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Tracing Pancasila: unveiling the impact of the Pancasila student profile strengthening project on student well-being in Indonesia

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ABSTRACT

This research aims to investigate the impact of policies to strengthen the Pancasila Student Profile project on the welfare of students in Indonesia. This research seeks to understand how implementing this policy, especially through the Merdeka Curriculum and the Strengthening Pancasila Student Profile (P5) Project, affects student welfare. This research methodology used a quantitative approach. Data collection was carried out by surveying 2,755 students from 17 provinces in Indonesia. Quantitative data was analyzed using statistical techniques to evaluate the impact of policies on student welfare. The results of this research indicate that the implementation of the policy to strengthen the Pancasila Student Profile project has a positive impact on student welfare. Cognitive, psychological, and social dimensions of well-being showed significant improvements. In addition, variables such as students' hope, optimism, and cognitive engagement are also positively correlated with the implementation of the policy. This research has great significance in the context of educational development in Indonesia. The research findings can make an important contribution to the understanding of how educational policies, such as the Merdeka Curriculum and the Pancasila Student Profile Strengthening Project, can play a role in improving student welfare. The implications of this research can help policymakers, educators, and educational practitioners to design more effective interventions to improve students' quality of life in educational environments.

Keywords: Policy, Strengthening project the Pancasila student profile, well-being

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INTRODUCTION

Conventional approaches to assessing the effectiveness of educational systems often focus on measuring student academic achievement. However, recent directions in educational research highlight the need to engage dimensions of well-being in academic contexts as an integral part of assessment (Govorova et al., 2020a; Zeng et al., 2016). Quality education now not only focuses on mastering knowledge and skills but also pays attention to aspects of student welfare (Halliday et al., 2019). In the positive education framework, there is a key concept introduced, namely a growth mindset. This concept refers to flexibility in a person's intellectual abilities. Structural analysis suggests that the development of a high level of growth mindset among students can predict psychological well-being and higher levels of school engagement. This is achieved through increasing student resilience (Zeng et al., 2016). In other words, positive education promotes the idea that effective academic learning must be balanced with attention to student well-being. A growth mindset is key in leading students towards greater resilience, creating a learning environment that not only advances knowledge but also supports psychological well-being and deeper engagement in the school context.

Best practices in measuring student well-being continue to evolve through the 2015 edition of the Program for International Student Assessment (PISA), an international assessment system

that highlights five dimensions of well-being: cognitive, psychological, social, physical, and material. Although the impact of schools on students' well-being is still debated, PISA presents interesting findings that cognitive dimensions of well-being have consistent correlations with student performance in various countries (Govorova et al., 2020a). Along with criticism of PISA's excessive focus on cognitive achievement, the Organization for Economic Co-operation and Development (OECD) responded by turning its attention to student happiness. The OECD's 2017 Student Well-Being Report differentiates between 'happy schools' and 'unhappy schools', resulting in an interesting comparison between students in Northern Europe and East Asia in terms of life satisfaction (Rappleye et al., 2020). However, studies examining changes in students' levels of life satisfaction between 2015 and 2018 show a downward trend globally, especially among girls and non-immigrant students (Marquez & Long, 2021). In this context, factors such as gender, social status, economics, background, and urbanity also play an important role in influencing students' well-being (Braun et al., 2020). Thus, efforts to understand and improve student well-being not only require holistic assessment across multiple dimensions but must also be sensitive to regional variations and changing trends over time. An inclusive and adaptive approach to demographic and socioeconomic factors will be key to designing educational policies that support student well-being across a variety of educational contexts.

The Indonesian government is actively working to improve the quality of educational practices through the Merdeka Curriculum (Rozak et al., 2024; Susilowati et al., 2023), which integrates Pancasila values in learning. This step is strengthened by the Project for Strengthening the Pancasila Student Profile (P5), which emphasizes increasing student creativity and independence.

