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Exploring Students' School Well-Being in Private Islamic Boarding School: A Case Study

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Abstract: Student well-being has become an increasingly critical concern amid demanding curricula and intense academic competition, particularly in boarding schools. However, this aspect is often overlooked as schools tend to prioritize academic achievement over holistic development. This study aims to examine the level of student well-being at Hasanka Islamic Boarding School in Palangka Raya using a four-dimensional framework encompassing having, loving, being, and health. Employing a mixed-methods approach with an explanatory sequential design, the quantitative phase collected data from 123 students selected through proportionate stratified random sampling based on the Slovin formula. The qualitative phase involved interviews, observations, and documentation to validate and enrich the survey findings. Results revealed that most students reported a moderate level of school well-being. The having and being dimensions achieved the highest mean scores, underscoring the importance of adequate facilities and opportunities for self-fulfillment in fostering well-being. In contrast, the loving and health dimensions scored lowest, indicating that social connectedness and physical-mental health remain vulnerable aspects in boarding school environments characterized by dense and competitive curricula. The findings highlight the necessity for integrated school strategies that balance academic rigor with students' physical health, mental resilience, and social support systems to promote holistic well-being within the school context at school level, especially in Indonesia.

INTRODUCTION

Private Islamic boarding schools in Indonesia continue to grow in response to the increasing community demand for education that is not only academically excellent but also instills Islamic character and spiritual values. Research indicates that character education and spiritual intelligence complement each other in shaping individuals who are not only academically intelligent but also possess strong values in living a life of (Surawan et al., 2024). However, at the same time, these schools are under pressure to maintain their academic reputation amid fierce competition (Hidayatulloh et al., 2024; Pribadi, 2022; Ramli et al., 2023). This raises an important question, can the educational environment in private Islamic boarding schools support the holistic and comprehensive well-being of students, or do the tensions associated with academic demands have the potential to create dynamics that could affect student well-being.

Students in boarding schools with religious values tend to have higher social and spiritual well-being, but are also vulnerable to academic pressure and social isolation (Muhid & Ferdiyanto, 2020; Nurcahyaningsari & Maryati, 2019). The spiritual practices such as prayer and remembrance provide peace, gratitude, social relationships, and meaning in life. This shows that Islamic spirituality also has the potential to be the basis for psychological guidance for Islamic school students. On the other hand, research by Faizah et al., conducted in schools with an Islamic character approach, showed positive results in the dimensions of loving and being, but still left room for improvement in the dimension of student health (Faizah et al., 2018). This indicates a research gap in understanding how to maintain a balance between academic demands and student well-being in private Islamic boarding schools.

The school well-being theory proposed by Konu & Rimpela (2002) in four main dimensions, namely physical environment (having), social relationships (loving), self-fulfillment (being), and health (health), has crucial relevance in understanding the overall well-being of students at school (Konu & Rimpela, 2002). Meanwhile, Karyani et al. in Rachmah (2016) also offer five other dimensions, namely social, cognitive, emotional, personal, and physical (Rachmah, 2016), which substantially intersect with the Konu & Rimpela framework. Karyani's model emphasizes specific details such as cognitive achievements and emotional experiences, but tends to be more descriptive and separate. This study will adopt the theoretical framework of Konu & Rimpela (2002), as it is considered more integrative and able to unite separate aspects. This theory has also been widely used in cross-context studies, making it more valid for comparing different school conditions. In addition, its concise yet comprehensive structure makes it easier to operationalize for analyzing the complexity of student well-being in private Islamic boarding schools.

A study shows that a supportive school environment can increase motivation, engagement, and academic achievement (Aulia, 2018), as well as help students develop optimally (Saadah et al., 2022). Although previous studies have discussed school well-being in various contexts, such as public schools and full-day school systems (Faizah et al., 2020; Via & Dewi, 2023). However, there are still significant gaps in the literature. There has been no research that specifically and critically examines how these four dimensions of school well-being are manifested in the context of private Islamic boarding schools, which have unique characteristics in the form of a dense curriculum and high academic competition. Therefore, this study aims to fill this gap, not only by describing the existing education model, but also by specifically exploring the concept of school well-being in this complex environment.

