

School Strategies in Realizing Student Wellbeing in Public Senior High School 1 Gorontalo

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Abstract: This study aims to 1) describe the school program in realizing student wellbeing in SMA Negeri 1 Gorontalo, 2) describe the strategies of principals and teachers in realizing student wellbeing in Public Senior High School 1 Gorontalo. The approach used in this study uses a qualitative approach with the type of case study research. Data collection techniques in this study using interviews, observation and documentation. As for the results in this study, there are several programs and strategies carried out to fulfill the aspects of having, loving, being, and health in realizing student wellbeing "in the school environment can make students well-being because Public Senior High School 1 Gorontalo implements environmental development programs, green schools, banks garbage, adiwiyata, 5S culture and habituation program, bullying prevention, decision making, class meeting, extracurricular, UKS, PMR and PKR.

Keywords: Strategy, Student Wellbeing, and Meeting Class

Introduction

Education has a very important role in the life of the nation. With education, there will be motivation in humans to be better in all aspects of life. Therefore, education is the center of various efforts in building a human image which is the starting point and the main strategy for forming quality human beings. It is very difficult to imagine if humans live in a world without education in it. How is it possible for humans to develop with such a civilization without a systematic effort through education. Therefore, education is an important role to advance humans.

The purpose of national education based on Law 20 of 2003 concerning the National Education System is to develop the potential of students. Schools are important institutions to achieve national education goals. Schools are expected to be able to carry out educational goals so that they can provide the best experience for students which in turn makes students feel prosperous. Currently, in the world of education, especially in schools, they pay less attention to the development of their students, especially educators. There are educators in their schools who pay less attention to the development of students properly, resulting in the learning process has the potential to not provide comfort for students. Not only that, but the school environment must also be considered, because the school environment is all conditions in schools that greatly affect the behavior of school residents. A good school is a school that is able to provide the best experience for students so as to make students feel prosperous (Wellbeing), because student wellbeing (Student wellbeing) affects almost all aspects of optimizing student functioning in schools.

One of the factors that influence the success of learning is student welfare. Student welfare in question is student wellbeing. According to Noble & McGrath (2015:45), student wellbeing is an emotional state of students that shows a positive mood (a pleasant mood) and positive attitude (positive behavior) the relationship between peers and teachers so that it can foster an optimistic attitude. What is done in the world of education is intended to create the welfare and happiness of students, and anyone who works in the world of education, whether principals, teachers or other education personnel, the orientation of thoughts, attitudes, actions and services they provide is aimed at the interests of students.

As an institution that provides formal education, schools must have educational programs in accordance with predetermined educational standards. Not only that, but it also includes providing

environmental education programs that aim to build a healthy, comfortable living environment so that it can affect the welfare of students in schools to carry out activities. According to Konu & Rimpela in Khatimah (2015: 85) student wellbeing is important in schools, because it creates a conducive learning environment so that students feel happy and prosperous in participating in classroom learning and can make a positive contribution to school. Therefore, schools and educators must be able to know the level of welfare that is being experienced by students, so that while studying students can feel safe, comfortable, happy and feel healthy.

Given the importance of Student Well-being, the government requires school principals to understand the importance of student wellbeing. As contained in the Regulation of the Director General of Teachers and Education Personnel of the Ministry of Education and Culture of the Republic of Indonesia, No. 3813/B.B1/HK/2020. To realize student wellbeing, a principal strategy is needed. The education leader who has an important role in developing the quality of education is the principal, by placing student wellbeing as the main goal of a school principal. So in essence, giving a portion of leadership to the principal to make the school an educational ecosystem, which is centered on the convenience of students learning.