Even though the implementation of positive education is growing, students' views about this education are still less expressed (Halliday et al., 2019). Research findings indicate that cognitive, psychological, and social well-being variables form a strong construct of student well-being. Although the influence of school factors on student well-being is considered low, teaching enthusiasm and support create a positive school climate that can reduce bullying (Govorova et al., 2020b). Student welfare is considered an indicator of the quality of the teaching and learning process. Therefore, understanding the factors that influence students' well-being, such as hope, optimism, and cognitive engagement, is critical. The role of teachers, mental health, and social factors also need serious attention (Rand et al., 2020; Braun et al., 2020). In this context, governments and educational institutions can continue to consider implementing inclusive and in-depth positive education methods. Strengthening student well-being can be a strong foundation for creating a supportive, creative, and motivating learning environment, along with efforts to improve the overall quality of education.

Research findings confirm that students' cognitive engagement is strongly influenced by the dynamic interaction between students and the school environment (Fiandini et al., 2024a; Dallyono et al., 2020; Barri et al., 2023). A focus on these dynamics and students' experiences of well-being at school can play a role in increasing emotional and cognitive engagement, as well as making a positive contribution to their school performance (Pietarinen et al., 2014).

In the context of Pancasila Education, many reports have been well-documented (Maulidayani et al., 2022). Examples of reports on Pancasila research are presented in Figure 1, in which detailed information regarding how to get bibliometric analysis is reported elsewhere (Rochman et al., 2024; Al Husaeni & Al Husaeni, 2022; Azizah et al., 20021; Al Husaeni & Nandiyanto, 2022). Efforts to improve student welfare involve the Project for Strengthening the Pancasila Student Profile (P5) and the Independent Curriculum. However, it is important to recognize that factors such as a student's gender, social, and economic status, and background can have an impact on their well-being. Therefore, a deeper understanding of these dynamics is needed to optimize the educational experience and improve the quality of the teaching and learning process holistically.

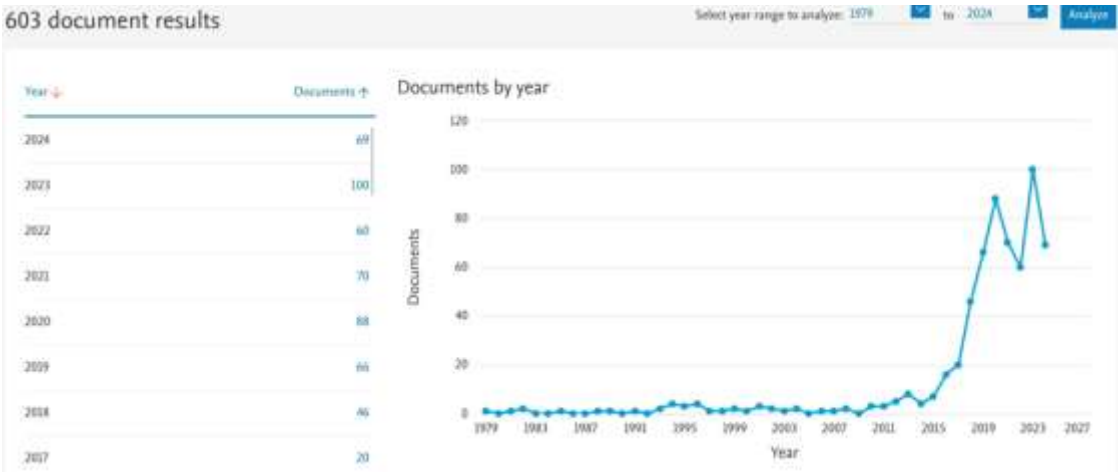

Figure 1. Bibliometric analysis data based on scopus database using keyword Pancasila, taken on October 2024

Literature Review

Pancasila Student Profile

The Pancasila Student Profile, in line with the Vision and Mission of the Ministry of Education and Culture (Ministry of Education, Culture, Research), is outlined in the Minister of Education and Culture Regulation Number 22 of 2020 concerning the Strategic Plan of the Ministry of Education and Culture 2020-2024. According to these regulations, Pancasila Students are a manifestation of Indonesian students as lifelong learners who have global competence and behave according to Pancasila values. The six main characteristics of Pancasila Students, namely faith, devotion to God Almighty, noble character, global diversity, cooperation, independence, critical reasoning, and creativity, are the main guidelines.

