10-1-2022

A Qualitative Study Exploring The Construct Of Student Well-Being In West Java High School Students

Karolina Lamtiur Dalimunthe
Center for Psychological Innovation and Research, Department of Educational Psychology, Faculty of Psychology, Universitas Padjadjaran, karolina@unpad.ac.id

Hery Susanto
Center for Psychological Innovation and Research, Department of Educational Psychology, Faculty of Psychology, Universitas Padjadjaran, hery.susanto@unpad.ac.id

Miryam Wedyaswari
Center for Psychological Innovation and Research, Department of Educational Psychology, Faculty of Psychology, Universitas Padjadjaran, m.wedyaswari@unpad.ac.id

ORIGINAL RESEARCH PAPER

A Qualitative Study Exploring the Construct of Student Well-Being in West Java High School Students

Karolina Lamtiur Dalimunthe, Hery Susanto, and Miryam Wedyaswari*

Center for Innovation and Psychological Research, Faculty of Psychology, Universitas Padjadjaran, West Java

Abstract

Student well-being has become a significant goal and outcome of quality education. The "PROSPER student well-being" is a framework that provides a holistic approach to help students become wellbeing. This study aimed to explore the construct of student well-being in the West Java high school population, based on The PROSPER framework. A qualitative study was conducted in three different language zones in West Java by using observation and interviews. Data were collected by 6 enumerators with a total of 108 students, We used a sequential approach thematic analysis. The study found that student well-being and its components were consistent with the framework. However, we proposed the subcomponents of student well-being and its definitions that reflect the unique characteristics of the population. This study suggests that the PROSPER framework can be used to describe student well-being and also guides the government to develop educational policies and intervention programs at school.

School plays an important role in students' lives, as it is where they acquire knowledge and academic skills. School also helps students feel more connected with peers, teachers, and school staff; increase their resilience in the face of adversity; and aim for higher goals for their future. Therefore, school is important for not only students' learning outcomes but also their satisfaction with life, their relationships, and how they spend their time inside and outside of school. One way in which school can influence students' psychological condition, defined as student well-being

(OECD, 2017), is through its environment, both physical and social. Poverty rate, criminality rate, community cohesion level, and even the existence of a natural environment can influence students' level of stress, depression, and well-being. In this light, students who attend schools in urban areas will have extremely different outcomes compared with those who live and study in schools in rural areas. As we know, people create urban spaces differently with specific purposes and dynamics. "Urban" refers to a region surrounding a city with dense human structures such as houses, commercial buildings, roads, bridges, and railways, with most inhabitants working in non-agricultural jobs (National Geographic, 2021). Schools in urban areas are larger and thus tend to benefit from better educational resources, which then allow students in these areas to perform better than it does other students. Students in urban schools benefit from certain characteristics associated with better stu-

Corresponding Author:
Miryam Wedyaswari
Center for Innovation and Psychological Research, Faculty of Psychology, Universitas Padjadjaran
Jl. Raya Bandung Sumedang No. KM 21, Kecamatan Jatinangor, Kabupaten Sumedang, Jawa Barat 45363
Email: m.wedyaswari@unpad.ac.id

dent performance, that is, higher socioeconomic status, wider extracurricular activities, more resources, and a different learning environment (PISA, 2013). Studies suggest that life satisfaction in urban Indonesian areas is higher than that in rural regions (e.g., Rahayu, 2016; Koch, 2019).

Well-being, as an indicator of Sustainable Development Goal 3 (SDG 3), has significant synergetic relations with every other SDG, especially SDG 4 (quality education) (Pradhan et al., 2017). Moreover, well-being becomes a condition that must be fulfilled to allow for sustainable quality education (Kioupi & Voulvoulis, 2019). Individual well-being benefits health, longevity, citizenship, and social relationships and is linked to greater success in various contexts (Diener, 2006; Lyubomirsky et al., 2005). Fostering well-being also benefits students' education (Ciarrochi et al., 2016; M. E. P. Seligman et al., 2009a; Vázquez et al., 2014). Subjective well-being is positively associated with student engagement in the academic context (Datu & King, 2018; Govorova et al., 2020). Well-being in school is also positively correlated with perceived teacher support, perceived classmate support, social acceptance, scholastic competence, and self-efficacy (Salami, 2010; Tian et al., 2015). Another study also found that well-being is negatively associated with depressive symptoms (Liau et al., 2016).

Research on individual well-being falls under three traditions: hedonistic, eudaimonic, and the integration of the two (Pancheva et al., 2021). Education researchers have adopted these well-being frameworks. *Subjective well-being in school,* one of the terms grounded in the hedonistic tradition, is defined as the manner in which students subjectively evaluate and emotionally experience their school lives (Tian et al., 2015). Meanwhile, the eudaimonic tradition within the school context is associated with how students improve their functions and capability to the maximum extent (Aulia et al., 2020; Braaten et al., 2019). Finally, the integration between hedonistic and eudaimonic becomes a foundation for developing the holistic approach to student well-being (Noble & Mcgrath, 2016; Soutter et al., 2014; Wrench et al., 2013). Studies showed that the education field uses too many variations between the term and definition of well-being.

Despite conflicting arguments regarding the definition of well-being, many researchers agree that well-being is an important aspect of students' lives. This led to the development of positive education, which teaches both skills of well-being and of achievement. Positive education stipulates that well-being should be taught in school so that it can alleviate depression, increase life satisfaction, and help improve learning processes (M. E. P. Seligman et al., 2009b). A meta-framework is needed to develop well-being in students successfully. This consists of multiple dimensions and is broad enough to reflect a comprehensive model of student well-being (Waters & Loton, 2019). A well-being meta-framework combines the hedonistic and eudaimonic traditions, several of which are used in the field of positive education. These include the **PERMA framework** (positive emotion, engagement, positive relationship, meaning, and accomplishment), **SEARCH framework** (strengths, emotional management, attention and awareness, relationships, coping, and habits and goals), **Student Well-Being Model** (having, being, relating, feeling, thinking, functioning, and striving), and **PROSPER framework** (Noble & McGrath, 2015; M. Seligman, 2018; Soutter et al., 2014; Waters & Loton, 2019).

The PROSPER framework of student well-being consists of positivity, relationships, outcomes, strengths, purpose, engagement, and resilience. Other than merely an acronym, the term "prosper" is defined as thriving and succeeding in a healthy way, which is the purpose of this framework. *Positivity* means that well-being students experience positive emotions in school. They also possess a positive mindset that helps them flourish in any situation. *Relationships* emphasize the importance of students' positive relationships with others. *Outcomes* focus on building a sense of accomplishment and facilitating a way to achieve a goal. *Strengths* cover students' knowledge about themselves and how they apply their character or abilities in school. *Purpose* refers to students' values about school and sense of meaning in society. *Engagement* pertains to the manner in which students connect to learning activities in school. Finally, *resilience* is a student's ability to recover from adverse situations (Noble & McGrath, 2015). The PROSPER framework has the potential to be used as a framework for developing assessment tools and intervention programs in school. It may also help schools identify current areas of

strength and further improvement. To our knowledge, however, evidence for this framework remains limited.