According to Karyani (2017: 52), the principal's strategy in realizing student wellbeing is when the principal is able to make his school a school that provides a sense of security, comfort, happiness, and health to students while at school, so as to provide welfare for students. According to Khatimah (2015: 20) conditions that allow students to feel happy when they get opportunities in terms of satisfaction at school, for example, such as school conditions (having), social relationships (loving), in terms of self-fulfillment (being) and health status (health) it is all part of the welfare of students at school. According to Konu & Rimpela in Rizkasari (2007:15) there are four things that affect the welfare of students in schools including the condition of the school environment, both physical services and security, then social relations between students, principals, teachers and all school members, there is also being as a the form of providing opportunities for all students to be able to participate in developing knowledge and interests, talents, lastly the health or health status of students at school. Based on this, the researcher is interested in conducting more in-depth research on "The Principal's Strategy in Realizing Student Wellbeing at Public Senior High School 1 Gorontalo.

Research Methods

This research is located in Public Senior High School 1 Gorontalo, Jl. M.H Thamrin Number 8 Ipilo District, Gorontalo City, Gorontalo Province. The research was carried out for 3 months starting from April – June 2022. The approach used in this study according to the type of data was qualitative research. In qualitative research, the main data sources are principals, teachers and students in Public Senior High School 1 Gorontalo. The results of the research are descriptive data regarding school programs and the principal's strategy in realizing student wellbeing in Public Senior High School 1 Gorontalo. So that the results of the data acquisition can interpret the research entitled "The Principal's Strategy in Realizing Student Wellbeing at Public Senior High School 1 Gorontalo.

The type of research is a case study. In this case study research is carried out intensively, in detail and in depth on the schools studied. Case studies are one form of qualitative research that can indeed be used primarily to develop theories that are lifted from several similar research backgrounds, so that theories can be generated that can be transferred to a wider and more general situation in scope.

Results And Discussion

Public Senior High School 1 Gorontalo is a school that implements several programs with various strategies that make its students well-being. Konu and Rimplea (2002) explain that having (school conditions) is an aspect of student wellbeing which explains the physical environment around the school, both outside the classroom and inside the classroom. The results of the interview show that the school environment of SMA Negeri 1 Gorontalo is a clean, beautiful, green school environment and there are facilities such as clean classrooms, places of worship, libraries, and