Based on initial observations conducted at Hasanka Boarding School Palangka Raya, this school has unique characteristics, namely complete facilities, a conducive environment, and a structured boarding system. It is representative of a private Islamic boarding school with a modern approach that adheres firmly to Islamic values. (Armawati & Rosadi, 2021; Mubarak & Yusuf, 2024). This school is a relevant case study for researching how all these components impact student welfare. However, there is no

empirical data that specifically describes how the four dimensions of student welfare can be realized in this complex and demanding environment.

Therefore, this study aims to analyze in depth the level of student welfare at Hasanka Boarding School Palangka Raya, based on the four main dimensions mentioned above. Theoretically, this study is expected to contribute to a context that has not been widely covered in the literature, namely the development of the concept of welfare in private Islamic boarding schools. Practically, these findings are expected to provide input for schools, teachers, and policy makers in designing programs that are more responsive to the psychological, social, and physical needs of students. Thus, a balanced approach between academic achievement and student welfare can be realized.

METHOD

This study uses a mixed methods approach with an explanatory sequential design, in which data collection is carried out in two stages. First, quantitative data is collected, followed by a qualitative stage followed by a qualitative stage (Creswell & Creswell, 2018). This approach was chosen because it allows for complementary integration, with the quantitative phase providing an overview of the distribution of student welfare, while the qualitative phase enriches understanding by exploring experiences and contextual factors that are not reflected in the numbers. The research was conducted at Hasanka Boarding School Islamic Junior High School in Palangka Raya in the 2024/2025 academic year. In the quantitative stage, this study used a descriptive method with a survey technique. The population consisted of 177 students, and a sample of 123 students was determined using a proportionate stratified random sampling technique, using the Slovin formula with a 5% margin of error. Based on these results, the sample used consisted of 123 respondents because it was rounded up.

Data were collected using a four-point school well-being scale questionnaire, based on the four dimensions of school well-being from Konu & Rimpela (2002): having, loving, being, and health. The research instrument was first validated through validity and reliability tests before being distributed to respondents. Of the 40 questions in the questionnaire, 25 were declared valid and suitable for use. The reliability test results showed a Cronbach's alpha value of 0.87, indicating that the instrument was reliable. This decision refers to the provision that an instrument is considered reliable if the Cronbach's alpha value is > 0.70 , while a value of < 0.70 indicates that the instrument is unreliable. The qualitative stage was conducted through in-depth interviews with the principal and three students and their parents, who were selected purposively based on quantitative data representing high, medium, and low questionnaire scores. The interview instrument was designed to explore students' experiences in the four dimensions of school well-being. The data were analyzed using data reduction, data presentation, and verification techniques, with an open coding process to identify the main themes. Data validity was strengthened through technique triangulation (questionnaires, interviews, and documentation) and source triangulation (students, parents, and principals).

RESULT AND DISCUSSION

The quantitative findings of this study were obtained from 123 student respondents who completed the School Well-Being Scale questionnaire. The instrument was designed to measure students' perceptions of well-being across four key dimensions: *having* (the availability of facilities and resources that support learning), *loving* (the quality of interpersonal relationships and sense of belonging within the school environment), *being* (opportunities for personal growth, self-expression, and autonomy), and *health* (students' physical and psychological well-being). The collected data provide a comprehensive overview of students' overall well-being levels and highlight variations among these dimensions within the context of the boarding school environment. The analysis of the results of the Student School Welfare Level can be seen in Table 1.

Table 1. Students' School Well-Being Level

Category	Frequency	Percentage
High	21	17%
Medium	81	66%
Low	21	17%
Total	123	100%

Based on Table 1, the majority of students (66%) were categorized as having a moderate level of school well-being, indicating that most students at Hasanka Islamic Boarding School experience a balanced but not optimal sense of well-being in their school environment. Meanwhile, only 17% of students demonstrated a high level of well-being, suggesting that a relatively small portion of the student population feels fully supported and satisfied across the four well-being dimensions. Conversely, another 17% of students were classified in the low well-being category, reflecting the presence of students who may be struggling with academic pressures, social relationships, or health-related aspects. Overall, these findings illustrate that while the general condition of students' well-being is adequate, there remains a significant need for interventions aimed at enhancing the emotional, social, and physical aspects of student life within the boarding school context. To clarify the distribution of the data, it can be seen in Figure 1 which displays the percentage level of students' school well-being as follows.

