

## The Importance of School Well-Being at Raudhatul Athfal

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### ABSTRACT

This research aims to implement school well-being at Raudhatul Athfal. The phenomenon of the implementation of school well-being is rarely explored in depth within educational institutions. In fact, a well-being school is an ideal concept for implementation in the world of education. The concept of school well-being consists of four dimensions that can be applied, namely having (school conditions), loving (social relationships), being (self-fulfilment), and health. The result of this literature study is that all stakeholders should pay attention to the condition of the entire physical school environment, which provides a sense of safety and comfort for students in their learning. This can be reviewed from the school curriculum, teaching models and methods, the teacher's teaching strategies, as well as teacher competencies based on educational regulations and Islamic principles. Then, the social relationships of students that can receive full attention, such as social relationships among peers, the social adaptation of early childhood considering the beginning of the child's socio-emotional development in early childhood education. Furthermore, the relationship between school and home, the school climate has an impact on students' well-being. The importance of how schools offer education for self-actualisation. Schools need to support programmes that focus on enhancing the degree of Islam with a focus on the health goals of students so that students can learn in a physically and mentally healthy condition.

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## INTRODUCTION

Education is an important aspect in building the civilization of a nation. Education is the only asset for developing high-quality human resources. Through quality education, the dignity of the nation and country will be upheld in the eyes of the world. Therefore, providing education should start at an early age. Early childhood is a critical period for character formation. Instilling attitudes from an early age is the key to building the progress of the nation. Therefore, children from an early age must be given positive stimuli within an ideal educational framework currently known as Early Childhood Education.

The enhanced character education program is a new initiative launched by the Minister of Education and Culture of the Republic of Indonesia. (Mendikbud RI). or commonly referred to by the general public as full-day schools, where the teachers' workload has been modified in accordance with the Minister of Education and Culture of the Republic of Indonesia Regulation Number 23 of 2017 concerning School Days, which stipulates that the weekly workload for teachers is forty hours.

As a result, with eight hours of teaching per day, the school only operates for five days. (Detik News, 2016).

Students will receive character education at school, which includes citizenship and moral values applicable in daily life, including discipline, obedience, and adherence to societal rules. (Rawana, Frank, Brownlee, Rawana & Neckoway, 2011; Mumpuni, 2018). Furthermore, by implementing the eight-hour school system (full-day school system), character education will be indirectly integrated, such as encouraging children's independence and enhancing self-awareness for spiritual activities in the school environment. (Danil, 2018).

Seeing the phenomenal development of early childhood education (PAUD) has led many institutions to compete in providing the best services for early childhood education. This competition has given rise to many innovative teaching methods in the field, each with its own advantages and benefits. However, many early childhood education institutions still do not meet the criteria of adequate educational institutions. This can be seen from the aspect of educators who do not meet the required competencies, as well as the management of early childhood education (PAUD) programmes that are only adequate, resulting in early childhood not being served optimally.

The message of Allah SWT in the Qur'an reminds parents and, in fact, also educators who are tasked with educating students at all levels and stages of education to strive to produce a strong generation: "And let those beware who, if they left behind them descendants weak in disposition, would be concerned for them" (QS. An-Nisa': 9), and "O you who have believed, protect yourselves and your families from a Fire" (QS. At-Tahrim: 6). In these verses, Allah SWT reminds parents to nurture and protect their children from anything that could harm them, causing them to become weak physically, mentally, and in terms of well-being, and, most importantly, becoming a burden to society.

This responsibility, in the author's opinion, is also placed on teachers, with the first argument being that a quality generation is formed from quality educational institutions and the second argument being that to create a strong generation, mastery of knowledge and technology obtained from educational institutions is essential. With the collaboration of a good relationship between parents and teachers in educational institutions, students will be born with strength in faith, belief, knowledge, morals, and skills.

An optimal educational institution is one that can fully realise the holistic potential of its students, thereby enhancing their well-being, which significantly affects various aspects of their functioning in the academic environment. (Frost, 2010). Students experience well-being when they feel safe, comfortable, satisfied, and healthy in the educational environment. The concept of well-being is based on Allard's well-being theory (having, loving, and being) as expressed by Konu et al. (2002). Well-being and related constructs have been assessed using various instruments, particularly the life satisfaction index, general health questionnaire, general well-being, and happiness. (Rasyid, 2021). School well-being is an important aspect for students in educational institutions.