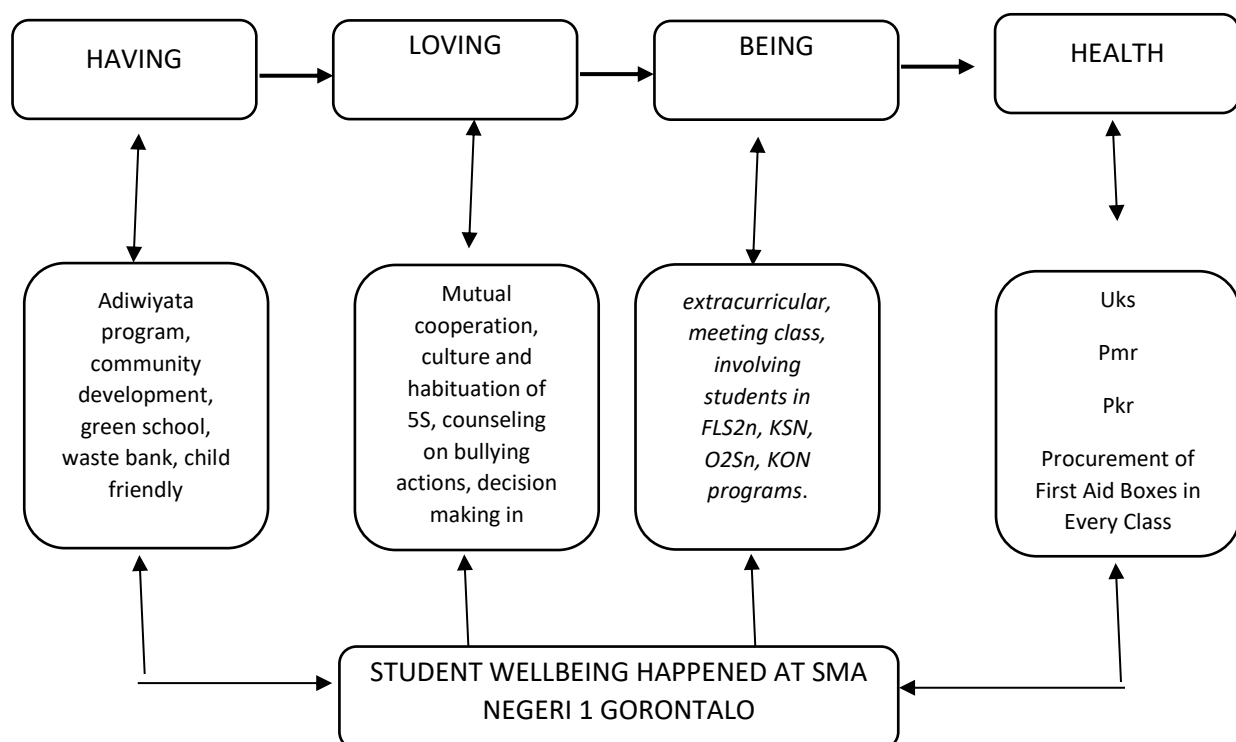
adequate, neat and clean bathrooms. The condition of the Public Senior High School 1 Gorontalo school is not stressful, fun and not boring so that it makes students act positively such as being happy and comfortable in the school environment, comfortable when the learning process takes place in class. The programs implemented by the principal to realize student wellbeing at Public Senior High School 1 Gorontalo in general include the environmental development program in collaboration with PT Pegadaian, the Adiwiyata program, the green school program, and the waste bank which are of course carried out with various strategies as described previously in the results of the research and the program were implemented by the principal as an effort to upload student awareness in maintaining the cleanliness of the school environment, so that all school residents, especially students, feel comfortable in the school environment. In addition to the principal, teachers in several classes also apply strategies to create a classroom environment that makes students comfortable in class including various seating arrangements, division of class cleaning pickets, light sanctions for those who violate the rules of class cleanliness, opening class windows every morning so that students can breathe fresh air, do not wear shoes in class. Based on this, it can be understood that SMA Negeri 1 Gorontalo applies the aspect of having (school environmental conditions) in student wellbeing well.

Then, in the concept of student wellbeing in addition to the having aspect, there is also a loving aspect (social relationship) which refers to the social environment where the relationships built between the principal and teachers, teachers and students, as well as students and peers have good relationships based on general programs. The programs that have been made include school culture and habituation programs which consist of habituation of positive thinking (positive thinking) and 5s culture (smiles, greetings, greetings, being polite and courteous). In addition, there is also a morning greeting program which is carried out routinely every morning by the principal towards teachers and students, then mutual cooperation to create good cooperative relationships, bullying prevention policies by directing teachers to implement approaches and set an example to students then reprimand, advise and provide educational punishment because students who are happy, safe, comfortable means that there is no bullying in their school. The strategies used by teachers in their classrooms to create good relationships between teachers and students or students and peers include being open with students, meaning that if there are students who have problems they will not feel afraid or burdened to share stories with teachers and teachers can also provide solutions to problems experienced by students, then the teacher always increases enthusiasm and passion for teaching by using models or learning methods that can make students active, can provide opportunities for students to ask questions or express income, so students do not feel afraid to respond to teachers, and can provide space for students to socialize or discuss with their peers in order to create a good communication relationship between teachers and students, students and peers. Then habituation of 5s is also applied in the classroom so that students are accustomed to greeting when entering the classroom, always giving a smile to the teacher, being polite and courteous in communicating with both teachers and peers, instilling character values of mutual respect between religious, ethnic and cultural differences so as not to There was bullying among fellow classmates in the class. Thus Public Senior High School 1 Gorontalo applies the loving aspect (social relationship) in student wellbeing well.