The Regional Government of West Java Province, Indonesia, has started focusing on student well-being as an important aspect to be considered in the education process. They also see the potential of implementing the PROSPER framework in West Java high school education, both in assessment tools and the school curriculum. However, studies on this framework, especially in Indonesia, are extremely scarce; so far, there have only been three published studies that attempted to explore the PROSPER concept in the country and its implementation in the Indonesian context (i.e., Aris & Djamhoer, 2011; Firdausi, 2019; Sanyata et al., 2019). Other studies did not attempt to explain the influence of sociocultural differences and other factors such as school environment on the implementation of the PROSPER framework in the Indonesian context, especially in the West Java student population. As several scholars have suggested, cultural differences may affect one's conception of well-being (Oishi & Gilbert, 2016; Tov & Nai, 2019). The present study aimed to explore the construct of student well-being in the West Java high school population based on the PROSPER framework, focusing on students in urban schools. The research questions were as follows: (1) What is student well-being? (2) What are the components of student well-being? (3) What factors are related to student well-being at West Java high school?

Methods

Study Design and Location

The qualitative study was conducted in six cities/regencies in West Java Province, Indonesia, which consists of nine cities and 18 towns. According to West Java regional regulations, the West Java government recognizes three different language zones: Priangan, Cirebon, and Betawi. We selected the schools based on the language zones they represent to guarantee student representation as recommended by the West Java Education Office. We also selected the schools based on their geographical areas (i.e., cities and town) and types (i.e., general and vocational) so that students from different schools are well rep-

resented and to help us understand how the school context may influence student well-being. The schools represented each language zone in both city and town areas. The Priangan zone consisted of five schools in Bandung city/town, while Cirebon and Betawi were composed of six schools in Cirebon city/town and six schools in Bekasi city/town, respectively. Among 17 schools, only six vocational schools participated in the study. All schools were located in urban areas according to the regulation of the Indonesia Central Bureau of Statistics (Badan Pusat Statistik, 2010).

Participants and Recruitment Process

The participants consisted of a total of 108 students, 17 teachers, and four school staff. Each school sent at least six students to participate in the interviews. The students were selected based on recommendations from school officials according to representativeness of gender, grade, and diverse characteristics including high and low achievement, their engagement in school/class activities, and socioeconomic status.

Research Team, Data Collection, and Approach to Analysis

The research team consisted of the authors, a research assistant, and six enumerators with a psychology background. Before data collection, all enumerators attended a one-day workshop focusing on the questions and observation guidelines used in the study. This process included a discussion of potential problems in the field and their possible resolutions.

Data were collected through observations and interviews. During the school visits, the enumerators performed observations focusing on the activities of the students, teachers, and school staff and their interactions during formal and informal situations. Furthermore, the observations were also focused on the school environment and facilities. The interviews were conducted either individually or in groups depending on the participants' preference. Group interviews consisted of three interviewees. Before each interview, the enumerators explained the interview process to the participants, who provided written informed consent. Basic demographic information was also collected from the

participants. All interviews lasted approximately 37 minutes on average and were audio-recorded and transcribed verbatim. This study used a semi-structured interview guide to elicit information regarding students' well-being based on the PROSPER framework (Table 1). Each participant received a small gift as a reward for their participation. The interviews were transcribed verbatim before data analysis.

For data analysis, we employed both deductive and inductive approaches and applied them sequentially (Azungah, 2018). This approach was chosen to explore how the PROSPER concept may be implemented in the West Java context. The deductive approach was applied using PROSPER as an organizing framework. Thus, seven factors—positivity, relationships, outcomes, strengths, purpose, engagement, and resilience—were used as a priori themes. The inductive approach involved a detailed reading of raw data to capture the most empirically grounded and theoretically interesting concepts emerging from the data. These two approaches were implemented recursively to make meaning out of the well-being construct.

The analyses were conducted through the following steps: (1) We undertook data reading to make sense of the whole data set including interview data from students, teachers and school staff and data from observations, which were analyzed simultaneously. (2) We applied the deductive approach to data by conducting thematic coding using the PROSPER framework as the initial codes, that is, categorizing data into each PROSPER component. (3) We applied the inductive approach by searching for meanings and patterns in the data and creating a new series of a posteriori codes to identify the PROSPER subcomponents and factors related to student well-being. Steps 2 and 3 were repeated until the final coding was established. Construct definitions were also refined and extrapolated during these processes. (5) We identified a systematic description of interrelations among PROSPER components. (6) We selected participants' quotes that best represented each PROSPER component and subcomponent, factors associated with student well-being, and interrelations among PROSPER components and subcomponents. The analysis was performed using Microsoft Word and Microsoft Excel for Windows.

Table 1. *Interview Guide*

1. How students feel in general and factors affecting their happiness.
2. Relationships among students, between students and teachers, and between students and school staff.
3. Attitudes and reactions to problems and setbacks.
4. Evaluation of school outcomes.
5. Perception of students' abilities and character strengths.
6. Engagement in school and learning.
7. Purpose in study, career, and purpose beyond the self.

Credibility and Trustworthiness

Credibility and trustworthiness were addressed in several ways. First, each participant was given the opportunity to refuse participation to ensure that the data collection involved only those who are genuinely willing to take part and freely provide data. Second, triangulation was performed using multiple data collection strategies including one-on-one and group interviews and observation. Furthermore, triangulation in this study involved multiple data sources including students, teachers, and school staff to ensure that individual viewpoints and experiences can be verified against each other. Lastly, the data were analyzed by the authors who did not participate in data collection to reduce bias in the analysis process.

Ethical Considerations

The procedures in this study were approved by the ethics board. Participants received both verbal and written information about the study and were told that the interviews would be recorded and that they had the right to withdraw from the study at any time. Informed consent was obtained before the interview, written in accordance with the ethical standards of the Universitas Padjadjaran Research Ethics Committee (879/UN6.KEP/EC/2020).

Results

Participant Characteristics/ Demographic Data

The interviews were conducted with 108 students, with an equal number of females and males, and most were from general high schools (72 students). Table 2 shows the distribution of student characteristics. All schools are located in

Table 2. *Student Characteristics*

Characteristic	Bandung	Cirebon	Bekasi	T
Location of school				
City	18	18	18	54
Town	12	24	18	54
Type of school				
Vocational	12	12	12	36
General	18	30	24	72
Gender				
Female	15	21	18	54
Male	15	21	18	54

an urban setting.