The Center for Strengthening Character (Puspeka) emphasizes that the values of Pancasila are very relevant for the younger generation facing changing times. The Pancasila Student Profile, as a Ministry of Education and Culture policy, is considered a guideline for improving the quality of national education. The process of formulating the Pancasila Student Profile was driven by the urgency to maintain the nation's noble values and morality, prepare students as world citizens, realize social justice, and achieve 21st-century competence. In everyday life, whether in the community, profession, or educational environment, individuals need to have global competence and behave according to the values of the Pancasila Student Profile.

In the context of developing "value infrastructure", Indonesia seeks to overcome the degeneration of ethical-ideological values and national character. The fragile condition of ideological and political resilience faced in the face of the onslaught of international markets and transnational ideology shows a decline in national values. This is reflected in the results of the National Resilience Index and National Values Survey, which show a decline in ideological resilience from 2010 to 2016.

The Pancasila Student Profile, as a response to these conditions, became the basis for the Ministry of Education and Culture. Pancasila students are defined as the embodiment of Indonesian students who are competent and behave according to Pancasila values. This understanding is in line with the essence of education which recognizes humans as lifelong learning creatures. In this view, Indonesian students can give meaning to their lives and continue to make improvements in their lifelong learning.

Pancasila Student Profile as a whole is defined as the character and abilities that are built in the daily lives of individual students. This includes school culture, extracurricular learning, the Project for Strengthening the Pancasila Student Profile and Work Culture, as well as extracurriculars. The Pancasila Student Profile answers the question of what kind of students the Indonesian education system wants to produce. Indonesian students are expected to become

competent lifelong learners, have character, and behave according to Pancasila values. This statement is closely related to students' ability to participate in sustainable global development and face the challenges of the 21st century.

The Pancasila Student Profile is defined as the ideal character profile of students in Indonesia which must be realized by all parties. This profile is built through six key elements, namely faith, devotion to God Almighty, and noble character; global diversity, working together; critical reasoning; and creativity. These dimensions reflect the focus of the Pancasila Student Profile not only on cognitive abilities but also on attitudes and behavior by their identity as Indonesians and global citizens.

Student Well-Being

Several definitions of student well-being can be described as (i) positive emotions, arising from the harmonization of factors in a particular context with personal needs and expectations for school; (ii) the level of comfort and safety of students in the school environment; and (iii) students' active and effective lives in the school community (Braquez & Morbo, 2024; Nurnabila et al., 2023). Some researchers proposed a comprehensive definition of student well-being as "an optimal emotional state characterized by (predominantly) positive moods and attitudes, positive relationships with other students and teachers, resilience, self-improvement, and high levels of satisfaction with one's learning experience at school".

Student well-being, as an important aspect in the world of education, not only impacts their emotional well-being but also influences academic achievement. Students who have good emotional well-being tend to achieve better learning outcomes. Similar findings were revealed by other papers, which emphasize the importance of a safe and comfortable school environment. Students who feel safe in their school environment are more likely to be active in learning and have positive interactions with teachers and classmates.

METHOD

Participants

This research methodology involved 2,755 students from 17 provinces in Indonesia. Participants were selected representatively to cover geographic and demographic diversity, ensuring that research results can reflect broader conditions across the country.

Data collection

Data collection was carried out through surveys given to participants. This survey was designed to collect quantitative information relevant to student well-being. Survey questions covered a variety of aspects, including emotional well-being, perceptions of the school environment, and the influence of policies on students' learning experiences.

Data analysis

The collected data was analyzed using a quantitative approach. Statistical techniques were used to evaluate the impact of policies on student well-being. Detailed information on how to analyze statistical analysis is explained elsewhere (Fiandini et al., 2024b; Afifah et al., 2022). This analysis involved processing data systematically and thoroughly, including the use of relevant statistical methods to identify significant patterns or relationships between certain variables. The results of this analysis provided in-depth insight into the effectiveness of the policies implemented and their potential impact on the welfare of students throughout Indonesia.

By dividing the research methodology into these sections, the research can be more detailed and easier to understand, making it easier for readers to understand the steps taken in designing and conducting the research.

FINDINGS AND DISCUSSION

Validity and reliability test of well-being measuring instruments

This research was conducted to test the validity and reliability of the well-being (WB) measuring instrument which consists of 72 statement items. The participants involved in this research were 2448 people, which makes the sample representative and reflects the diversity of the larger population.