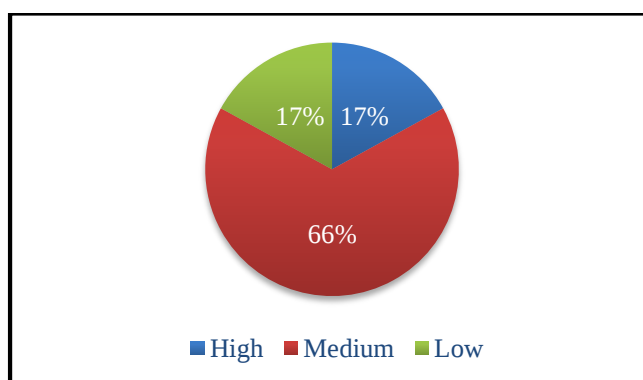


Figure 1. Percentage of Students' School Well-Being Level

Based on Figure 1 and Table 1, the results show that the majority of students are in the "moderate" category in terms of school well-being, namely 81 students (66%). Meanwhile, 21 students (17%) are in the "high" and "low" categories, respectively. These findings indicate that the school has provided an environment that is relatively supportive of well-being, although it has not been able to provide an equitable experience for all students. Interestingly, the similarity in numbers between the "high" and "low" categories shows a sharp disparity in experience, with some students interpreting the school environment as a space that promotes well-being, while others experience the opposite. This phenomenon indicates that school well-being is not solely influenced by uniform external factors, but rather depends heavily on students' internal conditions and the personal interactions they experience (Govorova et al., 2020). This is illustrated by qualitative findings that reveal students' diverse perspectives on school well-being. For example, based on interview results, some students had differences in terms of social support from teachers and peers; some felt they had good relationships with teachers and friends, while others found it difficult to build relationships with teachers and friends. Then, regarding each individual's coping strategies in facing academic demands, there are students who admit to having a heavy workload but are able to manage it and enjoy it, but there are also students who experience stress due to the heavy workload. Previous studies have also reported that student well-being is greatly influenced by factors such as social support from teachers and peers, as well as the coping strategies applied by students (Khairunnisa et al., 2022; Muhid & Ferdiyanto, 2020).

In this context, schools need to realize that the existence of support programs does not automatically guarantee equal positive experiences for all students. More personalized efforts, such as psychological counseling, stress management training, and the creation of inclusive and supportive social relationships, are necessary to reduce the gap between groups with "high" and "low" well-being. Research on more inclusive schools shows that positive relationships at school contribute to students' overall well-being (Khalili et al., 2023; Rosyid & Laili, 2024). Therefore, creating a structured communication system and opportunities for students to share their emotional experiences can help improve social and emotional well-being (Shek & Chai, 2020). Thus, the interventions carried out are not only structural but also touch on deeper individual and relational aspects. Furthermore, the following table shows quantitative findings that illustrate the variation in scores for each dimension and the total school well-being score overall. The dimensions and total value of school welfare can be seen in Table 2.

Table 2. Dimensions and Total School Well-Being Values

Dimensions	Minimum	Maximum	Mean Empirical	Mean Hipotetical	Standard Deviation
Having	1.00	4.00	2.96	2.50	0.50
Loving	1.00	4.00	2.71	2.50	0.50
Being	1.00	4.00	2.94	2.50	0.50
Health	1.00	4.00	2.76	2.50	0.50
School Well-Being	1.00	4.00	2.83	2.50	0.50

Table 2 presents the descriptive statistics for each dimension of students' school well-being. The results show that the overall mean score of school well-being was 2.83, which is above the hypothetical mean of 2.50, indicating that students generally experience a moderate level of well-being. Among the four dimensions, "having" ($M = 2.96$) and "being" ($M = 2.94$) recorded the highest mean scores, suggesting that students perceive adequate facilities and opportunities for self-development within the school environment. In contrast, the "loving" ($M = 2.71$) and "health" ($M = 2.76$) dimensions were relatively lower, implying that interpersonal relationships and physical-mental health aspects may require further attention. Overall, these results confirm that while material and self-fulfillment factors contribute positively to student well-being, social connectedness and health remain areas of concern in the boarding school context. To provide a clearer picture of the distribution of values in each dimension, it can be seen in Figure 2 below.