The concept of school well-being is discussed by Konu and Koivisto. (2011). School welfare for students includes school conditions, social relationships, self-fulfilment, and health status that contribute to the learning process at school. In this context, the concept of student school welfare can be a consideration for educational institutions to understand the factors that can make students feel happy and prosperous in the school environment. (Nidianti & Desiningrum, 2017). Lintonen (2006) explains that the existence of school welfare allows students to express their views on the

school environment so that the school can understand the opinions and feelings of students while they are in the institution.

Konu and Koivisto (2011) explain that the four dimensions of school well-being form an appropriate model, namely having, loving, being, and health. The subsequent explanation of the dimensions continues to refer to the description by Konu, Alanen, Lintonen, and Rimpelä (2002) because there is no change in the concept of school well-being evaluation among students by Konu and Koivisto (2011), which includes the condition of the school (having), related to the physical environment within the school.

The environment is a work environment that can be evaluated based on levels of safety, comfort, noise, ventilation, temperature, and cleanliness. This physical environment includes the curriculum conditions, school study schedules, and the punishment system, as well as services available to students, such as lunch, health services, and counselling services. Social relationships (loving) encompass interactions within the environment that involve relationships between students and teachers, friendships among students, group dynamics, cases of bullying, the relationship between school and students' homes, decision-making at school, and the organisational atmosphere present at the school. Self-fulfilment (being), according to Allardt in the study by Konu & Rimpelä, refers to individuals as part of society. A comfortable school will enhance the development of positive emotions in children, whereas a school that cannot provide enjoyable experiences will evoke negative emotions. Negative emotions can ultimately disrupt students' learning outcomes. (Rizki & Listiara, 2015).

Raudhatul Athfal is a form of preschool education that helps students adjust to their environment. As a preschool educational institution, Raudhatul Athfal can be likened to a bridge for self-development to step into further formal education. One of the goals of Raudhatul Athfal education is to help students develop various potentials, both psychological and physical, which include moral and religious values, social, emotional, cognitive, language, and physical or motor skills, independence, and the arts, to be ready to enter basic education. With this goal, the well-being of students attending Raudhatul Athfal will be enhanced.

## METHOD

The method in this research is the literature study method, where the researcher collects various literature to examine the concept and urgency of school well-being for the education sector. According to Bungin (2006), literature study is a method for collecting historical data in social research.

## RESULTS AND DISCUSSION

School well-being has become an important aspect for students in schools. The concept of school well-being by Konu and Rimpela, discussed by Konu and Koivisto (2011), states that school well-being for students includes school conditions, social relationships, self-fulfilment, and health status, which play a role in the learning process at school. In this case, the concept of school well-being for students can be considered by the school as a basis to understand what can make students feel happy and prosperous while at school. (Nidianti & Desiningrum, 2017).

Konu and Lintonen (2006) also explain that with the presence of school well-being, students can express their opinions about the school environment, allowing the school to understand the students' opinions and feelings while at school. Keyes and Waterman (Bornstein, Davidson, Keyes, & Moore, 2003) explain that school well-being encompasses social relationships, friends and leisure

time, volunteering, social roles, personality traits, self-control and optimism, as well as goals and aspirations.

This is supported by Pervin's explanation (Bornstein et al., 2003), stating that individuals with a sense of optimism are able to adapt well to certain situations, such as when going to school. The concept holds the hope that the well-being of students at school is very important. This needs to be considered, such as the students' feelings in assessing the school's suitability in the teaching and learning process, which can provide support, a sense of security, and comfort. In addition, the condition of the students' homes and the surrounding environment also influence the school, leading to the formation of a school well-being model. The needs at school encompass four dimensions that can be considered by all stakeholders in policy-making, namely having, loving, being, and health. The following is illustrated in the chart below:

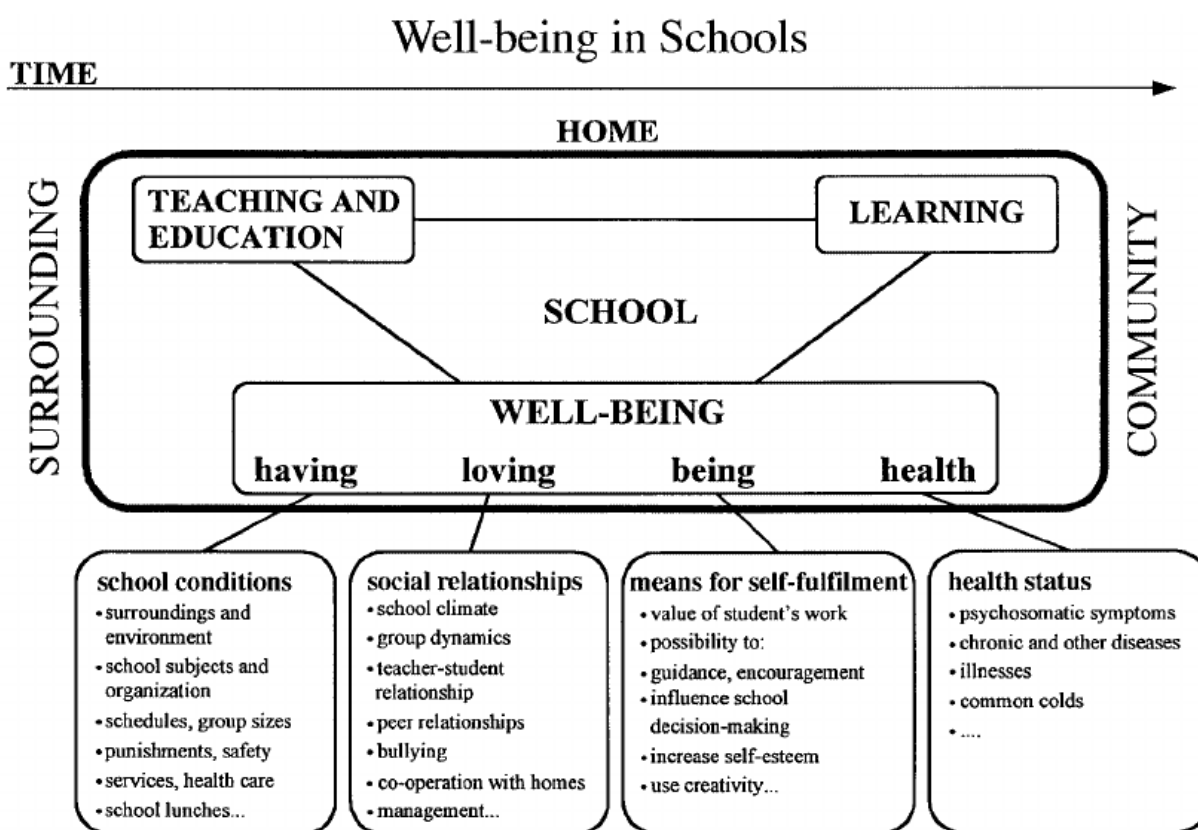


Figure 1. School Well-being Model

School Well-Being Model (Figure 1) is a concept of well-being in schools as a four-dimensional phenomenon. Well-being is associated with teaching and education on one side and with learning and achievement on the other. Welfare is divided into school conditions developed after appropriate sociological reviews, educational promotion, psychological aspects, and health literature.

Raudhatul Athfal comes from the word raudhah, which means garden, and athfal, which means children. Linguistically, Raudhatul Athfal means kindergarten. As mentioned above,

Muhammadiyah tends to use the term "Bustanul Athfal" for institutions that have the same meaning as Raudhatul Athfal. Raudhatul Athfal is one of the preschool educational institutions. (Masganti, 2010). Based on the ministerial regulation, it is an operational elaboration of the government regulation. Within it, there are similarities in regulating the requirements for establishment, educational administration, and management. However, there are also differences in the learning activity programs.

