Research Article

Strengthening Students Character Values through Pancasila Integration Teaching: Evaluation and Development of Values through Citizenship Project Model

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ARTICLE INFO	ABSTRACT
	Education aims to shape individuals with the knowledge, values, attitudes, and skills to achieve physical and spiritual well-being. However, educational practices often fall short of expectations, creating excessive pressure on students and hindering their holistic development. This study aims to evaluate the impact of implementing the Strengthening Project of the Pancasila Student Profile (P5) within the Merdeka curriculum, develop a P5 model based on Project Citizen, and test the impact of using Project Citizen with Student Well-being as a proxy. The study involves a quantitative approach with a random sample of 2,800 high school students in Indonesia, utilizing a school well-being scale as the data collection instrument. Data is analyzed using SPSS statistics. The results show that overall, student well-being among high school students in various provinces in Indonesia falls within the moderate category. Implications of this study involve enhancing the implementation of P5 and integrating Project Citizen into the curriculum. Recommendations include involving more schools in implementing P5, providing training for educators, and further developing models based on Project Citizen. This study contributes to understanding the strengthening of the character of Pancasila student profiles, hoping to serve as a foundation for developing more effective education that supports student well-being.
	Keywords: Character Strengthening, Pancasila Student Profile, Project Citizen, Student Well-being

INTRODUCTION

Educational institutions stand as crucibles for shaping the trajectory of young minds, not merely as repositories of knowledge but as incubators for instilling values, attitudes, and essential life skills crucial for comprehensive well-being (Purnama & Raharjo, 2018). Acknowledging the pivotal role of the school environment in this transformative process, the concept of student well-being, encapsulating their overall comfort and experiences, is paramount (Alwi et al., 2020; Tian et al., 2013).

Schools transcend their roles as mere knowledge hubs; they emerge as ideal spaces for personal development, moral formation, character building, and exploring individual interests and talents (Santrock, 2003). Beyond serving as avenues for socio-economic well-being, poverty reduction, and career opportunities, schools play a pivotal role in guiding students toward a healthier and more successful future.

However, the idealistic vision of education often collides with the harsh reality of practices exerting excessive pressure on students, potentially impeding their physical, mental, social, and emotional growth. This necessitates critically examining the education system's effectiveness, identifying negative impacts, and enhancing positive outcomes (Budimansyah & Pangalila, 2021).

Numerous detrimental educational practices, from undue pressure for academic achievement causing stress and mental health issues to non-inclusive education resulting in discrimination and diminished emotional well-being, highlight the urgent need for reform. The neglect of individual differences in the education system contributes to mental health problems and learning difficulties, compounded by inadequate social support, insufficient time for physical activities, and a lack of protection from bullying (Budimansyah et al., 2020, 2022; Isroani & Huda, 2022; Navira et al., 2023).

The challenges are further exacerbated by inconsistencies in character education practices, with some methods neglecting crucial character aspects like honesty, discipline, and hard work. This leads to violence, discrimination, or unfair reward distribution, hindering overall student development and underscoring the pivotal role of character education in fostering positive attitudes, values, and behaviors (Curren, 2017; Rafzan et al., 2022; Rahman et al., 2020; Watson, 2014). Previous studies emphasize the positive impact of student well-being on confidence levels, optimism, learning motivation, and academic and non-academic achievements, while discomfort in school may lead to delinquency (Effendi, 2016; Muhid & Ferdiyanto, 2020). In response to these formidable challenges, the government has implemented various initiatives to enhance educational practices, notably introducing the Merdeka curriculum and reinforcing the character profile of Pancasila students. Enacted in 2021, the Merdeka curriculum prioritizes competency-based learning and integrates Pancasila values into the educational process. A cornerstone of this curriculum is the Strengthening Project of the Pancasila Student Profile (P5), an interdisciplinary learning project aimed at observing and providing solutions to local issues, thereby reinforcing various competencies within the Pancasila student profile.

Motivated by compelling research findings and empirical evidence, this study aims to explore government efforts to strengthen the character profile of Pancasila students. It seeks to make a unique contribution by developing a comprehensive design for strengthening the character profile of Pancasila students through a three-phase study. This research endeavors to shed light on unexplored dimensions of character development in students and provide valuable insights for educational policymakers, practitioners, and researchers, contributing to advancing knowledge in the field.

LITERATURE REVIEW

Nature of Pancasila Student Profile

The Pancasila Student Profile aligns with the Vision and Mission of the Ministry of Education and Culture, as outlined in Minister of Education and Culture Regulation Number 22 of 2020 concerning the Strategic Plan of the Ministry of Education and Culture for the years 2020-2024. According to this regulation, a Pancasila student embodies the lifelong learner who possesses global competence and behaves following Pancasila values. The six main characteristics include being faithful, devout to the Almighty, virtuous, globally diverse, collaborative, independent, critically minded, and creative.