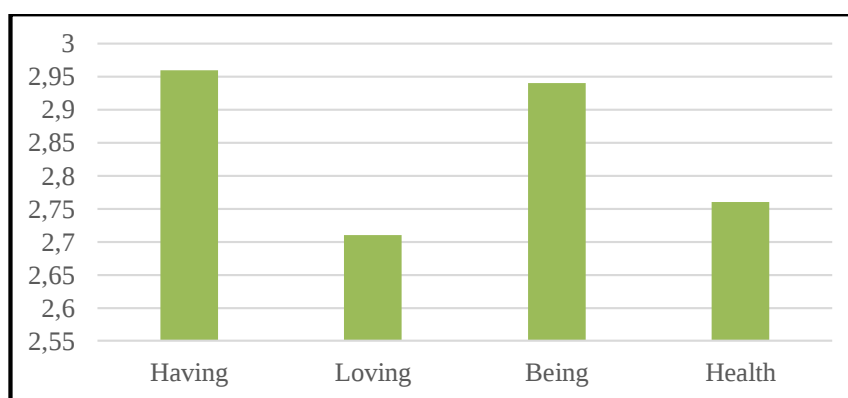


Figure 2. Dimensions of School Well-Being

Based on the findings in Table 2, it shows that overall, the school well-being of students at SMP IT Hasanka Boarding School Palangka Raya has a higher empirical average than the hypothetical average, namely $2.83 > 2.50$. Analytically, this not only shows students' positive perceptions of their school, but also confirms that, in general, the school system and policies have been able to create conditions that exceed minimum expectations. This finding is in line with research results that reveal that if the empirical average value is greater than the hypothetical value, So overall the perceived well-being of the school is that students personally have a positive perception of the school (Lebdaningrum & Zainuddin, 2024; Via & Dewi, 2023).

However, the uneven distribution of scores across the four dimensions of school well-being shows variation in student experiences. This is in line with the distribution of scores obtained by students, namely the having dimension obtained the highest score, followed by being, while health and loving were in lower positions. This pattern shows that students tend to be more satisfied with the physical facilities and opportunities to be appreciated and involved in school activities, compared to health aspects and the quality of social relationships. The high scores on having and being may reflect the school's success in providing adequate learning facilities while creating a climate that allows for

student participation. A study shows that student participation in extracurricular activities and recognition of academic achievement contribute to improving their social-emotional well-being (Jiahang, 2023). In interviews, several students and their parents acknowledged the availability of adequate facilities, various extracurricular activities, and recognition of outstanding students. Meanwhile, the relatively low scores on the health and loving dimensions need further attention. This condition may also be influenced by various contextual factors, such as qualitative findings stating that some students have experiences related to high academic burdens, experiences related to food hygiene in the canteen that are considered inadequate, and dynamics that hinder social interaction between students, teachers, and parents.

This score gap opens up opportunities for schools to adopt evidence-based policies, where policies are not driven solely by school management traditions, but rather by empirical data on areas that are still weak. This strategy will help schools shift their focus from merely developing facilities to strengthening overall school well-being. This approach is in line with the findings of Cummings et al., who emphasize the importance of a comprehensive model to address student well-being in an integrated manner between mental, emotional, and social aspects (Cummings et al., 2022). In the long term, the balance of these four dimensions can make SMP IT Hasanka Boarding School a model Islamic boarding school that is not only academically excellent but also capable of producing students with social resilience and good physical and mental health. To further explore the level of school well-being among students, the researchers also present data from three students with scores representing high, moderate, and low categories, as shown in Table 3.

Table 3. Dimensions and Levels of School Well-Being in Selected Subjects

Initials	Dimensions of School Well Being				School Well-Being	Level
	Having	Loving	Being	Health		
A	3.00	2.71	3.44	3.14	3.12	High
D	3.00	2.71	3.00	3.14	2.96	Medium
N	2.50	2.86	2.67	1.71	2.44	Low

To facilitate understanding of the variations in the level of school well-being in each subject, it can be seen in Figure 3 below.