Validity test

The validity testing process is carried out by checking the validity of the statement items on the Well-being instrument. Of the 80 statements submitted to participants, the results of the validity test showed that 8 statements were invalid. These items are numbers 2, 34, 40, 58, 60, 64, 66, and 74. These findings indicate the accuracy of the instrument in measuring certain aspects of well-being, and corrective steps can be taken to increase its validity.

Reliability test

Reliability measurement is carried out by calculating the instrument reliability coefficient. The results show that the reliability coefficient of the well-being instrument which consists of 72 statement items reaches a value of 0.900. This figure reflects the level of reliability and consistency of the instrument in measuring well-being, indicating that this instrument can be relied upon to be used as a data collection tool.

Findings

With the results of the validity test showing several invalid items and a high level of instrument reliability, the well-being instrument consisting of 72 statement items is adequate as a data collection tool for measuring well-being. These findings provide a strong basis for further research using this instrument, as well as contributing to a better understanding of well-being in the contexts measured.

The results of the analysis based on Table 2 show that there are significant differences in the level of student well-being between several provinces, as indicated by the value $F=1.942$ with $p=0.012$, which is significant at the confidence level $\alpha=0.05$. Furthermore, this difference is especially visible between the provinces of Aceh and DKI Jakarta, Central Java, and West Sumatra. Meanwhile, there are no significant differences in the level of student well-being between other provinces. Based on these results, an average order of student well-being scores can be arranged from lowest to highest for each province.

In Table 3, the first column presents the names of provinces in Indonesia, the second column shows the number of participants (N) from each province, and the third column displays the average value (Mean) of students' well-being scores. The Special Capital Region of Jakarta Province (DKI Jakarta) had the largest number of participants with a total of 355 students and the highest average well-being score of 272.79. Meanwhile, the province with the lowest well-being score was Aceh, with a total of 130 participants and an average well-being score of 249.63. In general, this table provides an overview of students' well-being scores in various provinces, with the highest score in DKI Jakarta and the lowest in Aceh.

Discussion

From the data obtained, the Special Capital Region of Jakarta Province (DKI Jakarta) had the highest number of participants with a total of 355 students and the highest average well-being score of 272.79. Meanwhile, the province with the lowest well-being score was Aceh, with a total of 130 participants and an average well-being score of 249.63. In general, this table provides an overview of students' well-being scores in various provinces, with the highest score in DKI Jakarta and the lowest in Aceh. Thus, many factors can cause the differences between one region and another. According to the PISA assessment, evaluating student well-being involves a multidimensional analysis of five dimensions. The cognitive aspect focuses on students' self-confidence regarding subject skills, especially in science as the main domain.

Table 1. Data analysis results with descriptive statistics

Province	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Min	Max
					Lower Bound	Upper Bound		
Aceh	130	249.63	57.502	10.498	228.16	271.11	0	300
Banten	123	268.42	19.279	2.940	262.49	274.35	232	315
Bengkulu	136	272.95	21.109	2.821	267.29	278.60	234	316
Jakarta Capital Special Region	355	272.79	32.178	1.708	269.43	276.15	0	355
West Java	175	268.59	21.179	1.601	265.43	271.75	222	321
Central Java	191	270.44	20.026	1.449	267.58	273.30	209	337
East Java	271	267.15	33.965	2.067	263.08	271.22	0	319
West Kalimantan	155	265.84	41.877	5.647	254.52	277.16	51	326
Nort Maluku	171	269.25	30.722	4.302	260.61	277.90	95	307
West Nusa Tenggara	105	283.20	17.513	7.832	261.45	304.95	265	308
West Papua	106	269.50	25.998	10.614	242.22	296.78	222	295
Riau	135	269.00	12.028	6.014	249.86	288.14	255	284
West Sulawesi	127	267.10	18.812	5.949	253.64	280.56	243	309
South Sulawesi	121	267.50	31.398	9.929	245.04	289.96	214	308
Central Sulawesi	183	268.65	32.120	2.374	263.97	273.34	27	322
West Sumatera	147	274.03	27.968	2.307	269.48	278.59	89	328
North Sumatera	124	274.50	16.381	8.190	248.43	300.57	256	295
Total	2755	268.45	30.118	0.574	267.33	269.58	0	355

Table 2. Anova test results

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	29768	17	1751	1.942	0.012
Within Groups	2468353	2737	901		
Total	2498122	2754			