This concept is rooted in the idea that the Pancasila individual is inseparable from the essence of humanity itself, as explained by Wreksosuhardjo in 2007 (Rusnaini et al., 2021). The study of human nature refers to a holistic understanding of humans, not segmented into rational animals, *homo faber* (Aulia & Asbari, 2022), *homo economicus* (Jaenudin, 2014), *zoon politicon* (Djuyandi, 2023), and the like. According to this comprehensive view, humans are monopluralism (uni-duality), consisting of all their paired monodualis elements of body-soul, individual-social monodualis, and the position of God's creatures-independent individuals. These elements unite in an organized, harmonious, and dynamic manner.

The Center for Character Strengthening emphasizes that Pancasila values are highly relevant for the younger generation in facing the challenges of the times. The Pancasila Student Profile, a Ministry of Education and Culture policy, serves as a compass for enhancing national education quality and becomes part of the culture of educational units. It addresses the urgency of maintaining the nation's noble values and morality, preparing individuals to be global citizens, achieving social justice, and attaining 21st-century competencies.

Due to the challenges posed by international markets and transnational ideologies, this initiative responds to the pressing need to develop a "value infrastructure" (Latif, 2018). Indonesia is racing against time to counter ethical-ideological values and national character degeneration. Surveys and measurements, such as the National Resilience Index by Labkurtanas, indicate a weakening of ideological and political resilience from 2010 to 2016.

Moreover, society's competition of various ideologies, perspectives, and doctrines reflects the current social life. The influence of cultural values from modern Western civilization, coupled with the swift flow of globalization, is believed to contribute to the moral degradation of the Indonesian nation (Saleh, 2014).

This context lays the foundation for the Ministry of Education and Culture to formulate the Pancasila Student Profile program. So, what is the Pancasila Student Profile? It represents the embodiment of Indonesian students as lifelong learners with global competencies and behavior aligned with Pancasila values. This understanding aligns with the essence of education, in harmony with human nature, as lifelong learners who continuously strive for self-improvement (Direktorat Sekolah Dasar, 2021).

In its comprehensive definition, the Pancasila Student Profile encompasses characters and abilities built into the daily lives of each student through school culture, intracurricular learning, Pancasila Student Profile, Work Culture Strengthening Projects, and extracurricular activities (Direktorat Sekolah Menangah Kejuruan, 2021). The Pancasila Student Profile aims to answer a fundamental question: "What kind of student profile (competence) does the Indonesian education system aim to produce?" The answer emphasizes that Indonesian students are lifelong learners with global competence, character, and behavior aligned with Pancasila values (Direktorat Sekolah Menangah Kejuruan, 2021).

The Pancasila Student Profile represents an ideal character profile for Indonesian students, emphasizing six key elements: (1) faith, devoutness to the Almighty, and virtuous conduct; (2) global diversity; (3)

collaboration; (4) independence; (5) critical thinking; and (6) creativity (Directorate of Primary Schools, 2021; Directorate of Vocational High Schools, 2021). These dimensions indicate that the Pancasila Student Profile focuses on cognitive abilities, attitudes, and behaviors in line with the identity of the Indonesian nation and global citizens.

Citizenship Project Model

The model used as an adaptation source for developing the Pancasila Student Profile character-strengthening design based on the Project Citizen model is the "We the People... Project Citizen" program. This program aims to develop the interest and ability of students to participate rationally and responsibly in local and national governance. The "We the People... Project Citizen" program began in 1995-1996. In Indonesia, the model has been adapted and tested by the Center for Indonesian Civic Education (CICED) in collaboration with the Regional Office of the Ministry of Education and Culture of West Java Province and the Curriculum Center of the Ministry of Education and Culture. Since the implementation of the 2013 Curriculum, the Indonesia University of Education has continued to develop the Project Citizen model within the framework of character education in schools through the support of applied research funds from the Ministry of Research, Technology, and Higher Education (Budimansyah et al., 2022).

"We the People: Project Citizen" is a curriculum program for middle, upper-middle, and post-middle school students, as well as adult groups, promoting competent and responsible participation in local and national government. The program helps people learn how to monitor and influence public policies. In the process, they develop support for democratic values and principles, tolerance, and a sense of political achievement. In another sense, Project Citizen is an action program for students based on investigative learning developed by the Center for Civic Education. Project Citizen can enhance civic engagement for all types of students. Additionally, students have been proven to develop civic knowledge, skills, and dispositions (Fry & Bentahar, 2013; Trisiana, 2015).

Citizenship project is a generic model that can be filled with relevant material in each country. The chosen topic for this model is generic public policy, applicable in any country. The mission of this model is to educate young citizens to analyze various dimensions of public policy. The focus of Project Citizen is on developing civic knowledge, civic dispositions, civic skills, civic confidence, and civic commitment, all leading to well-informed, reasoned, and responsible decision-making (Budimansyah et al., 2022).