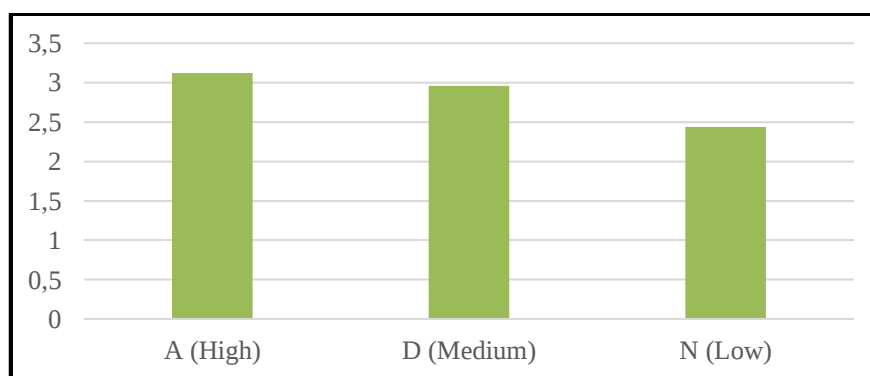


Figure 3. Level of School Well-Being in Selected Subjects

Based on the findings in Table 3, Subject A is in the high category with strengths in the dimensions of being and health, which indicates positive experiences in terms of appreciation, support, and health conditions. In contrast, Subject D shows moderate well-being with relatively balanced scores, without any prominent aspects. Meanwhile, subject N scored low on the health dimension, indicating challenges related to physical or mental health. The experiences of these students illustrate the inequality of school well-being among students in schools with a dense curriculum and high academic competition. This is also in line with the previous quantitative findings, which show differences in school well-being scores among students. The qualitative findings, in the form of in-depth interviews related to the four dimensions of school well-being: having, loving, being, and health, with the principal, students, and parents, are as follows.

Having Dimension

Dimension having obtained the highest score from the other dimensions, namely (2.96). A study shows that the quality of school infrastructure, including physical facilities, has a significant impact on student motivation and academic achievement (Farid et al., 2024; Fathatul Jannah & Hidayati, 2022; Nurhuda & Jariono, 2022). This fact is reinforced by the findings of interviews with the school principal, who stated that Hasanka Boarding School Palangka Raya has provided adequate learning facilities such as air conditioning, projectors, and other learning equipment. In addition, regarding classroom cleanliness, the school has also created a cleaning schedule for each student, which is intended to maintain classroom cleanliness.

Furthermore, the testimonies of students and parents enriched the findings with different perspectives depending on their individual backgrounds, thus providing a more complete understanding of the having dimension. Most of them considered the facilities to be complete and conducive to learning. Subject A and his parents, for example, emphasized their complete satisfaction with the facilities, including the lighting and room temperature, but still saw room for improvement in terms of classroom cleanliness. Meanwhile, subject D and his parents tended to highlight the aspect of maintenance, one of which was related to inconsistent classroom cleanliness. This condition indicates a gap in responsibility between the provision of facilities by the school and daily maintenance by students. The study shows that the involvement of all parties in keeping the facilities clean and comfortable is very much needed. Maintaining cleanliness reflects the school's commitment to creating a healthy and comfortable learning environment, which has a positive impact on students' physical and mental well-being (Patalay et al., 2020; Pohan et al., 2024; Yaro, 2023). On the other hand, Subject N and their parents highlighted the limitations of additional facilities, such as lockers.

Variations in student satisfaction with facilities show that there is a gap between institutional standards and everyday experiences. For example, classrooms that are adequate in size do not automatically create comfort if details such as cleanliness are neglected. This shows that indicators of well-being are not only found in basic infrastructure, but also in small details that are often considered trivial but have a significant impact on the learning experience of students. Similarly, the unmet need for

lockers is not just a matter of completeness, but is related to students' sense of security in storing their personal belongings, which in turn affects their concentration and comfort in learning. The interview data is also supported by the findings of observations on the physical condition of the school and classrooms conducted on March 20, 2025, as follows.