The teachers involved in this study (*n* = 17) varied from subject teachers, school counselors (*guru Bimbingan Konseling*), school principals, curriculum teachers, and students affairs teachers. The study also involved four school staff consisting of security guards and canteen keepers.

Student Well-Being

When asked "What do you feel while studying here?" the students provided different answers, including *biasa saja* (just ordinary), *enak* (good), *senang* (pleased), *bangga* (proud), *nyaman* (comfortable), *betah* (settled), *bahagia* (happy), *muak* (fed up), *suntuk* (overwhelmed), and *kecewa* (disappointed). These responses generally reflect that some students very much like being at school and feel well, while other students experience the opposite. Furthermore, students' emotions toward school in terms of general well-being were different from their everyday emotions. Students can feel upset at any time despite having positive emotions toward school. Anoth-

er finding concerning well-being is that it does not always consist of a single emotion; indeed, some students described several mixed feelings when they are at school. For example, a male student from vocational school (SMKN 1, Cirebon) said that he was "*bahagia, seneng, trus ada sedikit kecewanya*" (happy, pleased, then there is a little disappointment). One may argue that this could occur because the source of well-being is not only the positive emotion that comes from leisure or pleasurable activities but also from accomplishing challenging tasks, resolving difficult situations, and having a purpose in life.

> *[my feeling] Just normal, because the math lesson was just complicated, but the teacher didn't come in. So, [I'm] happy because the teacher doesn't come in and sad because I don't understand [math].*
> - (Male student, SMK Umi Kulsum, Bandung)

One's feeling toward school can be initially positive but can become negative when it is worse than their expectations. The school's selection process and status could become the initial determinant for the emergence of positive emotions before students endure a three-year course in high school. However, this also could change through adaptation or habituation and turn into a more positive state of emotion.

> *My first choice was SMA 2 but then I was rejected, and finally, I ended up here. This [school] is my second choice. Just sad, I had to separate from my friends, I have to adapt to a new environment. I am new to these areas. At first, it felt strange. I don't know what to do. We go straight to high school level, right? What should I do, I don't know yet. So, just adapt, that's it.*
> - (Female, SMAN 8, Bekasi)

Well-being emerges from different components, which the next section will discuss further. These components can be subjected to different sources, one of which is immediate and concerns what students feel now. However, some components do not directly influence students' feelings and emotions but rather work through values, beliefs, and morals, which motivate them to become a better version of themselves.

I'm excited about going to school because I have a future and [I] don't want to waste my parents' efforts. I [want to] make my parents proud and feel responsible to them.
- (Male, SMAN 1 Palimanan, Cirebon)

From our findings, we argue that the state of well-being is a dynamic process that not only involves what students subjectively feel now but also requires other components, such as relationships, achievement, and meaning or purpose in life. Each component interacts with one another to sustain the student's positive mental and emotional conditions. Thus, well-being can be defined as a sustainable positive mental and emotional state resulting from the dynamic process between several crucial components associated with the school context.

In this research, school context is represented by language zones, geographical areas, and types of school. We observed no differences in student well-being between schools in Cirebon, Bandung, and Bekasi. However, we found that geographical areas and types of school might create a different climate in each school that in the end can influence student well-being. For example, the setup and arrangement of vocational schools are exceptionally diverse and depend on the skills being taught in these schools.

My school specializes in tourism and hospitality. The school has set up its school environment according to the hospitality industry standards so that not only in the classroom but since the beginning of the school gate, I have been fully involved in the learning content.
- (Female, SMKN 3, Bandung)

The arrangement described in the above illustration could influence not only the student's *engagement* but also their *outcomes* and *purpose*. In terms of *purpose*, students in vocational schools have goals to obtain a job after they finish school, while students in general schools perceive the school as a bridge to achieve their long-term goals, such as becoming a doctor, among other professions. In sum, the school climate eventually provides nuances to student well-being components.

Components of Student Well-Being

We used the PROSPER's seven components of student well-being, consisting of *positivity*, *relationships*, *outcomes*, *strength*, *purpose*, *engagement*, and *resilience*, as a predetermined construct. However, based on our qualitative data, we inductively developed the definitions and subcomponents of these seven factors. Further, we also examined the dynamic relationships between and within the components.

(1) Positivity

From the qualitative data, we established two subcomponents reflecting *positivity*, which are a positive emotion and the use of a positive mindset in addressing school situations. In this case, a positive mindset is composed of constructive thinking patterns for maintaining positive emotional states and includes spirituality, such as those reflected in prayer. Gratitude is part of a constructive mindset. In this case, students can experience positive emotion by applying a positive mindset, especially in an unpleasant experience. The following illustrates this case:

Wherever I am, it depends on me how to find a comfortable point. Maybe there are a lot of problems, but if, for example, I find a point of comfort, I'm comfortable.
- (Female, SMAN 2, Bekasi)

A positive mindset interacts with other components in different ways. For instance, it can modulate perception toward negative experience. We found that a positive mindset would work with most of the other components with interesting dynamics such as when students must deal with challenges. They can adopt a positive mindset to realize their strengths or see the situation from a different point of view, which in the end will enhance their adaptive coping. In summary, there are dynamic relations between the components and subcomponents of well-being, especially between positivity and other well-being components in terms of sustaining students' positive vibes and emotions. This research defines *positivity* as a state of continuous positive emotions resulting from the adoption of a positive mindset when dealing

with various situations that students face during school situations or contexts.

(2) Relationships

Relationships have become an important component of student well-being. Most of the students found that their relationships with peers and teachers play a significant role and could drastically influence their well-being. In this light, peers and teachers can become companions, resources, or supporters especially when they need to accomplish a difficult task or goal or when they face adversity. The following is an example:

> *In the end, I tried to build friendships and finally met my "nonacademic" friends, so let's fight together here, and she is the one who has finally become my best friend from grade 10 until now.*
> – (Female, SMA 8, Bekasi)

Positive relationships with peers or teachers may reinforce student engagement in learning or social activities at school. Furthermore, some aspects may signify positive relationships between students and their peers or teachers, such as trust, closeness, respect, mutuality, and support. For teachers, some aspects that may contribute to these positive relationships are their characteristics including their teaching capabilities or methods and supportive behaviors. Besides peers and teachers, we also added school staff as a subcomponent of positive relationships because we found that some students develop good and close relationships with school staff, such as security guards and canteen staff. Here is an example:

> *I'm close with the security guard, during recess, and with the canteen keeper because we often meet as I often buy food there [the canteen], and have a chat and joke around with the canteen keeper.*
> - (Male, SMAS NU Ciledug)

Some social situations in the classroom or school may have a good or bad influence on positive relationships. Students' teamwork and assertive communication skills will benefit them in developing positive relationships with peers, while social comparison, such as those reflected in class rankings and exclusive groupings, will prevent students from creating a positive atmosphere. In summary, we define *positive relationships* as experiences of continuous positive interaction with other students, teachers, and school staff based on prosocial values.

