

## STUDENT WELLBEING INDEX AND ITS INFLUENCING FACTORS IN AN ENGLISH EDUCATION PROGRAM

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### ABSTRACT

Wellbeing is undoubtedly important in education and has become the focus of program orientation in some institution. As a hidden curriculum, all lecturers should apply their own techniques to promote student wellbeing. This study is trying to identify the index of students' wellbeing and the influencing factors. There were 34 students as the participants of the study. The data was taken by distributing questionnaire and conducting an interview. The result showed that student wellbeing index reached 75.5, under good category. There are two factors that constitute student wellbeing; the supporting factors and the obstacle factors. The supporting factors identified are lecturers, study program, friends, and future career. The obstacle factors are online learning, student-self competences, and assignment or material. This study recommended the institution to maintain and improve student wellbeing index by promoting explicit design of wellbeing teaching learning process in its curriculum.

Keywords: wellbeing, index, supporting factors, obstacle factors.

**Keywords:** Keyword one, keyword two, keyword three, (no more than two lines)

### INTRODUCTION

Student wellbeing has recently become a hot issue which is discussed widely by the educational practitioners in Indonesia. Pursuing well-being students is one of the principles that should be applied in the learning process. This principle is widely introduced to schools in many ways. The main content in latest teacher, headmaster, and supervisor training program, for instance, promote student wellbeing as the norm of learning process. It means that teachers should not only pay attention to the cognitive aspects of development but also how contented the students are with the learning process. Students' feeling at ease in learning process should be the concern of teaching. Social-emotional competencies and ethical dispositions provide an essential foundation for life-long learners who are

able to love and work (Cohen, 2006). Children who have a high level of wellbeing will be more cooperative, confident, creative, tolerant and altruistic (Cohen, 2006). It shows the importance of happiness in the process of learning. The students should be given nice experiences in learning so that they would enjoy the learning process. As the consequences, they would learn at their optimal capacity. They would try hard to reach the learning target by cooperating with other students or teachers who are also seeking the knowledge in comfortable manner. Wellbeing is very important in education.

This study is trying to find out the information about whether the students of English Education Program in the sixth semester enjoy the learning situation. It has been the norm in this department that the

learning process should be conducted in an interesting way so that the learners learn at maximal capacity. This especially during and post Pandemic Covid-19 time where the situation is not ideal to get the best result of educational process. For some students, even learning could be very boring and stressful. It is very important then to find out how they feel about learning and what makes them feel so. The information is very important to provide insight for the lecturers and also the institution for the actions that could be implemented for the better state of students' happiness.

Wellbeing as defined based on American Psychological Association (APA) dictionary is the state of happiness and contentment, with low levels of distress, overall good physical and mental health in learning process. Robeyns (2020) identified that the term wellbeing is never used in a vacuum. It means that there are multi-interpretation of this concept. When talking about wellbeing, it means talking about wellbeing in a sense that is appropriate to that context. This is also in line with Alexandrova (2017) who claims that wellbeing is contextualized. Each context needs their own theoretical explanation. Happiness and contentedness for adults and children may be varied. Different situation such as at school, home, play ground, etc may also have different trigger for well-being. However in educational context, it is clear that what is meant by wellbeing is happiness in learning. Students who are happy in learning will be at ease in their effort to get the essence of learning materials.

Wellbeing is important in education. There are some reasons why wellbeing which was first promoted in health is really suggested in education. First, students who have high level of well-being will be more ready to learn and work hard to reach the target of learning. Second,

high well-being will enable students to be positively involved and confident with their environment and provide full benefits for opportunities to learn (Mashford Scott, Church & Collette, 2012). Even, World Health Organization in 1997 has launched the Health Promoting School Program (HPS) a holistic approach in promoting health in schools which include school curriculum, environment and school settings and involves families and communities in an effort to promote mental health and well-being of students. A research conducted by Batubara (2020) had concluded that the learning materials, classroom condition, the teachers, the students' friends and personal attitude are significant factors on the overall learning motivation.

In Indonesian context, one of the learning principles is meaningfulness and happiness (Susanti, dkk, 2021) which is as the supplement resource in understanding the new paradigm in Indonesian education which is called freedom to learn. Meaningfulness implies the connection of learners' real life and the materials learnt in the classroom. Teachers should always relate the theories and the life practice. Learners are exposed to a critical thought about the reality around and guided to understand them to find out the good and bad practices. In this way, learning process would bring learners growing in their knowledge and characters. The growth should be in happiness to reach the optimum capacity. Happiness or wellbeing in learning then is very important. It should become the principle of learning process.