Figure 4. The school environment



Figure 5. Physical condition of the classroom

The results of the observation show that what was conveyed by the principal, students, and parents is true. Theoretically, these findings support Konu & Rimpela's (2002) school well-being framework, which states that the having dimension is an important foundation in supporting positive learning experiences. However, learning experiences are not only about the availability of facilities, but also about equitable access and the adequacy of important details. The implication of these findings is the need for a paradigm shift, whereby schools cannot rely solely on achieving having at the basic infrastructure level, but must also enter the realm of quality, equity, and sustainability. By managing facilities in a manner that is responsive and adaptive to the specific needs of students, schools can transform having from a mere foundation into a strategic instrument for creating more comprehensive and sustainable well-being.

Loving Dimension

The loving dimension received the lowest score (2.71), indicating that social relationships, whether between students, schools, or parents, remain a weak point in student welfare at SMP IT Hasanka Boarding School Palangka Raya. During the interview, the principal acknowledged the importance of transparency and intensive communication with parents, but in reality, formal meetings with parents are only held once a year because many parents live outside the city. This is considered inadequate for a boarding school, so the principal also stated that he would commit to holding more intensive formal meetings with parents in the future. This finding is in line with literature that emphasizes that effective communication between teachers and parents is an important factor in increasing parental participation in the student learning process (Chatzinikola, 2022). and in creating a positive social climate (Levinthal et al., 2021).

The students' experiences varied greatly. Subject A stated that he had a good relationship with his teachers and friends, and this was reinforced by his parents, who considered the school to be responsive in dealing with various situations that occurred at school and provided an online communication group via WhatsApp as a means of

interaction between parents and the school. However, the school did not require parents to attend formal meetings in person, as everything could be communicated in the online group.

Meanwhile, Subject D's experience is more complex. Although his relationship with teachers is positive, he revealed that he had experienced verbal bullying while in the dormitory, but this no longer happens because the school has responded positively to the case. D's parents also emphasized that the school's communication was relatively good in handling the problem, but the frequency of parent meetings was still lacking. Regarding the school's policy on bullying, one of the parents stated that the school now provides a kind of anti-bullying community that involves parents as members, indicating that the school has responded positively to cases that occur at school, not only addressing cases that occur (Gower et al., 2020). The importance of effective communication in addressing this issue of bullying is also in line with research emphasizing that good communication strategies can strengthen the relationship between parents and teachers, as well as support all parties in creating a positive learning atmosphere and improving student well-being, especially in social aspects (Popovska et al., 2021; Saputri et al., 2025; Stamatis & Chatzinikola, 2021).

Furthermore, Subject N revealed that he felt comfortable with his friends but was less comfortable communicating with teachers because he felt that they did not fully listen to him. This finding aligns with his parents' statement that N tends to be introverted and requires a more personalized approach. They also mentioned that communication between teachers and their child remains limited, which may affect his sense of belonging and emotional connection at school. Therefore, it is hoped that the new principal will take a more proactive role in fostering open communication between teachers and parents, ensuring that students like N receive the attention and emotional support they need to enhance their overall well-being and engagement in the school environment.

Overall, the interview findings show that there's an uneven experience in the loving dimension, with some students feeling connected to the school, while others feel less connected. However, in the case of the lack of formal meetings between parents and the school, all respondents felt the same way. This condition indicates that the loving dimension in the Konu & Rimpela (2002) framework, which emphasizes the importance of positive relationships at school, has not been fully achieved. In practical terms, schools need to create more targeted policies, including establishing structured communication protocols with clear, consistent, and scheduled communication systems or rules that ensure parents remain connected even if they live far away. These could take the form of monthly student progress reports, regular virtual meetings with clear agendas, the use of official channels such as apps or email with specific response times, and a rapid escalation system for urgent cases. Then provide a forum for students and teachers to discuss social-emotional issues on a regular basis, and not forget to continue to conduct ongoing evaluations of the bullying prevention program that has been running, to ensure that the program runs well, is focused, and in line with its main objectives. Thus, the loving dimension can be strengthened not only through reactive responses, but also through continuous proactive strategies.

Being Dimension

The being dimension received the second highest score, namely (2.94), indicating that students feel valued and supported in developing their potential, although there is still room for improvement in several areas. Qualitative data reinforces this finding. In interviews, the principal emphasized the importance of extracurricular activities and awards in encouraging students' potential. This is realized through the provision of various extracurricular activities, character-building programs, muhadaroh, talent shows, and awards for outstanding students. This certainly fosters student character at school (Madyawati et al., 2023).