(3) Outcomes

Based on the data, *outcomes* can be defined as feelings of success in achieving goals accompanied by various efforts and strategies that support progress and sustainable self-development. We found three subcomponents of *outcomes*: a sense of accomplishment, attributes to sustain efforts, and ways to achieve the goal. "Sense of accomplishment" is not only linked to academic achievement but also associated with students' experiences when participating in activities in many school contexts (e.g., acquiring new experience or knowledge). Outcomes resulting from a student's efforts do not by themselves reflect their well-being; rather, it is the sense of accomplishment that produces a positive feeling. This accomplishment is potentially applicable to academic and non-academic fields and onward to generate a positive emotion as a student feels capable of doing certain tasks. We found three attributes of sense of accomplishment: task difficulty, teacher characteristics, and interest/curiosity/preference toward learning subjects. In this case, task difficulty may be expanded from everyday school tasks to any situation that students perceive as challenging. Here is an example:

> *I think it's a bit difficult [to be admitted in this school] here, so I feel proud. [I'm] proud of myself because to get here requires a lot of effort [perjuangan] too. Because getting in isn't that easy. So, I am proud of my achievements.*
> - (Male, SMAN 8, Bandung)

The subcomponent "attribute to sustain effort" is expressed differently both in effort to achieve and effort to finish the task. Some students cannot easily credit their success to their personal contributions such as their hard work that makes them feel proud of themselves. In some cases, students attribute their success to an external factor such as the role of God, which in the end will make them feel more grateful rather

than proud. This occurs especially when students perceive that their qualities are not enough to achieve good results. This is illustrated by the following:

> *Yes, thank God, alhamdulillah. This means that this SMK, although the facilities are inadequate. Yet it still has a lot of achievements.*
> - (Female, SMA Basuraga, Cirebon)

Before students can accomplish or achieve something, they must set goals that will establish their trajectory, navigate their way to attain it, and focus on their efforts and resources. This is linked to the third subcomponent: "ways to attain a goal." Setting goals involves a certain selection and decision process that includes aspects such as what the students want, what they are capable of, and what other people, especially their significant others, expect them to do. The following is an example:

> *Yes, my target is to enroll in PTN [state university], [and] to be an athlete too, a higher-level athlete. The point is, I want to be a better athlete than before. The aim to enter the PTN is to make my parents proud.*
> - (Male, SMAN 8, Bekasi)

From this quote, we can see how well-being is embedded in students' social relationships. In this regard, feeling proud can emerge from both personal and relationship situations; students will feel happy when they can make their significant others happy and proud. Furthermore, a clear objective, both in mastery and performance orientation, becomes an important aspect because it encourages students to persevere when they encounter obstacles to the achievement of their goals. This is described by the following e x a m p l e

> *I'm targeting more on average grades, which should increase from grade 10 to 12. So, I just keep the average score.*
> - (Male, SMAN 22, Bandung)

We also found a "good" and a "bad" way to achieve a goal. The "good" way involves providing advantages not only to oneself but also to others. Meanwhile, the "bad" way is where a student harms others to achieve their goals. The local term *ambis* (from "ambitious") has a negative connotation for most of the high school students we interviewed, as it reflects the "bad" way to accomplish one's goals. The following is an example:

> *(The positive way?) Someone who helps others to understand. Students who help explain the material to the students in the back rows. They encourage other students to improve their capability. (How about the negative way?) I can feel this student's bad influence in the classroom, and other students do not feel comfortable when interacting with this person. They only think about themselves. They lie to us about their own capability.*
> – (Three students, SMAN 2, Cirebon)

Positive relationships may play a special role in achieving goals when instrumental support from good relationships with peers and teachers is expected. In this light, we can see how *outcomes* and *relationship* components influence each other when students see their peers as resources to complete their tasks. This component may also be linked with the *strength* component in terms of when students know their strengths and can apply them to achieve their goals. The manner in which students use their positive relationships and strengths can be considered as a way to accomplish goals, which is the third subcomponent of *outcomes*.

The emphasis on scores as the main source to assess student achievement seems counterproductive as evident in schools that prioritize the minimum mastery criteria or *Kriteria Ketuntasan Minimal* (KKM). The students perceive KKM as a source of pressure, and when the student's micro or mezzo system (such as parents who force their children to perform well in KKM) supports this notion, it will create a cycle that could end up draining the student's energy, making them feel tired, worried, and sometimes overwhelmed. This corrosive situation is also fostered in some schools that implement the rolling system, which refers to the classification of students into classes based on their academic ranks or scores. Many students have witnessed how this system wastes their resources, separates them from their friends, and creates stigma and differential treatment between "clever" and "non-clever" students.

(4) Strengths

Compared with the other interview questions, the one related to the *strengths* component (question 5 in Table 1) was difficult to answer. The concept of *strengths* is associated with the positive side of the self. Most students need more time to think about their capability and personality. In fact, some students find it easier to identify their weaknesses than their strengths. If they have to state their strengths, students prefer to rely on other people's opinions rather than their own. This may be linked to the pattern and culture of West Java or the Sundanese people, who tend to be low profile and do not like to stand out, as described by the local expression *siger tengah* (Lubis, 2003). Here is an example:

> About my strength... It would be better if others tell me about my strength. I am not so sure about my opinion.
> - (Female, SMAN 1 Palimanan, Cirebon)

In this regard, self-acceptance becomes an important aspect to address when the students are more aware of their weaknesses. From this study, a well-being student usually knows their strengths and how to use them in school. Therefore, the *strengths* component consists of understanding, accepting, and applying both strengths and weaknesses. Understanding the students' strengths involves their abilities and characters. Some students can comprehend their strengths by exploring their own abilities and competencies with or without their involvement in school activities and by applying them in various contexts of life. For instance,

> Yes, I'm confused, what am I doing here? For three years, I focused on having to be able to find something other than academic achievements. Because I know my abilities, I can understand the lesson. I can, but if I have to do the problem under pressure, I can't. So, I have to look for others [sources of achievement or accomplishment].
> — (Female, SMAN 2, Bekasi)

The way students accept their strengths can also take the form of self-respect when they have weaknesses. In this case, their ability to ac-cept themselves may influence their emotions and engagement. For students, understanding and accepting their strengths have become a requirement before they can apply their strengths to achieve their goals (e.g., finishing an academic task, winning a tournament in an extracurricular activity) or foster relationships. In conclusion, we define *strength* as the understanding and self-acceptance of one's strengths as well as the ability to use such strengths in different life contexts in school.