Table 3. Sequence of average well-being scores

Province	N	Mean
Aceh	130	249.63
West Kalimantan	155	265.84
West Sulawesi	127	267.10
East Java	271	267.15
South Sulawesi	121	267.50
Banten	123	268.42
West Java	175	268.59
Central Sulawesi	183	268.65
Riau	135	269.00
North Maluku	171	269.25
West Papua	106	269.50
Central Java	191	270.44
Jakarta Capital Special Region	355	272.79
Bengkulu	136	272.95
West Sumatra	147	274.03
North Sumatra	124	274.50
West Nusa Tenggara	5	283.20
Total	2755	268.45

The parameters measured include self-efficacy in science, broad and specific interest in science, and instrumental motivation in learning science. The psychological dimension describes the psychological role of students in the educational context, including factors such as career, educational expectations, achievement motivation, test anxiety, and overall life satisfaction. The physical dimension evaluates a student's lifestyle, including physical activity, eating habits, and sleep patterns. Social well-being, as an important dimension, is assessed through five aspects: a sense of belonging to school, social learning experiences, relationships with teachers and peers, and relationships with parents. Finally, the material dimension involves evaluating the material resources in students' homes and school infrastructure, including parents' employment status, physical resources at home, students' employment, and the quality of the school's material environment (Govorova et al., 2020a).

Based on the cognitive dimension, concerns about student welfare become central in educational discourse. Overcoming these challenges requires changing views on happiness, self-concept, and pedagogy, as highlighted by Rappleye et al. (2020). Recent research trends go beyond knowledge and skills, addressing well-being in academic contexts (Govorova et al., 2020b).

The role of small classrooms is highlighted, not only in cognitive achievement but also in students' emotional experiences. Group composition factors and socio-economic status also influence psychological well-being at school (Alivernini et al., 2020).

From a cognitive engagement perspective, the school social environment is considered not only as a challenge but also as a resource that facilitates student empowerment and satisfaction. The implementation of Pancasila values in education emphasizes the importance of dynamics between students and their learning environment (Pietarinen et al., 2014; Ruyadi & Dahliyana, 2022). Therefore, the possibility and ability to combine the use of school social resources with cognitive engagement in schoolwork can protect students from cynicism and anxiety regarding schoolwork (Pietarinen et al., 2014). Thus, the formulation of basic competencies for Pancasila Ideology Education must take into account the level of development of students and be based on philosophical, academic, juridical, and sociological foundations so that they can underappreciate and practice the tiered values of Pancasila in informal education institutions as contained in the Student Profile. Pancasila. Meanwhile, the development of Pancasila ideology education materials based on basic skills as contained in the Pancasila Student Profile must be given to students through a gradual sociocultural approach (Ruyadi & Dahliyana, 2022).

However, the complexity of the relationship between pedagogical practices and student well-being needs to be further explored. Research results reveal that students' cognitive engagement depends on the dynamic interaction between them and the school environment (Pietarinen et al., 2014). This also happens because there are many meaningful experiences from the learning models that have been carried out by students so that they have experience from direct observation of the application of the values of the Pancasila Student Profile (Kusdarini et al., 2020).

In the realm of positive psychology, Positive Psychological Capacity (PsyCap) has been proven to be a positive predictor of students' academic engagement, development, and happiness (Datu & Valdez, 2016). Strengthening self-efficacy and optimizing creativity are key aspects of improving students' subjective well-being (Tamannaeifar & Motaghedifard, 2014). Therefore, creating an educational environment that supports student development and well-being requires a deep understanding of the overall cognitive dimension.

The psychological dimension, which describes the psychological role of students in the educational context, includes factors such as career, educational expectations, achievement motivation, test anxiety, and overall life satisfaction. This emphasizes that there is an urgency for adjustments to achieve happiness and mental health (Bailey & Phillips, 2016). This statement reveals the connection between the meaning of life and self-motivation, which has a major impact on students' study choices.

Engagement, motivation, and self-compassion play a key role in mental health. Engagement, motivation, self-compassion, and well-being are associated with and predict major differences in mental health. Self-compassion is the strongest independent predictor of mental

health among all positive psychological constructs. These findings may imply a strong connection between mental health and positive psychology, especially self-compassion. Additionally, intervention studies to examine the impact of self-compassion training on students' mental health appear necessary (Kotera & Ting, 2021).