In terms of the *being* dimension, both students and parents reported varied experiences. Subject A expressed that he felt comfortable sharing opinions in class and received strong support from teachers and peers. His parents confirmed this perception, noting that their child is highly motivated by recognition and active participation in school activities. This exposure to social support aligns with previous research indicating that social recognition and appreciation enhance students' life satisfaction and school engagement, which in turn positively influence their overall well-being (Sirlopú & Renger, 2020). Conversely, Subject D also felt valued by the school but pointed out the lack of extracurricular facilities, such as the need to rent a futsal field independently. This issue was corroborated by his parents and highlights the necessity of improving infrastructure to support students' holistic development. Meanwhile, Subject N shared that he often received encouragement to participate in competitions but struggled with low self-confidence due to past trauma prior to entering Hasanka Islamic Boarding School Palangka Raya. He also noted deficiencies in extracurricular equipment, which his parents confirmed. N's experience illustrates how deeper psychological factors can influence students' sense of fulfillment and participation. Support from parents, teachers, and peers exerts distinct yet complementary effects on student well-being, particularly during adolescence a period marked by significant physical and emotional changes. Observations conducted on March 25, 2025, further revealed that the school provides a range of extracurricular activities designed to nurture students' potential and strengthen the *being* dimension, thereby promoting self-fulfillment and personal growth.



Figure 6. Futsal extracurricular



Figure 7. Basketball extracurricular

These findings confirm that structural support in schools has indeed strengthened the dimension of being, in line with research emphasizing the importance of positive relationships between teachers, students, and the school environment in increasing a sense of belonging and opportunities for self-actualization (Allen et al., 2021). However, the existence of individual barriers such as past trauma indicates the need for more inclusive strategies so that all students feel safe to participate. Teachers must be able to provide an appropriate approach for each student with different characteristics. This is in line with the literature which states that a lack of social support can hinder self-confidence. According to research, when students feel supported and valued, they can better overcome negative experiences and experience positive growth (Yu et al., 2022).

Overall, SMP IT Hasanka Boarding School Palangka Raya has established a solid foundation in fulfilling the being dimension, but optimization is still needed through gradual improvements in extracurricular facilities, strengthening a classroom climate that encourages active student participation, and specialized interventions for students with traumatic experiences. Thus, school support is not only general but also capable of addressing the specific needs of each individual.

Health Dimension

The health dimension scored (2.76), lower than having and being. This indicates that although the school has made efforts to support students' physical and mental health, there are still several aspects that need to be improved. Research shows that a school environment that ensures the availability of physical and mental health services is important in supporting student well-being (García et al., 2024). In an interview, the principal of SMP IT Hasanka Boarding School Palangka Raya said that the school has provided health support through regular sports every Saturday, clinic services for sick students, and assistance from psychologists and guidance counselors to address special needs and psychological problems.

Subject A acknowledged the availability of clinic facilities and counselors, as well as regular health socialization, although he felt that the workload sometimes caused stress but was still manageable. This view was reinforced by A's parents, who considered the school environment to be sufficiently clean to support their child's health. Meanwhile, subject D also said that the school provided a school health unit and guidance counselors who could be accessed when facing problems related to physical and mental health. This is supported by Subject D's parents, who emphasized that the school not only has health facilities but also provides lunch as part of its concern for student health. This is in line with research conducted by Supriatna et al. on how health promotion in educational institutions, including in the context of boarding schools, can play a significant role in creating a school environment that supports physical and mental health (Supriatna et al., 2020). On the other hand, subject N assessed that the clinic and guidance counselor facilities were easily accessible, but N highlighted the issue of food hygiene in the canteen, which was considered to be lacking, as well as the burden of tasks that often piled up, causing stress. This is in line with research by Gao and Pacheco, which confirms that excessive academic pressure can trigger stress. (Gao, 2023; Pacheco et al., 2023). N's

statement was confirmed by his parents, who said that the school does have a clinic with complete medical staff, although academic workload management remains a concern.