Is wellbeing a natural condition? Or can it be taught? People commonly focus on creating well-being by fulfilling all things needed for a convenient condition in learning. In classroom context, teachers work very hard to provide the ideal condition for learning. However, it may

happen that the students are not all sensitive to the teacher's efforts. Many efforts which have been initiated to make the students enjoy learning in turn do not impact on the students' expected responses. This generally occurs when the students are not engaged in the the process.

Lynch (2019) had initiated an approach to child education called PE or Physical Education which is also called education through movement. PE provides a platform for well-being. Its curriculum design which was called Quality Physical Education (QPE) was defined by UNESCO (McLennan, 2015) as the planned, progressive, inclusive, learning experience that forms part of curriculum in early years, primary and secondary education. Lynch (2019) also informed that PE was also introduced to the candidate teachers of elementary and secondary education. QPE emphasizes on equality, safeguarding and meaningful participation in learning. Setting the comfortable condition for learning is critical and must be responded by those who are engaged in educational business. Another way to teach well-being was proposed by Martin (2012). It was five components of well-being called PERMA. It stands for Positive emotion, Engagement, Relationship, Meaning, and Accomplishment. Positive emotion is very important to achieve well-being. It can be reached in the activities such as being together with people you like to engage, doing favorite activities, enjoying music, being grateful with anything given in life. The second concept of PERMA is Engagement. One who gets engaged in an activity means that he is absorbed in performing the tasks that he is dealing. There are many ways to get engaged on the activities. This can happen especially when doing something that one is really fond of. When one has been engaged in an activity,

he would forget the time, spend the time at ease, doing the tasks without hesitation, and many other indicators. R Collings (2014) suggests that to promote well-being one need to point out and observe his character strengths, and do things that may facilitate the achievement. Another method for improving well-being is using peer mentoring. It is mentoring program involving older youth befriend and mentor younger children in a structured environment (Garinger, 2008). Peer mentoring has proved to reduce the withdrawal in higher education.

Lyubomirsky (2005) suggests that an individual who perform five kindnesses in one day every week would result in the higher increase of well-being compared to those who only perform five kindness in a week. It means the more someone is engaged in positive activities, he could increase the well-being more significantly. It suggests that happiness could be possessed through simple intentional positive activities, such as expressing gratitude or practicing kindness. Positive-activity model such as features of positive activities (e.g., their dosage and variety), features of persons (e.g., their motivation and effort), and person-activity affect of positive activities on well-being. The simple positive activities may trigger positive emotions, positive thoughts, positive behaviors, and need satisfaction (Lyubomirsky, S., & Layous, K., 2013).

Teachers could lead students to well-being using a variety of techniques. Selecting the techniques should be oriented to the situation including the emotions aroused. Positive strategies are conducted to confirm positive behavior and avoidant-coping strategies is associated with negative psychological outcomes. Avoidant coping is associated with increasing levels of stress and a variety of negative emotions (anxiety,

anger, sadness, and loneliness). The key concept is that the students should be involved consciously that they are seeking the contentedness and ease when learning.

How wellbeing is measured is interesting to explain. There are many literatures on how wellbeing is measured. Naugarten (1961) suggested that measuring wellbeing should be focusing on different aspects such as psychological well-being, subjective well-being, life satisfaction, quality of life, community well-being, social well-being. Benjamin (2015) suggested that wellbeing is multi-dimensional. It could not be measured using Gross Domestic Product (GDP) since people happiness is not all about money. Satisfaction in life is vary across individuals, even cultures and nations. He proposed what so called as 'subjective wellbeing (SWB). It means that everyone has preferences. The preferences should also be identified in different aspect. The aspects may be private or public; it may also other aspects like political, economic, geographical, etc. The aspects may be overlapping. For the purpose of finding the citizen's wellbeing, Benjamin suggested to design a survey which contains both SWB and stated-preferences components.

Central for Disease Control (CDC) identified many ways in measuring well-being, such as peer reports, observational methods, physiological methods, experience sampling methods, ecological momentary assessments, and self-reported wellbeing. Student wellbeing is related to four aspects namely positivity, resilience, self-optimisation, dan satisfaction. Measuring wellbeing should be about one of the aspects to get the right perception on the speakers' feeling. Therefore, finding one of the aspects of wellbeing such as positivity implies finding positive psychological outcomes. It is correlated positively with approach coping and

negatively with avoidant coping. World Health Organization (WHO) provides five items for measuring wellbeing. They are: (1) 'I have felt cheerful and in good spirits', (2) 'I have felt calm and relaxed', (3) 'I have felt active and vigorous', (4) 'I woke up feeling fresh and rested' and (5) 'My daily life has been filled with things that interest me'. The WHO-5 was originally presented at a WHO meeting in Stockholm in February 1998 as part of a project on the measurement of well-being in primary health care patients. CW-SWBS (Children's Worlds Subjective Well-Being Scale) by Huebner, E.S. (1994) proposed six key questions; i.e. I enjoy my life, My life is going well, I have a good life, Things my life excellent, I'm happy with my life, I like my life. Borualogo (2019) said as showing displays excellent fit for measuring life satisfaction in Indonesian children using five items, instead of the six original items. He did not include the sixth question 'I like my life' for Indonesia children.