The role of resources is also a central point in improving student welfare. The availability of resources can increase student success in their studies, which has an impact on improving student outcomes at university (Mokgele & Rothmann, 2014). Students who have appropriate resources and are engaged in their studies are more likely to be satisfied with their lives. If students do not know what their teacher expects regarding their studies, do not know how their work will be assessed, and cannot discuss their problems with the teacher, then students will become less enthusiastic and talk more negatively about their studies.

Meanwhile, teachers' emotion regulation skills and expectations related to academic performance and student well-being were related to levels, although not trajectories across the school year, of several indicators of students' social and emotional well-being. Overall, the results provide empirical support for theoretical perspectives that emphasize the importance of teachers' emotion regulation skills, occupational health, and teachers' well-being. Expectations may be a stronger predictor of academic performance, although this relationship is mediated by grade expectations. Both constructs appear to predict changes in subjective well-being over time. This study offers insight into potential screening and intervention strategies for college students. Further research, including intervention studies on hope and optimism, can improve our ability to create more positive educational experiences for students (Braun et al., 2020; Rand et al., 2020). This research provides support for the importance of teacher well-being as a factor influencing the learning environment.

Recent findings (Beaumont et al., 2016) highlight the benefits of a positive attitude towards oneself for students, helping them to deal with the emotional demands of practice and learning. This can be done by creating and maintaining a quality learning environment and providing support to the children in their care (Jennings, 2015). This situation can imply a strong relationship between mental health and positive psychology, especially compassion (Kotera & Ting, 2021). The physical dimension is used to evaluate students' lifestyles, including physical activity, eating habits, and sleep patterns. This exploratory study investigated the physical dimensions of students' well-being by evaluating lifestyle, including physical activity, eating habits, and sleep patterns. The main focus of the research is the use of green spaces among students in the school environment.

Other reports (Holt et al., 2019) found that active interaction with green spaces at school is closely related to students' health and well-being. High quality of life, low stress levels, and feelings of happiness are closely related to this active interaction. These findings underscore the importance of access to and awareness of green space as a beneficial therapeutic intervention in reducing stress in the school environment.

Additionally, students' habits have a significant impact on long-term goal achievement, learning, and well-being. Building beneficial habits allows students to control their time inside and outside the classroom (Fiorella, 2020). This research highlights the importance of understanding the role of habits in supporting healthy and happy lifelong learners. Therefore, habits are critical to supporting (or hindering) the achievement of long-term goals, including outcomes related to student learning and well-being. Building good habits can make beneficial behavior (studying, exercising, sleeping, and so on) the primary choice, bypassing the need for conscious judgment or will and protecting against temptation. Habit theory can help explain failures of motivation or self-control in terms of contextual factors that perpetuate bad habits. Furthermore, habit-based interventions can support long-term changes in students' repetitive behaviors by disrupting the cues that activate bad habits and creating a supportive and stable context for producing beneficial behaviors. In turn, the unique features of educational environments provide new areas for testing and adapting existing habitual models

Research by Tian et al. (2015) found that students' gratitude was positively related to school satisfaction and well-being at school. Prosocial behavior emerged as a significant mediator in the

relationship between gratitude and school satisfaction. This research shows the need to consider individual and gender factors in supporting student well-being in educational settings.

Summarizing these findings, creating an environment that supports physical activity, understanding and building positive habits, and strengthening positive factors such as gratitude, can contribute significantly to the health and well-being of students in both university and primary education settings.