Subject N's experience is not unique, but reflects a broader pattern among the student population, as seen in quantitative data findings that show a group of students falling into the low category in terms of health. Unlike A and D, subject N placed himself in the low category in terms of health. He highlighted issues of canteen food hygiene and the high workload that causes stress. This difference in perception indicates that even though health facilities are available and equally accessible, students' perceptions and health conditions are highly dependent on a combination of personal factors (self-regulation ability, stress resilience) and contextual factors (quality of health services, hygiene, academic management). This is in line with research by Vollmann et al., which notes that psychosocial factors such as self-regulation ability and stress resilience play an important role in the mental well-being of (Vollmann et al., 2022) .

Based on the findings from quantitative and qualitative data, SMP IT Hasanka Boarding School Palangka Raya has made efforts to support students' physical and mental health, but there are still aspects that require more attention. This aligns with the results of observations on April 5, 2025, which showed that the school already provides a fully equipped clinic with doctors and psychologists, as evidenced by the following documentation. The dimension of health received a score of 2.76, lower than having and being. This shows that although schools have made efforts to support students' physical and mental health, there are still some aspects that need to be improved. Research shows that a school environment that ensures the availability of physical and mental health services is important in supporting student well-being (García et al., 2024) . In an interview, the principal of SMP IT Hasanka Boarding School Palangka Raya said that the school has provided health support through regular sports every Saturday, clinic services for sick students, and assistance from psychologists and guidance counselors to address special needs and psychological problems.



Gambar 8. Klinik Hasanka



Gambar 9. Kantin Hasanka

The practical implication is that the school needs to implement adaptive strategies to address challenges in the health dimension through routine monitoring of food hygiene in the cafeteria, evaluation of academic workload, and preventive programs such as stress management through health talks related to mental health. Teacher support has also been

shown to play a role in reducing the impact of academic stress (Hosseinkhani et al., 2020). In addition, character building is a relevant complementary approach, as it can improve self-control, help adolescents manage pressure, and strengthen mental resilience (Hafifah et al., 2023). Thus, the integration of health services, the role of teachers, and character building are important factors in closing the gap between positive and negative findings in the health dimension.

After discussing the research results for each dimension of school well-being, it turns out that these four dimensions influence each other, which is in line with the theory by Konu & Rimpela (2002) regarding the four interconnected dimensions of school well-being. For example, a high level of the "having" dimension, in the form of the availability of learning facilities and equipment, does not always guarantee an increase in the "loving" dimension if the social relationships created are not supportive. For example, even though students have air-conditioned classrooms and modern learning equipment, a lack of communication with teachers can reduce their satisfaction in the loving dimension. Similarly, the "being" dimension, which relates to recognition and opportunities to develop potential, can be hampered if students' physical and mental health is not well managed due to high academic burdens. This cross-dimensional interaction shows that student well-being in schools must be viewed as a complex system.

The boarding school context adds to this complexity. The boarding system with its dense study schedule is indeed capable of supporting discipline, independence, and achievement, but on the other hand, it has the potential to cause boredom and psychological pressure. Some students admit to feeling tired due to the heavy academic load and extracurricular activities, while others feel helped because the regular lifestyle makes them more productive.

CONCLUSION

This study concludes that the overall level of school well-being among students at SMP IT Hasanka Boarding School Palangka Raya is predominantly in the *moderate* category (66%), with an equal proportion of students in the *high* and *low* categories (17% each). This pattern indicates that while the school has succeeded in building a supportive foundation for student well-being, variations still exist in how students experience it. The *having* and *being* dimensions achieved the highest mean scores, reflecting the school's ability to provide adequate facilities, extracurricular programs, and recognition for achievement. In contrast, the *health* and *loving* dimensions showed lower scores, highlighting challenges in maintaining students' physical and mental health as well as fostering strong social relationships within the school community. The qualitative findings reveal that these variations are influenced by both personal factors, such as coping strategies and self-regulation, and institutional factors, including policies, facilities, and academic management. Therefore, student well-being should be viewed as the result of dynamic interactions between individuals and their school environment. Practically, schools need to strengthen health and social dimensions through continuous monitoring, stress management initiatives, and structured communication between teachers, students,

and parents, while ensuring gradual improvement and maintenance of school facilities to promote holistic student well-being.

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