allowing students to rest and eat in class. This is considered by participants as a form of support from teachers for students because they have to go to school before 5:30. Research conducted by Martinot et al (2022) found that teachers are the best source of support for students and have a significant impact. Hoferichter et al (2021) in their research stated that teacher support is positively related to self-esteem and physical well-being of their students.

Friends are parties who also provide support for the participants of this study based on the results obtained. Research participants get support such as going from home to school together and cleaning the classroom with friends before the lesson starts. Another study conducted by Lasarte et al (2019) found that classmate support has a positive influence on students' emotional conditions. In line with research by Hoferichter et al (2021) stated that peer support is related to the psychological well-being of the students themselves. Other research states that the importance of peer support for students' psychological well-being, so schools need to implement peer-based programs (Houlston et al., 2009).

Based on the results of this study, students also received social support from their parents since the implementation of the school entry policy. Parents are the ones who are most afraid when they know their children have to go to school at 5:30 because they feel unsafe, there is no public transportation at that hour, and think about time for children. So the support provided by parents is to take their children to school because they have a long distance, and prepare food for their children. Research conducted by Hoferichter et al (2021) found that parental support tends to be high in aspects of self-esteem, psychological well-being, and physical well-being of students.

(Peng et al., 2022) started that parents and teachers are an important part of students' social relationships and affect students' academic abilities related to *autonomous support*, *ability support*, and *emotional support*.

Impact of Policy Implementation

Based on the results of the study, it was found that participants felt angry and disappointed emotions so they became lazy due to changes in school hours that affected learning activities and atmosphere. Policy changes should consider the emotional condition of each party involved in it, including students. Research conducted by Dias & Sá (2013) found that a change can have an impact on students' emotional conditions. Another study conducted by (Pekrun et al., 2002) showed that students' academic emotions have a significant relationship with motivation, learning strategies, cognitive resources, self-regulation, and academic achievement of students.

Physical impacts were also found in this study, where participants reported that they sometimes received physical punishment when they were late. In addition to physical punishment, participants also admitted that they were often sleepy and fell asleep in class, experienced physical fatigue and also ate late because they had to get ready for school early in the morning so they did not have time to have breakfast at home. Räisänen et al (2020) in their research stated that students can experience fatigue due to low self-regulation skills. Students can get support from their friends in organizing their learning activities. Participants admitted that they were often sleepy and sometimes slept in class due to limited sleep time at home. In order to go to school and not be late, students need to wake up much earlier than 5 o'clock so that it curtails their sleep time. Reza et al (2019) in their research found that short sleep duration can cause cognitive impairment and decreased memory. Another study conducted by Esposito and Carotenuto (2013) in their research found that sleep is very important for students because it can affect cognition processes, especially in terms of cognitive boundary dysfunction.

The implementation of the 5:30 a.m. school policy that has been realized by the Kupang City government has an unfavorable impact on student learning activities, in this study it was found that participants expressed laziness and lack of focus when studying due to sleepiness. In accordance with previous research conducted by Huebner and Gilman (2006), the results of school satisfaction studies among young people show that young people who are dissatisfied with school will experience various behavioral problems in the future. This is also supported by research by Guetman and Feinstein (2008) and Opdenakker and Van Damme (2000), who found that the school experience plays an important role in the well-being of young people. The sudden implementation of new policies makes students not maximally prepare themselves, changes in sleep, eating, learning, and other activities affect students' psychology, school at 05.30 in the morning has an impact on the learning process that is less focused, so students feel bored and sleepy, this disrupts students' *School well-being* according to Erikson (in Santrock, 2007) adolescence is a period of developmental transition from childhood to adulthood, If at this stage of development there are problems, it will affect the well-being which has an impact on student behavior, this is supported by (Papalia, 2008). The experiences experienced by students during school will be recorded in memory which will have an impact on the future.

Supporting Facilities

Facilities are all physical equipment provided to support convenience (Kotler, 2009). Facilities are an important part of implementing a policy. The implementation of the school entry policy

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at 05.30 am needs to pay attention to supporting facilities (facilities and infrastructure) so that the policy implementation can be successful (Agustino, 2017). Schools provide facilities and services in the form of facilities to support the learning process for students, available and unavailable facilities can have an impact on the learning process at school.

Based on the results of the study, it was found that there are several supporting facilities provided by the government and the school that are expected to help students during the implementation of the new policy. Some of the facilities provided are free buses available at a predetermined pick-up point, the provision of healthy food once a week, the addition of several lights to help the lighting in the school, both in the schoolyard and in the classroom, even though it is still felt to be lacking by the participants. Based on research conducted by Hapipah (2021), states that adequate facilities that can help the learning process will have a negative impact on motivation, enthusiasm, and well-being in the learning process experienced by students. Also supported by research conducted by Putri (2019) shows that there is a positive influence of learning facilities on student motivation.

Based on the research results, it was also found that there were no supporting facilities available during the implementation of the new policy that could help students to be prosperous at school. It was found that some participants could not use the free bus service provided because they were not on the bus line and had difficulty getting public transportation before school hours. This made participants have to be driven to school by parents with private vehicles. In addition, there are still classes that do not get additional lighting. Research conducted by Proverbs (2017) states that the absence of facilities makes students less participatory in school activities. School conditions including classrooms need to be well considered so that students can carry out learning activities comfortably. Another study found that students were less comfortable and stressed due to less than ideal school conditions (Hidayah et al., 2016).

CONCLUSION

The implementation of the new 5:30 am school policy implemented by the Kupang City government on students' *school well-being* is not effective for 12th-grade high school students in Kupang City, based on the results of research conducted by researchers found 3 main themes namely: social support, the impact of policy implementation and supporting facilities. After being realized, the supporting facilities are inadequate for students, in terms of social support, not all students get positive support for their *well-being*, and finally, the impact of policy implementation does not affect the *well-being* of emotional, physical, and learning activities. It is important to look deeper into the positive and negative impacts before realizing the new 5:30 am school policy for high school students in Kupang City, or provide information and education in advance so that students and parents can prepare themselves both physically and psychologically. Therefore, it is important to consider well when implementing a new policy in the world of education because every policy made must have the aim of solving existing problems and not creating new problems.

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