(5) Purpose

We found that the *purpose* component has a cultural influence. Indonesian culture emphasizes respect for parents and is influenced by Muslim values, as Islam is the largest religion in the country. Students' family background can be a foundation for establishing their sense of purpose. In this case, some students said that they were engaged in the learning activities at school because they want to make their parents happy or find a decent job to earn money to send their parents to Mecca for the hajj pilgrimage. To understand their purpose, students must be able to assign meaning to the goals and activities they undertake and be motivated to achieve their goals and take part in activities that are beneficial to society. However, this goal is not beyond self-motivation. Regarding sense of purpose, the goals that students set should be beyond their personal and interpersonal benefits. However, only a few of them could show meaning and goals that are beyond self-motivation. Here is an example of sense of purpose for a student:

> I am here to become a good person, to be useful to society... to become a good person, do self-introspection, because knowledge is useful for our self-correction and improvement.
> - (Female, SMKN 1, Cirebon)

Some students described their meaning and purpose in life in more abstract and long-term goals. Some of them wanted to be doctors who will create vaccines that will help children in need. However, some intend to find their purpose beyond themselves or their family and friends through volunteering to collect money from other students for charity, among others. The following quote is an example:

We went from one classroom to another to ask for donations and also to send Al-fatihah prayer to our elderly people ("sesepuh"). Later, the money we collected was divided into two, one for the mosque and the other for buying school necessities such as "mukena" and "sajadah" for communal prayer at the mosque.
- (Male, SMK Basuraga, Cirebon)

These students felt positive emotions such as satisfaction when they were able to perform this volunteer work for charity. The way these students built this sense of purpose is through values encouraged by the school in its mentoring, volunteering, and charity activities. Thus, we define *sense of purpose* as students' assessment, views, and beliefs that the goals they set and the activities they carry out in school have meaning and benefits for society.

(6) Engagement

Engagement refers to the conditions that deeply reflect students' attachment to various academic and non-academic activities during school. It contains four subcomponents: cognitive, emotion, behavior, and social engagement. Cognitive engagement pertains to the amount of energy devoted to maintaining thought processes during academic activities. Emotional engagement refers to the emergence of emotions that encourage students to participate in academic and social activities during school. Their level of participation in academic activities at school then becomes an indicator of their social engagement. Student engagement, meanwhile, is not always passive or influenced by the environment; in this light, students become more actively involved in school activities when they have a "sense of purpose." Their teachers' characteristics and support will enhance their school involvement. Student preference for learning subjects is one aspect that can be associated with student engagement alongside appropriate learning strategies or methods to increase student involvement in learning. Here is an example:

I enrolled in SMAN 8 because I wanted to be admitted to a state university through "Jalur Undangan" (a selection scheme to apply for a place at state universities directed especially for high achievers). So, from the start, I just try to keep learning, to be able to stay active in class. It's okay to just talk, the important thing is to ask first, and not to look sleepy, to be active, to learn, to know. In the beginning, the school also wanted me to be in the top 50. So, what I did was to keep learning, keep being active, and the rest, pray, and, in the end, you can get the top 50.
- (Male, SMAN 8, Bekasi)

(7) Resilience

Students must exhibit *resilience* when dealing with overwhelming subjects, situations, or conditions. We found three subcomponents that indicate students' resilience: persistence in difficult situations, use of adaptive coping, and recovery from setbacks and disappointment. From this study, we found that bullying could create pressure besides the need to adapt to changing situations such as a new school environment or when they lose some of their valuable resources. Students may also feel overwhelmed by the excessive amount of school assignments they have to work on, and this may be perceived as pressure, causing them to end up in stressful situations because they have to perform in accordance with such demands or responsibilities. The following remark is an example:

I was really stressed at the beginning in this school because I felt I was from a nonacademic, private junior high school who then suddenly entered SMAN 8 with all the smartest children... Here, there are too many students and all are smart. So, what I felt was just stress. At the beginning of the semester I could cry every day. I've thought about transferring to a different school. I also told Mom and she was okay with it. In fact, she asked if I wanted to move. But I think again, ah no, with all the achievements and efforts that I have done, why do I have to move or give up. So, I just do it and do it. At first, I felt that I was so different academically, so I've tried to study, asked the teacher for assignments, even chased the teacher too. But it took a long time till I realized that what I needed was a friend. So, finally I tried to find friends, and learn to chat first.
- (Female, SMAN 8, Bekasi)

Furthermore, persistence does not always lead to better results. On the one hand, it keeps

students on track and prevents them from deviating from their path. On the other hand, when they use the same approach without developing more adaptive coping, they will end up with mental exhaustion. In this case, besides persistence, students must also find adaptive ways to deal with overwhelming situations that will allow them to bounce back from setbacks. Resources that are available to the students will be advantageous when they deal with difficult situations. However, this will solely depend on how students will use and work with such resources. Adaptive coping could also push students toward developing new knowledge, skills, or attitudes that will benefit them in the end. A positive mindset plays an important role especially to ease or balance negative emotions. The following quote illustrates how a student used her resources (i.e., parents), persisted to accomplish her task, and adopted a certain mindset to minimize their negative emotions and turned them into a more positive tone:

> *In the end I also told my parents, and they were like saying, okay, you don't have to do the job so all [team members] will get a bad [score]. But I thought it couldn't be like that. In the end, I let it go ["ikhlas"], I still did it even though I was crying [while finishing the task]. (Female, SMAN 22, Bandung)*

In the above quote, the student utilized her parents more for emotional release than for instrumental or informational support to solve her problems. In conclusion, we defined *resilience* as the ability to rise (bounce back) to previous psychological states in the presence of adverse situations in school.