Raudhatul Athfal has a distinctive Islamic character, so religious education is delivered to children in a more detailed manner. As for the aspects in the learning programme activities, they are the same. For example, Pancasila morality, religion, discipline, language skills, cognitive abilities, creativity, feelings/emotions, social skills, skills, and physical and spiritual well-being. (Saerozi 2008). The scope of the Ministry of Religious Affairs' work on Raudhatul Athfal (RA) based on the concept of school well-being includes:

1. Having

The first dimension is the condition of the entire physical environment of the school that provides a sense of safety and comfort for students in learning, in accordance with the well-being of the students. As for the components of this dimension, such as the curriculum at Raudhatul Athfal, it aims to produce a strong generation, encompassing strong faith, knowledge, worship, economy, physical health, and excellence compared to other communities. The absolute requirement for the emergence of an excellent generation is high-quality and superior education. Including early childhood education, the term early childhood education does not exist in the Qur'an, but the values of education are found in the Qur'an and Hadith. Extracurricular activities that are still related to religious moderation, such as visits to mosques. The competence of teachers as educators based on religion. Even the surrounding environment supports the school's programme.

2. Loving

The second dimension of SWB is loving (Social Relationship). The social relationships of students can be observed by educators and educational staff, peer relationships, group dynamics, and bullying that occurs in schools. The relationship between school and home, the learning climate of students. The school climate has an impact on the well-being and satisfaction of students at school. The establishment of good relationships will impact students' achievements at school. There are several aspects of social relationships that stakeholders can pay attention to, namely:

a. School climate

b. Group dynamics

c. Teacher-student relationships

d. Peer relationshipse. Bullying

f. Cooperation with home

g. Management of social environment conditions such as the relationship between students and classmates, the relationship between educators and students, group dynamics, and building cooperation among the entire school community are aspects that need to be considered.

Bullying behavior According to Putri et al. in Anggreni (2019), interaction among peers can educate children to be able to socialise and reduce aggression. Next, attention should be paid to the curriculum aspect, such as teaching and learning activities that emphasise the understanding of the concept of divinity, which will shape the school well-being of students, such as learning dhuha prayers, memorising short verses, reading daily prayers, and so on.

3. Being

The third dimension is being, which means self-actualisation. In the context of this school, being can be seen in how the school offers education for self-actualisation. Each child becomes an important aspect of the school community. Schools realise the goals of early childhood education by simultaneously developing various aspects of early childhood development. And prioritising the social-emotional development and moral-religious values of the child. Here are some points to consider regarding self-fulfilment:

- a. Assessment of children's worksheet results
  - b. Learning outcomes in assessments
  - c. Evaluation of their development
  - d. Optimisation of effective learning models and methods
  - e. Fostering children's interests, talents, and creativity
4. Health

Aspek The fourth aspect is health (health status), which includes physical and mental aspects such as psychosomatic symptoms, chronic diseases, mild illnesses (like the flu), and self-awareness. (Konu & Rimpela, 2002). Well-being can be seen from two indicators, namely objective indicators and subjective indicators. Objective indicators are based on external observations, and subjective indicators are based on people's expressions of their attitudes and their perceptions of their environmental conditions. (Konu & Rimpela, 2002). Health status

- a. Disorder Symptoms
- b. Children with Special Needs
- c. Stunting
- d. Common Minor Illnesses

According to Chistner & Mennuti in Anggreni (2019), another important aspect is the availability of counselling services for parents to pay attention to various aspects of their children's physical and mental health at home, which should then be continued by the school. Like the results of autism screening from professionals, so that schools, especially teachers, in the implementation of learning, adjust to the conditions and provide additional therapy beyond their expertise. This is in accordance with the implementation of inclusive education in RA throughout Indonesia so that the growth and development of children are not differentiated between normal and abnormal children, thereby minimising psychological impacts in the future.

## CONCLUSION

The implementation of school well-being that considers four dimensions, such as having, loving, being, and health, is an ideal school concept that can be applied in the education world. Therefore, by understanding the concept of school well-being well, schools can be encouraged to create programmes and policies that pay attention to the four dimensions of school well-being.

Raudhatul Athfal is one of the early childhood Islamic educational institutions that has grown and developed in Indonesia. In line with the development and demands of the times regarding the quality and standards of education, various regulations have been issued by the government to improve the quality of educational services at Raudhatul Athfal. The enhancement of educational service quality is carried out by establishing 8 (eight) educational standards deemed capable of improving the quality of educational services. The development of Raudhatul Athfal as an Islamic-based early childhood education institution is quite encouraging. The increase in the number of institutions, along with the rise in the number of students, brings a positive atmosphere for the future development of Raudhatul Athfal.

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