Measuring wellbeing can apply many methods. It depends on the context and purposes. Measuring wellbeing in in this study is using four criteria; i.e. positivity, resilience, self-optimisation, dan satisfaction adapted from Positive Educational Practice-PEP (Noble, T. & McGrath, H. , 2008). Positivity means the practice of being or tendency to be positive or optimistic in attitude. Resilience is managing positive emotions to bounce back from negative emotional experiences. Self-optimisation is becoming your healthiest self. Satisfaction means fulfillment of one's wishes, expectations, or needs, or the pleasure.

What factors are influencing wellbeing should also be explained. At school context, student wellbeing should be related to school environment and learning process. The intended condition for student

wellbeing is the students' happiness in learning process. Therefore, it is very important for the school management to pay attention to what elements at school that influence student wellbeing. Based on Aulia (2018), teachers, peers and staff as well as schools as a community are responsible for the good school atmosphere for wellbeing. Other aspects are academic achievement, physical and mental health, satisfying interpersonal relations and success at work. School management should count on those aspects to maintain the students' happiness in learning.

Peers are very important factors in learning convenience. Many problems at school are aroused of this factor. Garinger (2008) had proposed the importance of Cross-age peer mentoring programs. It had been a popular choice for educators and youth development professionals hoping to create positive outcomes for youth. This proposal suggests a more comprehensive approach to how peer program should be conducted to get the optimal result.

School may cope with the problems by involving all components at school to work together to promote student wellbeing. However preventive actions to the existence of problem on wellbeing is better to be conducted. This is as suggested by MacIntyre et.al. (2020) who claimed that positive psychological outcomes (wellbeing, health, happiness, resilience, and growth during trauma) correlated positively with approach coping and negatively with avoidant coping. It means that school should initiate any necessary actions to build positive psychological condition at school to avoid the harmful condition which influence the decrease of wellbeing.

By investigating the index of wellbeing, the first step of continuous development of school practice has been

conducted. This study would also seek for the influencing factors of wellbeing of the selected research informants. This gives more information about what is happening in the school process. All of these information provide important resources for a better practice of educational process especially in the department where this study took place.

## **METHOD**

The investigation focused on two main questions; i.e the index of student wellbeing and the contributing factors.

This is a mix-method study using a case study. It was conducted in a local environment investigating a specific case about how the students felt about learning at the department. There were 34 (thirty-four) participants involved in this study, taken from the sixth semester students of an English Education. The students of this semester had experienced the offline and on-line mode of learning process. They had also been familiar with the educational system of the institution.

To measure the index of student wellbeing, closed questionnaire was distributed to the respondents using google form. Closed questionnaire was intended to find out the level of student wellbeing. Closed questionnaire may provide students' opinion on the statements perceiving the four criteria of wellbeing used in this study; i.e. positivity, resilience, self-optimization, dan satisfaction. Each criterion was explored into some statements to get the students' perspectives using five-scale of Likert's; i.e. strongly agree, agree, fair, disagree, strongly disagree. The index of student wellbeing was identified using Likert Scale formula  $p = \frac{f}{n} \times 100$ . The index predicate used are based on the following indicators.

Table 1. Index Predicate

Points	Predicate
0-20	Very Bad
21-40	Bad
41-60	Fair
61-80	Good
81- 100	Very Good

Open questionnaire was applied to seek the factors which may contribute to student wellbeing. To cross check the information, some of the participants were interviewed. The analysis was directed to answer the questions supported by relevant data. Open questionnaire was analyzed by data reduction by listing the mostly mentioned factors influencing student wellbeing. The data from interview was treated as the complement of data explanation.

There are many literatures on how wellbeing is measured. Measuring wellbeing should be focussing on different aspects such as psychological well-being, subjective well-being, life satisfaction, quality of life, community well-being, social well-being (Bernice,1961). Wellbeing is multi dimensional. People happiness is not all about money. Satisfaction in life is vary across individuals, even cultures and nations. Everyone has preferences. The preferences should also be identified in different aspect, such as private or public; political, economic, geographical. Survey method can be applied to measure wellbeing (Benjamin, 2015).