Factors Related to Student Well-Being

This study also identified the following factors associated with student well-being: personal, social, and physical environment. Personal factors include the student's values, personality, and learning style. Social factors may involve the presence of parental or social support. Social factors include the positive mindset of teachers, collaboration between teachers and parents, respectful interactions between teachers and students, and teachers acting as models for their students. The following explains social factors:

> *In this school, the teacher frequently updates our condition to the parents. Sometimes they have activities that improve communication between students, teachers, and family. This condition helps me especially when I have a problem in school.*
> - (Male, SMAS NU Ciledug, Cirebon)

Physical environment factors were categorized into urban form, urban public realm, and urban school realm (Fleckney & Bentley, 2021). Urban form refers to the scale of the neighborhood and types of urban settlement. This study found that students who live in town perceive their settlement as calmer than the city, and this situation creates a conducive learning environment:

> *My school is located in the suburbs. It is far away from the main road. But I think it is better this way. It only has a little dust, a little noise, and also has fresh air. It makes me happy to go to school.*
> - (Male, SMK Basuraga, Cirebon)

The urban public realm pertains to the outdoor space other than the home, school, workplace, or other private property. This study found that the condition of pavements for pedestrians could affect students' mood. For instance,

> *On my way to school, the sidewalk is full of street vendors and parking motorcycles. It is difficult for pedestrians like me to walk. It is so irritating and my uniform becomes messy.*
> - (Female, SMAN 2, Bekasi)

The urban school realm consists of school infrastructure and facilities. Students feel happy when their school has green spaces, as in the following example:

> *This school is comfortable because it has many plants and flowers. I like to look at them. It is calming.*
> - (Female, SMAN 8, Bandung)

School facilities, especially restrooms, influence students' mood and engagement. Dirty restrooms make students feel uncomfortable. In some schools, restrooms are used as changing

rooms, so students have to wait in line for a long time, and this situation causes them to arrive late for the next lesson. The following is an example:

> *We need a clean restroom. Because we use them to change our uniforms after physical education. The amount of restrooms is limited, so we need to wait for a long time. So it takes time if I want to pee. The water in restrooms sometimes runs out.*
> - (Female, SMK Umi Kulsum Banjaran, Bandung)

The students also perceive that classroom facilities influence their engagement. Classrooms with air conditioners and the newest projector models help students stay focused during the lesson. For example,

> *If only my classroom is colder, I can focus better. It is too hot here. I also cannot see the lesson material well from my seat.*
> - (Female, SMAS NU Ciledug, Cirebon)

Discussion

This study will discuss four main topics: the definition of well-being and its components, the interaction between the seven components of well-being, the role of context and participant characteristics in explaining well-being, and novel findings obtained from the research. First, with regard to defining well-being and its components, nothing was added as a component of student well-being based on the PROSPER framework. The well-being component consists of *positivity*, *relationships*, *strengths*, *purpose*, *outcomes*, *engagement*, and *resilience*. However, we observed some differences between the PROSPER theoretical framework and our research results in their descriptions of well-being and its components.

In terms of *positivity*, we found that a positive mindset plays a primary role in eliciting positive emotion. We clearly distinguish between positive emotion and applying a positive mindset to create positive emotion. For *relationships*, our definition highlights students' connection to their social environment at school, while the original framework also emphasizes their relationships with teachers, parents, and school

staff. Regarding *outcomes*, our definition focuses on the feeling of success and accomplishment that mostly contributes to a student's positive feeling, while in theory it places higher emphasis on making progress toward goals. Furthermore, for the *strengths* component, we highlight self-acceptance alongside one's understanding and application of their strength. Students in West Java found it easier to acknowledge their weaknesses than their strengths. Hence, for students, accepting their weaknesses was as important as knowing their strengths to maintain a state of well-being. With regard to *purpose*, the manner in which students value their learning activities seems to be determined by their social ties and how they have internalized values and norms. Therefore, in the definition, we highlight the process of meaning making, while, in the theoretical framework, meaning comes from feeling connected to something greater than oneself. For *engagement*, while theory highlights psychological connections in defining this component, our study found that social engagement is also an important aspect that may determine student well-being. Thus, we added social engagement as a subcomponent besides the psychological factor. Regarding *resilience*, we observed a similarity with the theoretical framework in defining this component, which highlights one's ability to revert to their original psychological state when facing a difficult situation. However, we included three important aspects that reflect this ability—persistence, adaptive coping, and the ability to recover from setbacks and disappointment—which are not included in the original framework, especially the first two. We found that students in West Java rely more on persistence and perseverance than courage when facing difficult situations even though sometimes it is not enough, as they must also cope adaptively with adversity. We highlighted the need to recover from disappointment, while the original framework focuses more on the ability to bounce back from mistakes.

The second discussion point is the interaction between well-being components. In this study, we found that the positivity component directly influences student well-being. Other components would interact with each other or independently generate this positive feeling. For example, when a student can achieve a good outcome, their feeling of satisfaction and accom-

plishment will strengthen their positive emotion. Other interactions also occur between the components to foster positive emotions. *The first strand* of the relation between well-being components is that *positive relationships* may become a source and foundation for *purpose, strength, engagement* and *resilience*. Through students' relationships with their parents, including internalized values and norms, they will be able to interpret their roles and purpose in life. Having good relationships with teachers and peers will encourage engagement in learning and school activities, while relationships will also become a source and protective factor when students face adversity in school. *The second strand* lies in the achievement of learning outcomes. Here, the manner in which students can achieve their goals is determined by their ability to understand their life goals, know their weaknesses and strengths, engage in learning activities, obtain support from others, and resolve obstacles and challenges in learning and school situations. Therefore, *outcomes, purpose, strengths, engagement, relationships,* and *resilience* can interact in creating a sense of accomplishment. The *third strand* pertains to the relations between *purpose, strength, engagement* and *resilience,* which are complementary.

The third point of discussion is the role of context and participant characteristics in describing well-being. Local context would provide nuance to how these components operate and manifest (Daddow et al., 2020; Omosehin & Smith, 2019). Such context plays a role in determining a student's well-being, especially in terms of culture and spatial order. No differences were observed between the language zones (Bandung, Cirebon, and Bekasi) because they carry and reflect the same cultural characteristics, namely those of West Java. In West Java culture, students achieve their well-being when the people around them (i.e., parents, family, friends, teachers) also experience well-being. Therefore, students' actions are not only directed toward the achievement of personal well-being but are also intended to achieve collective well-being, or the well-being of those around them. For example, in the *purpose* component, we found the influence of West Java culture especially when students set their goals and purposes, which are based on internalized cultural values and norms that in the end will also make their parents proud and happy.

Another form of culture that can affect students' well-being is one that is specifically developed in schools, known as school climate. From our findings, school climate can be fostered by all stakeholders in school, which are teachers, students, or school staff. We identified a school that highlights the importance of discipline, while other schools emphasize sharing and caring as values to be implemented. Furthermore, the impact of culture can be identified from how students set goals in life, how they interact with one another, and how they express themselves. In terms of expression, the source of positive emotion may be the same as accomplishing a challenging task. However, the expression of emotion or the way students develop their relationships with their surroundings may be different depending on the context and local values (Lewis et al., 2010). For example, students feel more grateful than proud of their accomplishments. Some students consider feeling proud as an inappropriate expression, as it could convey an arrogant attitude, which is against local values. Other cases pertain to the way *tata krama* (i.e., code of conduct; beliefs about moral values) should be applied when students want to develop good relationships with teachers (Pantić & Wubbels, 2012).