Dimensions of students' social well-being include a sense of belonging to school, social learning experiences, relationships with teachers and peers, and relationships with parents. Student engagement is key to understanding student well-being, with positive student-led communication being the basis for its implementation (Halliday et al., 2019). Engaged learners are considered key stakeholders in education, holding the capacity to contribute to their well-being. In the dimension of psychological well-being, student resilience and fear of failure influence significantly. A sense of belonging, especially in a social context, plays a central role in students' social well-being. Teachers' teaching styles impact the disciplinary climate, which in turn influences levels of bullying (Govorova et al., 2020b). Therefore, teacher-student interactions and teachers' teaching styles can directly influence students' social well-being. There is a relationship between emotional regulation skills, teacher life satisfaction, and student well-being (Braunn et al., 2020). Teachers who used cognitive reappraisal and demonstrated high life satisfaction were associated with higher levels of prosocial behavior in students. Therefore, the teacher's emotional state can shape a classroom environment that supports student well-being. In addition, the teacher-student relationship also has an important impact. Students' reports of teacher caring correlated with students' self-esteem, well-being, school engagement, and relationships with teachers (Lavy & Naama-Ghanayim, 2020). Teachers who are perceived as caring by their students can be a supporting factor in developing positive relationships and improving student well-being.

Other reports (Braun et al., 2019) highlighted the role of teacher mindfulness in improving teacher-student interactions. More mindful teachers can have a positive impact on teacher burnout and improve the quality of classroom interactions, supporting student engagement and learning. However, they also showed that teacher burnout can negatively impact the quality of teacher-student interactions, highlighting the importance of supporting teacher well-being to create an optimal classroom environment.

In the context of higher education, learning demands and lack of learning resources can contribute to teacher burnout and student disadvantage (Mokgele & Rothmann, 2014). Therefore, supporting the availability of learning resources can improve student welfare at the tertiary level. Finally, some researchers (Väisänen et al., 2017) highlighted the role of student teachers' social environment in providing social support to student teachers. Adequate social support can empower student teachers, while a lack of support can be a burden.T hee final part, namely the material dimension involves evaluating material resources in students' homes and school infrastructure, including parents' employment status, physical resources at home, students' work, and the quality of the school material environment. The complexity of well-being in schools by embracing the integral dimension of resource evaluation. material resources in students' homes and school infrastructure. The focus involves understanding how relationships in schools can facilitate well-being, with an emphasis on living experiences—being cared for, respected, and valued (Graham et al., 2016).

The importance of relationships in enhancing well-being has been recognized, but this research broadens the view by integrating material factors that include students' lives outside of school. Students in smaller classrooms tended to have more psychological well-being, but an evaluation of the overall school situation highlighted its affective impact on student achievement and well-being (Alivernini et al., 2020). Other researchers (Virtanen et al., 2019) emphasize the role of support from teachers, family, and peers in school transitions. Evaluation of material resources at home, such as family support, is a key element in strategies to improve supportive relationships with peers.

Some researchers (Holfve-Sabel, 2014) discuss institutional social capital, although without including specific resources such as economics or ethnography. This research emphasizes

the acceptance of influences on students' hidden well-being, with social capital considered an unmeasured background factor that influences students' attitudes. Other researchers (Lent et al., 2014) bring us to the evaluation of resources through understanding academic self-efficacy, environmental support, goal progress, and satisfaction. Social cognitive models have become important tools for understanding and improving student satisfaction across a variety of academic and life domains.

Some researchers (Mokgele & Rothmann, 2014) highlight the impact of students' workload on their energy levels. Evaluation of resources, both physical and mental, is important in addressing the negative impact of learning demands on student health and well-being. Other reports (Covarrubias et al., 2015) underscored the importance of evaluating family context in the adjustment and success of first-generation students. Family resources, including the support and values present in the home, play a key role in academic success. Other researchers (Cederbaum et al., 2014) discuss the impact of military connectedness on adolescents, assessing feelings of sadness or hopelessness, suicidal ideation, and depressive symptoms. Evaluation of family deployment is key in identifying increased risk for mental health problems among military-connected youth.