Furthermore, the aspect of being (self-fulfillment) in student wellbeing is the school's way of providing equal opportunities for all students to get self-fulfillment including student involvement in the learning process and community or school/class organizations, being involved in decision making, developing knowledge and skills. and interests and talents. Based on the results of the interviews that have been described previously, the way the school provides opportunities for students to get self-fulfillment includes extracurricular activities that have targets and additional extracurriculars where students can develop their knowledge, class meetings so that students can freely channel their interests and talents through a choice of inter-class competitions. made by the school, student council organization meetings, mutual cooperation in making hydroponics that train students' skills. While the strategies used by teachers in the classroom in terms of student self-fulfillment include using varied learning methods and media so that students are actively involved in the learning process, giving students the freedom to choose learning resources in developing their

knowledge so that students are not rigid and comfortable during the learning process. take place. provide opportunities for students to participate in class organization and decision making by freeing students to nominate themselves as members of the organization in the class both in general and in the 5k section (cleanliness, security, order, beauty, and health) which of course is based on a mutual decision or agreement.

In addition to the 3 aspects described above, there is also a health aspect in this study. From the results of observations made, researchers made observations on the UKS program. This observation was conducted to find out about clean and healthy living behavior. In addition, researchers made observations on the management of the UKS room. From the results of observations that have been made based on direct observations. The management of the room is quite good, from the availability of the arrangement of UKS equipment such as beds and pillows, weight scales and height measuring devices, posters about health, drug arrangement, and lighting arrangements. In addition to making observations, researchers also collected data using interviews where the results of the interviews showed that the programs implemented were related to student health in schools other than UKS, there was the formation of an organization for members of the Youth Red Cross or PMR whose purpose was as first aid when a student was sick or had a minor accident. In addition, there is counseling conducted by the principal and assisted by class teachers to always remind the importance of personal health, not to make litter which will later become a source of disease. The vision of UKS at Public Senior High School 1 Gorontalo is "The Realization of Healthy, Clean and Safe Schools", then the mission of UKS SMA Negeri 1 Gorontalo includes strengthening the UKS organization as a forum for health development, forming independence of students and the entire school community to live healthy, improve reach the quality of health service efforts gradually and evenly, creating a clean, comfortable, and safe school environment in order to support the teaching and learning process. In addition, TRIAS UKS Public Senior High School 1 Gorontalo includes health education, health services, fostering a healthy environment. Then the UKS at SMA Negeri 1 Gorontalo also has 9K programs including security, cleanliness, order, beauty, kinship, shade, health, openness, and exemplary. Then the PMR principles include humanity, equality, neutrality, independence, volunteerism, unity, universality. So it can be concluded that the health program at Public Senior High School 1 Gorontalo fulfills the health aspects of student wellbeing. The following illustrates the context diagram in the school program in realizing student wellbeing at Public Senior High School 1 Gorontalo.



Conclusion

Based on the data analysis and the results of the discussion in the previous chapter, it can be concluded from the research on "school strategies in realizing student wellbeing" namely the strategies carried out by schools in their school environment can make their students well-being because Public Senior High School 1 Gorontalo implements environmental development programs, schools green, garbage bank, adiwiyata, 5S culture and habituation program, bullying prevention, decision making, class meeting, extracurricular, there are UKS, PMR and PKR.

Suggestion

From the results of research on school strategies in realizing student wellbeing in SMA Negeri 1 Gorontalo, the suggestions proposed for this research are as follows:

1. For schools, this research can be used as a reference for principals and schools to maintain student wellbeing in their schools by always reminding students to maintain the school environment, building good relationships such as establishing active communication both inside and outside the classroom, always maximizing activities teaching and learning in the classroom in order to create a comfortable, safe and healthy school
2. For school principals, this research can be used as a reference in improving the competence of school principals in accordance with their duties and functions which will encourage the creation of independent schools that can improve student learning outcomes which lead to the realization of student wellbeing.
3. For teachers, this research can be used as material for developing and maintaining a comfortable and safe school environment for students, developing communication and interaction between school members who trust each other and care for each other.
4. For students, it can be used as a contribution to improving student wellbeing based on the programs that have been made in their schools.
5. For researchers, it can be used as a reference material in order to enrich insights about student wellbeing so that later it can be implemented in workplace agencies.

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