Besides culture, the findings also showed how the spatial and social environments of the school, as an urban private realm, can create an ambiance that shapes students' well-being. While the PISA (Programme for International Student Assessment) research showed that students in urban areas performed better, our findings revealed that students in urban schools must also deal with the social atmosphere and school climate created/embedded in their urban lives, which expose them to competition, high expectations, and aspirations, such as in the application of the rolling system and division of student classes based on their academic ranks or scores. Regarding the spatial environment, the densification process in urban schools could take away their natural environments and greenery, which actually benefit students' well-being by generating positive feelings, engagement, and positive emotional responses, among others. Studies have shown that the natural environment, including the existence of greenery and leafy surroundings, could be restorative for

those who suffer from psychological conditions, especially those affecting cognition, not only to focus their attention but also reduce their fatigue and stress (Conniff & Craig, 2016; Li & Sullivan, 2016). Not only the absence of a natural environment but also less organized, dense, and crowded built-environment conditions could negatively influence students' emotions and affect, leading to bad mood, irritability, and discomfort.

Further, the lack of adequate facilities, such as clean and functional restrooms and the availability of prayer rooms, could influence how students experience the urban school space and could also affect their physical health. In Mumbai, India, there was a case in which women and girls suffered from bladder and urinary tract infections from having to hold in their urine or wait in line to urinate, and this lack of adequate facilities could become "an exhausting, demeaning, and physically degrading experience" (Jonas, McCann, & Thomas, 2015). Thus, we must keep in mind that developing and enhancing student well-being is not only an individual and microscale work that considers only teachers and students' skills, behaviors, and abilities in maintaining a stable psychological state that is positive and functional. Rather, we must also consider how we construct the spatial and social environment as part of macro aspects that can enhance student well-being. In this regard, even though schools in urban areas have limited access to a natural environment, lack greenery, and are dominated by a built environment that sometimes does not provide restorative surroundings to the student, there are still opportunities to elevate the space, such as providing adequate facilities that are beneficial for students' well-being.

The fourth point concerns new findings obtained from the research. From the above explanation, the main findings from this study are the modified definition of well-being and its components, the qualitative interaction between these components, and the role of context, especially culture and spatial arrangement, both in expressing positive emotion and achieving well-being. Through this study, we can understand the role played by context in student well-being, which shows that the concepts, theories, and conditions of well-being are not general and universal in each place. Concepts of well-being will differ, especially in terms of setting standards

for achieving the conditions for well-being that are not only personal but also collective. There is also a difference in the way in which one expresses their state of well-being, which depends on manners (*tata krama*), and ways to relate socially according to cultural conditions. Lastly, spatial arrangements, which can be specific to the situation in each place, could also affect students' well-being.

Conclusion

The PROSPER framework, as a meta-framework in positive education, can be used to explain student well-being in West Java high schools. Local context plays a role in values and the social and physical environments embedded in the public and private urban realms experienced by students. In this light, before applying the PROSPER framework, we must consider some local contexts, such as values and environment, that will influence how students express their emotions, develop relationships with their surroundings, and experience their spaces. These urban experiences seem to affect student well-being through positive emotion, engagement, and resilience, especially when the built environment creates challenging and harsh experiences for them.

References

Aris, A. S. P., & Djamhoer, T. D. (2011). Studi deskriptif student wellbeing pada siswa SMP Homeschooling Pewaris Bangsa Bandung. *Prosiding Psikologi*, 767–774.

Aulia, F., Hastjarjo, T. D., Setiyawati, D., & Patria, B. (2020). Student Well-being: A Systematic Literature Review. *Buletin Psikologi*, *28*(1), 1–14. https://doi.org/10.22146/buletinpsikologi.42979

Azungah, T. (2018). Qualitative research: deductive and inductive approaches to data analysis. *Qualitative Research Journal*, *18*(4), 383-

400. https://doi.org/10.1108/QRJ-D-18-00035

Badan Pusat Statistik. (2010). Klasifikasi Perkotaan dan Perdesaan di Indonesia. Badan Pusat Statisistik Republik Indonesia, 13.

Braaten, A., Huta, V., Tyrany, L., & Thompson, A. (2019). Hedonic and eudaimonic motives toward university studies: How they relate to each other and to well-being derived from school. *Journal of Positive Psychology and Wellbeing*, 3(2), 179–196.

Ciarrochi, J., Atkins, P. W. B., Hayes, L. L., Sahdra, B. K., & Parker, P. (2016). Contextual positive psychology: Policy recommendations for implementing positive psychology into schools. *Frontiers in Psychology*, 7(OCT), 1–16. https://doi.org/10.3389/fpsyg.2016.01561

Clement, N. (2010). International Research Handbook on Values Education and Student Wellbeing. *International Research Handbook on Values Education and Student Wellbeing*, 37–62. https://doi.org/10.1007/978-90-481-8675-4

Conniff, A., & Craig, T. (2016). A methodological approach to understanding the wellbeing and restorative benefits associated with greenspace. *Urban Forestry & Urban Greening*, 19, 103-109.

Daddow, A., Cronshaw, D., Daddow, N., & Sandy, R. (2020). Hopeful cross-cultural encounters to support student well-being and graduate attributes in higher education. *Journal of Studies in International Education*, 24(4), 474–490. https://doi.org/10.1177/1028315319861362

Datu, J. A. D., & King, R. B. (2018). Subjective well-being is reciprocally associated with academic engagement: A two-wave longitudinal study. *Journal of School Psychology*, 69 (July 2016), 100–110. https://doi.org/10.1016/j.jsp.2018.05.007

Diener, E. (2006). Guidelines for national indicators of subjective well-being and ill-being. *Journal of Happiness Studies*, 7(4), 397–404. https://doi.org/10.1007/s10902-006-9000-y

Firdausi, K. (2019). A literature review: The use of PROSPER model in guidance and counseling services for improving students' mental health. *Social, Humanities, and Education Studies (SHEs): Conference Series*, 2, 24–33. https://jurnal.uns.ac.id/shes

Fleckney, P., & Bentley, R. (2021). The urban public realm and adolescent mental health and wellbeing: A systematic review. *Social Science & Medicine*, 284, 114242.

Govorova, E., Benítez, I., & Muñiz, J. (2020). How schools affect student well-being: A cross-cultural approach in 35 OECD countries. *Frontiers in Psychology*, 11(March), 1–14. https://doi.org/10.3389/fpsyg.2020.00431

Jonas, A. E., McCann, E., & Thomas, M. (2015). *Urban geography: a critical introduction*. John Wiley & Sons.