## FINDINGS AND DISCUSSION

This part is explaining the research finding on the index of student wellbeing and the factors influencing it.

## Student Wellbeing Index

The closed questionnaire was intended to investigate the student wellbeing using four criteria; i.e. positivity, resilience, self-optimization, and satisfaction. There were eleven statements that the participants should put check list whether they strongly agree, agree, fairly agree, disagree, and strongly disagree. The following table shows the results of the participants responses.

Table 2. The level of Student Wellbeing

No.	Criteria	Average Score	Index Percentage
1.	Positivity,	134.3	0.79
2.	Satisfaction	128	0.76
3.	Self-optimisation,	123	0.73
4.	Resilience	127.3	0.74
	Average	128.15	75.5

The table shows that the average level of student wellbeing is 75.5. Using the criteria of very good, good, fairly good, bad, very bad, it can be said that the criteria of student wellbeing in this study is good. This is shown also by each criterion with the highest level was on positivity and the lowest level was on self-optimization.

The result of course a good hint for the institution whether it is satisfactory in term of fulfilling its target of achievement for student wellbeing. It would not be very meaningful if the institution did not set the target explicitly. If the target is beyond the result, then the index of wellbeing should be increased by finding the factors which may contribute to the lack. If the result is over the target, the institution could strengthen the system to maintain the steady achievement for the next period. To reach the holistic success in learning, the institution should pay high concern on

maintaining and improving student wellbeing. As stated by Scott, et.al. (2012) that high well-being will enable children to be positively involved and confident with their environment and provide full benefits for opportunities to learn.

This data is important for the institution as the bases of continuous improvement. The criteria used in this study are taken of Positive Educational Practice-PEP (Noble, T. & McGrath, H.,2008). The first criterion is Positivity. It means the students should have strong tendency to be positive or optimistic in attitude. The students could always be led to optimistic to any condition. This is not very difficult to do since the institution is Islamic based institution that has mission to rely anything to God Almighty. It requires the believers to be always optimistic that they could manage everything by the help of The Almighty. Most of the students of this institution are in line with the the mission. The institution should push all elements in charge to optimize the program to improve positivity especially in learning context.

The second criterion is Resilience. It is about managing positive emotions to bounce back from negative emotional experiences. Everyone must have problems to cope with. This is especially important during Covid-19 era where for some people learning process is getting more difficult. Resilience would prevent someone from giving up of the hard tasks. The institution should give more attention to counselling program to avoid the students from being desperate. Self-optimization is also very important criterion. It really depends on an individual effort for becoming healthiest self. The institution should open many opportunities for the students to share their feelings and emotion and give guidance to conciliate with themselves to recover from mental problem especially in learning

context. The last criterion is Satisfaction. It means fulfillment of one's wishes, expectations, or needs, or the pleasure. In context of learning, the students should always be guided to be thankful to themselves for any success in learning.

The finding would give any impacts on the improvement of student wellbeing index in this institution if it does not take any follow-up actions. The follow up actions should be a well-organized program which could be monitor to ensure that all components of the institution such as managements, staff, lecturers should work hard to collaborate for being wellbeing as well as setting the ideal condition for wellbeing students, suggested by MacIntyre et.al. (2020). Promoting the program explicitly should be initiated for this purpose. This is then in line with Quality Physical Education (QPE) promoted by UNESCO in 2015 as the planned, progressive, inclusive, learning experience that forms part of curriculum in early years. It means that wellbeing should be designed as planned experiences.

### **Factors Contributing Student Wellbeing**

At school context, student wellbeing should be related to school environment and learning process. The intended condition for student wellbeing is the students' happiness in learning process. Therefore, it is very important for the school management to pay attention to what elements at school that influence student wellbeing. Teachers, peers and staff as well as schools as a community are responsible for the good school atmosphere for wellbeing. Other aspects are academic achievement, physical and mental health, satisfying interpersonal relations and success at work. School management should count on those aspects to maintain the students' happiness in learning (Aulia,

2018). Peers are very important factors in learning convenience. Many problems at school are aroused of this factor (Garinger, 2008).

Schools may cope with the problems by involving all components at school to work together to promote student wellbeing. However, preventive actions to the existence of problem on wellbeing is better to be conducted. Positive psychological outcomes (wellbeing, health, happiness, resilience, and growth during trauma) correlated positively with approach coping and negatively with avoidant coping (MacIntyre et.al., 2020). It means that school should initiate any necessary actions to build positive psychological condition at school to avoid the harmful condition which influence the decrease of wellbeing.