CONCLUSION

From data analysis, DKI Jakarta Province has the highest student well-being with 355 participants and an average score of 272.79, while Aceh has the lowest well-being with 130 participants and an average score of 249.63. This provides an overview of students' varying well-being scores across provinces, highlighting significant differences between regions. The assessment of students' well-being in this research involves five dimensions, namely cognitive, psychological, physical, social, and material. The cognitive dimension highlights students' self-confidence in subject skills, especially in science. The psychological dimension addresses the psychological role of students in the educational context, including career factors, educational expectations, achievement motivation, test anxiety, and life satisfaction. The physical dimension evaluates a student's lifestyle, including physical activity, eating habits, and sleep patterns. Social well-being, as a key dimension, is assessed through a sense of belonging to school, social learning experiences, relationships with teachers and peers, and relationships with parents. Finally, the material dimension involves an evaluation of the material resources in the student's home and school infrastructure, including parental employment status, physical resources in the home, student employment, and the quality of the school's material environment. Strategies to improve student well-being include pedagogical approaches, teacher roles, student engagement, and resource evaluation. Teacher roles involving small class policies, emotion regulation skills, and expectations regarding academic performance have a significant impact. Strengthening student self-efficacy, optimizing creativity, and creating an educational environment that supports student development were also found to be keys to success. The importance of evaluating material resources in students' homes and school infrastructure shows the complexity of the relationship between pedagogical practices and student well-being. The school environment, including small class policies, teacher-student interactions, and social support, plays a key role in improving student well-being. In addition, building positive habits in students, such as physical activity and healthy sleep patterns, can make a significant contribution. In conclusion, improving students' well-being requires a holistic approach that includes cognitive, psychological, physical, social, and material aspects. Teacher empowerment, student involvement, resource evaluation, and building a supportive educational environment are the main keys to achieving this goal. Finally, implications can be obtained:

(i) Development of Region-Based Education Policies: Findings of differences in student well-being between provinces emphasize the importance of developing education policies that are appropriate to the context and needs of each region. Local governments need to consider these differences in designing more effective education programs.

(ii) Expansion of the Holistic Approach in the Curriculum: The educational curriculum should not only focus on academic aspects but also integrate dimensions of student welfare. A

holistic approach that includes cognitive, psychological, physical, social, and material aspects can help create a more balanced learning environment.

(iii) Strengthening the Role of Teachers and Student Involvement: The role of teachers in shaping student welfare is very important. Improving emotional regulation skills, implementing learning strategies that support well-being, and providing social support can be a focus for improving student well-being.

(iv) Evaluation of Material Resources at Home and School Infrastructure: Improving material resources at students' homes and school infrastructure needs serious attention. Full support for families, attention to the quality of the learning environment at school, and increased access to educational resources can have a positive impact on student well-being.

(v) Developing Positive Habits in Students: Focusing on building positive habits in students, such as physical activity and healthy sleep patterns, can be a strategic step. Personal development programs that cover aspects of physical and mental well-being can be integrated into students' daily lives.

(vi) Parental and Community Involvement: Parental and community involvement is a key factor in improving student welfare. Programs that involve parents in education and strengthen relationships between schools and communities can make a positive contribution to students' well-being.

(vii) Continued Research and Evaluation: These findings demonstrate the importance of continued research and evaluation to continue to understand the complex dynamics between educational practices and student well-being. Further research could address the impact of specific interventions on student well-being and deepen understanding of the factors that influence well-being at the educational level.

This research is still limited. First, data collection is still limited, so the analysis is based on quantitative data which may have limitations in covering all relevant variables. The use of qualitative or mixed methods research can provide deeper insights. Second, variability in the definition of well-being has complex dimensions and can be interpreted differently by each individual. These limitations may influence research results and require further research to clarify the concept of well-being. Third, limitations in age and level of education where the focus on upper secondary education may not cover the welfare of students at primary or junior secondary education levels. Further research could expand the scope to detail differences in well-being at various levels of education. Lastly, cultural and contextual aspects, where:

Cultural and contextual differences between regions may not be fully accommodated in this analysis. Future research could consider these factors to understand their impact on students' well-being. In further research, there are several aspects:

(i) In-depth qualitative research can be carried out to obtain in-depth perspectives from students, teachers, and parents to provide a more comprehensive understanding of the factors that influence student well-being,

(ii) long-term research to be able to evaluate the impact of interventions or changes in policies towards student well-being over time, allowing the observation of changes and trends,

(iii) cross-regional comparative research can identify unique factors that influence student well-being in various geographic and cultural contexts

(iv) development can be carried out intervention programs targeted at improving student welfare, both at the school and national level,

(v) involving all policy stakeholders, including local governments, educational institutions, and the community, in designing and implementing educational policies that support student welfare,

(vi) creating tools to measure student well-being that reflect different cultural and geographic contexts to ensure more accurate and relevant measurement, and

(vii) by addressing these limitations and taking the next steps, research and policy implementation can more effectively support student well-being at all levels of education.

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