Kioupi, V., & Voulvoulis, N. (2019). Education for sustainable development: A systemic framework for connecting the SDGs to educational outcomes. *Sustainability (Switzerland)*, 11(21). https://doi.org/10.3390/su11216104

Koch, P. (2019). Subjective Well-Being in Indonesia: Evidence of Rural-Urban Differences in Life Satisfaction. [Master's Thesis, Lund University]. http://lup.lub.lu.se/student-papers/record/8986909

Lewis, M., Takai-Kawakami, K., Kawakami, K., & Sullivan, M. W. (2010). Cultural differences in emotional responses to success and failure. *International Journal of Behavioral Development*, 34(1), 53–61. https://doi.org/10.1177/0165025409348559

Li, D., & Sullivan, W. C. (2016). Impact of views to school landscapes on recovery from stress and mental fatigue. *Landscape and urban planning*, 148, 149-158.

Liau, A. K., Neihart, M. F., Teo, C. T., & Lo, C. H. M. (2016). Effects of the best possible self activity on subjective well-being and depressive symptoms. *Asia-Pacific Education Researcher*, 25(3), 473–481. https://doi.org/10.1007/s40299-015-0272-z

Lubis, N. H. (2003). Sejarah Tatar Sunda (Vol. 1). Satya Historika. Bandung: Lembaga Penelitian UNPAD

Lyubomirsky, S., King, L., & Diener, E. (2005). The benefits of frequent positive affect: Does happiness lead to success? *Psychological Bulletin*, 131(6), 803–855. https://doi.org/10.1037/0033-2909.131.6.803

National Geographic. (2021). Urban area. Retrieved from https://www.nationalgeographic.org/encyclopedia/urban-area/

Noble, T., & Mcgrath, H. (2016). *The PROSPER School Pathways for Student Wellbeing. Policy and Practices*. Springer International Publishing. https://doi.org/10.1007/978-3-319-21795-6

Noble, T., & McGrath, H. (2015). PROSPER: A new framework for positive education. *Psychology of Well-Being*, 5(1). https://doi.org/10.1186/s13612-015-0030-2

OECD. (2013). What makes urban schools different? PISA in Focus, 28, 1–4. http://www.oecd.org/pisa/pisaproducts/pisainfocus/pisa in focus n28 (eng)--FINAL.pdf

OECD. (2017). *PISA 2015 Results (Volume III): Students' Well-Being: Vol. III* (A. Schleicher (ed.)). OECD Publishing. https://doi.org/10.1787/9789264273856-en

Oishi, S., & Gilbert, E. A. (2016). Current and future directions in culture and happiness research. *Current Opinion in Psychology*, 8 (May 2016), 54–58. https://doi.org/10.1016/j.copsyc.2015.10.005

Omosehin, O., & Smith, A. P. (2019). Do cultural differences play a role in the relationship between time pressure, workload and student well-being? *Human Mental Workload: Models and Applications*, 3, 186–204. https://doi.org/10.1016/S0166-4115(08)62387-0

Pancheva, M. G., Ryff, C. D., & Lucchini, M. (2021). An integrated look at well-being: Topological clustering of combinations and correlates of hedonia and eudaimonia. *Journal of Happiness Studies*, 22(5), 2275–2297. https://doi.org/10.1007/s10902-020-00325-6

Pantić, N., & Wubbels, T. (2012). Teachers' moral values and their interpersonal relationships with students and cultural competence. *Teaching and Teacher Education*, 28(3), 451–460. https://doi.org/10.1016/j.tate.2011.11.011

Pradhan, P., Costa, L., Rybski, D., Lucht, W., & Kropp, J. P. (2017). A systematic study of Sustainable Development Goal (SDG) interactions. *Earth's Future*, 5(11), 1169–1179. https://doi.org/10.1002/2017EF000632

Rahayu, T. P. (2016). The Determinants of Happiness in Indonesia. Mediterranean *Journal of Social Sciences*, 7(2), 393–404. https://doi.org/10.5901/mjss.2016.v7n2p393

Salami, S. (2010). Emotional intelligence, self-efficacy, psychological well-being and students attitudes: Implications for quality education. *European Journal of Educational Studies*, 2(3), 247–257. http://www.ozelacademy.com/EJES_v2n3_8.pdf

Sanyata, S., Izzaty, R. E., & Gunawan, N. E. (2019). Exploring the concept of school mental health based on the prosper model. *KnE Social Sciences*, 2019, 226–241. https://doi.org/10.18502/kss.v3i17.4644

Seligman, M. (2018). PERMA and the building blocks of well-being. *Journal of Positive Psychology*, 13(4), 333–335. https://doi.org/10.1080/17439760.2018.1437466

Seligman, M. E. P., Ernst, R. M., Gillham, J., Reivich, K., & Linkins, M. (2009a). Positive education: Positive psychology and classroom interventions. *Oxford Review of Education*. https://doi.org/10.1080/03054980902934563

Seligman, M. E. P., Ernst, R. M., Gillham, J., Reivich, K., & Linkins, M. (2009b). Positive education: Positive psychology and classroom interventions. *Oxford Review of Education*, 35(3), 293–311. https://doi.org/10.1080/03054980902934563

Soutter, A. K., O'Steen, B., & Gilmore, A. (2014). The student well-being model: A conceptual framework for the development of student well-being indicators. *International Journal of Adolescence and Youth*, 19(4), 496–520. https://doi.org/10.1080/02673843.2012.754362

Tian, L., Zhao, J., & Huebner, E. S. (2015). School-related social support and subjective well-being in school among adolescents: The role of self-system factors. *Journal of Adolescence*, 45, 138–148. https://doi.org/10.1016/j.adolescence.2015.09.003

Tov, W., & Nai, Z. L. S. (2019). Cultural differences in subjective well-being. In *Subjective Well-Being and Life Satisfaction* (Issue June). https://doi.org/10.4324/9781351231879-3

Vázquez, C., Pérez-Sales, P., & Ochoa, C. (2014). Increasing psychological well-being in clinical and educational settings. *Increasing Psychological Well-Being in Clinical and Educational Settings*, 8(October), 57–74. https://doi.org/10.1007/978-94-017-8669-0

Waters, L., & Loton, D. (2019). SEARCH: A meta-framework and review of the field of positive education. *International Journal of Applied Positive Psychology*, 4(1–2), 1–46. https://

doi.org/10.1007/s41042-019-00017-4

Wrench, A., Hammond, C., McCallum, F., & Price, D. (2013). Inspire to aspire: Raising aspirational outcomes through a student well-being curricular focus. *International Journal of Inclusive Education*, 17(9), 932–947. https://doi.org/10.1080/13603116.2012.718804