Identifying the factors influencing student wellbeing in this study was conducted through open questionnaire. The participants explained what made them feel comfortable studying at the institution. Based on the mentioned words, the key words were identified as the factors. The study found four factors contributing to the student wellbeing; i.e. lecturers, study program, friends, and future career as shown in the following table:

**Table 3. Supporting Factors of Student Wellbeing**

No.	Criteria	Frequency	Index Percentage
1.	Lecturers	17	43.7%
2.	Study Program	10	25.6%
3.	Friends	10	25.6%
4.	Future career	2	5.1%

It is identified that lecturers were the greatest supporting factor to student wellbeing (43.7%). There were some key words attributing to the quality of the lecturers such as being understanding, attentive, professional. Another factor is

study program. Its index shows 25.6 %. Some students claimed that they took the study program based on their own passion. This made them enjoy learning English and committed to maintain their interest in learning. Friend factor index shows 25.6%. They mentioned that they found good friends who were kind and helpful so that they could feel at ease in learning. The lowest index was shown on future career. Its index was 5.1%. The students claimed that they would get good career in the future, therefore they would enjoy learning. The finding is in line with Aulia (2018) who mentioned that teachers, peers, and staff are important factors contributing to how good the students feel in learning. The participants of this study did not mention staff. It was suspected that during pandemic covid-19, the staff was not directly meet the students personally.

This study also found three obstacle factors of student wellbeing; i.e., on line learning, students' self competence, and assignment/material as shown in the table below:

**Table 4. Obstacle Factors for Students Wellbeing**

No	Criteria	Frequency	Index Percentage
1.	Online learning	7	33.3%
2.	Self competence	9	42.9%
3.	Assignment /material	5	23.8%

In general, the student wellbeing index shows 75.5%. There were some obstacles that the students inform of reducing the happy feelings in learning. One line learning was claimed to have some lack such as unclear explanation do to weak internet signal. They also claimed that on line learning could not give them the opportunity for experiencing normal learning environment. Other obstacle was



student self competence (42.9%). They claimed that when everything is okay yet the learning achievement was not satisfactory yet, the problem was actually on themselves. They claimed that difficult situation sources from themselves. They have limited capacity to learn well. They were aware that they should perform hard effort to cope with the learning problem. The last mentioned of the obstacle factor was assignment or material. There were some objections that the students mentioned. They were not about the lecturers but on the procedures that the lecturers apply in the learning process. They were 1) too difficult task; 2) too much task; 3) no feed back; 4) no explanation; 5) short time limitation for accomplishing the tasks. The information is very important for the institution to cope with students' obstacle factors and optimizing the supporting factors to maintain the good feeling for learning.

An interview which was conducted to three students asking further about how they feel about learning at English department. It was found that all enjoy studying at the department because the lecturers are familiar with the students. They give acknowledgment to any progress performed by the students. One of them admitted "not all the lecturers but most of the lecturers could understand the students' situation". Studying in pandemic era is not very easy since the students have limited access for interaction with their friends. They could meet at home or other locations to discuss about campus tasks only with some of their friends. Two students mentioned that they could make good relationship with other friends via whatapps and other social media to share each other about both academic and personal problems. Sharing on their obstacle factors, two students claimed that lecturers had

provided relevant materials however they still had difficulties in understanding it without direct explanation. Some teachers even just gave the tasks without giving feedback. All students claimed that they need to feel at ease in learning. Two students believed that they had to manage their feeling and keep their mood from getting down to be successful in learning, especially in pandemic era.

The students' wellbeing index is high enough. This implies their acceptance on the learning condition. This is a starting point for the institution to expect good learning process which may trigger the success of learning, especially English learning. However, as suggested MacIntyre et.al. (2020), Garinger (2008), R. Colling (2014) that wellbeing should be created. It could not just be expected. It should be reached and maintained. The institution should design the environment promoting learning through curriculum development which accommodates the need of wellbeing in learning process.

## CONCLUSION

The investigation has found that the level of student wellbeing under four criteria; i.e., positivity, resilience, self-optimization, and satisfaction of the sixth semester English education program shows the index of 75.5%. It is a good level. The influencing factors are classified into two; the supporting and the obstacle ones. The supporting factors are lecturers, study program, friends, and future career. The obstacle factors are online learning, self competences, assignment or lesson materials.

The finding is important for the institution to take any action to improve the level since wellbeing is one of the important aspects in the success of learning. Further research is needed to find out more detailed

information on the previously mentioned factors which could be used as the bases of creating the techniques of stimulating student wellbeing in learning. Due to the importance of wellbeing, it is suggested that the institution design an explicit program for wellbeing awareness in its curriculum.

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