The complete stages of Project Citizen are (1) identifying problems, (2) choosing problems for classroom study, (3) collecting data and information, (4) developing class portfolios, (5) presenting findings and solutions, and (6) developing a community portfolio (Budimansyah et al., 2022). Each stage aims to build students' competencies in understanding public policies in Indonesia.

The success of Project Citizen in Indonesia is characterized by the establishing of the Indonesian Civic Education Association (AP3KnI) in 2015. This association is a professional organization that brings together civic education practitioners from various provinces in Indonesia. AP3KnI is committed to contributing to civic education in Indonesia by implementing Project Citizen to develop civic and political education for students and teachers at various levels of education (Luthfi et al., 2016; Trisiana & Utami, 2022).

Integration of Pancasila Student Profile and Citizenship Project Model

Integrating the Pancasila Student Profile and the Project Citizen model is crucial in achieving the goals of character education and civic education (Dasmana et al., 2022; Fajri et al., 2018; Trisiana et al., 2015). The Pancasila Student Profile emphasizes the development of student's character and behavior aligned with Pancasila values. At the same time, the Project Citizen model focuses on fostering competent and responsible participation in local and national governance. Integrating these two models creates a holistic approach to education, addressing student development's internal and external aspects.

The alignment between Pancasila values and the Project Citizen model is evident in the emphasis on virtues, global diversity, collaboration, independence, critical thinking, and creativity within the Pancasila Student Profile. These elements correspond to the civic knowledge, dispositions, civic skills, civic confidence, and civic commitment developed through the stages of the Project Citizen model. By integrating these models, students not only internalize Pancasila values but also apply them in real-life situations, contributing to the betterment of society.

The integration process involves adapting the Project Citizen model to incorporate Pancasila values and ensuring that the activities and projects undertaken by students align with the goals of the Pancasila Student Profile (Harfiani & Desstya, 2023; Yunita et al., 2022). This requires collaboration between educators, curriculum developers, and policymakers to design a comprehensive and coherent curriculum that addresses character and civic education. The successful implementation of this integration will contribute to the formation of responsible and ethical citizens who actively participate in the democratic life of the nation.

In summary, the Pancasila Student Profile and Project Citizen model share common goals of developing responsible and active citizens. Integrating these models provides a synergistic approach to character and civic education, ensuring that students possess the necessary knowledge and skills and embody the values and virtues essential for a harmonious and just society. This integration represents a forward-thinking initiative by

the Ministry of Education and Culture to address the challenges of the contemporary world while staying true to the foundational principles of Pancasila.

RESEARCH METHOD

The research employs a quantitative approach, utilizing a survey method to collect information from natural locations, with the researcher applying treatments such as distributing questionnaires (Nardi, 2006). The survey method is implemented in high schools in Indonesia. This approach facilitates the collection of data required to address the research focus. The primary data source for this research is the questionnaire results regarding implementing the Strengthening Character Project for Pancasila Student Profiles.

Data analysis from the questionnaires will be conducted using SPSS 26. This quantitative research employs the school well-being scale to describe school well-being conditions. The research population includes high school students in several provinces in Indonesia, employing a random sampling technique, where sample selection is done randomly. The total sample involved in this research is 2800 individuals. Data collection for the school well-being variable is obtained through online surveys or scales using Google Forms. Responses from the Likert scale include four answer choices: very suitable (VS), suitable (S), not suitable (NS), and not suitable at all (NSA). Data analysis will be performed using SPSS Version 26 software, with a significance level less than 0.05. The survey method was chosen for its accessibility and practicality in obtaining data from natural locations. The researcher applied treatment by distributing questionnaires in 15 high schools across West Java Province. School selection was based on specific criteria for implementing the Strengthening Character Project for Pancasila Student Profiles.

The primary data source is a questionnaire regarding the project's implementation, with data analysis using SPSS 26. The research focuses on the quantitative aspect, utilizing the school well-being scale. The data collection is conducted online through Google Forms, involving 2800 randomly selected respondents. Online data collection ensures response security and accuracy.

Ethical procedures in the research involve participant consent, data security, and privacy protection. Additionally, the researcher thoroughly explains the research objectives to participants before obtaining their consent. All these steps are taken to ensure high research integrity and ethics.

RESULTS AND DISCUSSION

Research Results

The subjects of this study are high school students in several provinces in Indonesia, including those listed in the following table.

Table 1. Distribution of Provinces and Data Analysis Results

Province	N	Mean	Std. Dev.	Std. Error	95% Confidence Interval for Mean		Min	Max
					Lower Bound	Upper Bound		
Aceh	130	249,63	57,502	10,498	228,16	271,11	0	300
Banten	123	268,42	19,279	2,940	262,49	274,35	232	315
Bengkulu	136	272,95	21,109	2,821	267,29	278,60	234	316
Jakarta Capital Special Region	355	272,79	32,178	1,708	269,43	276,15	0	355
West Java	175	268,59	21,179	1,601	265,43	271,75	222	321
Central Java	191	270,44	20,026	1,449	267,58	273,30	209	337
West Java	271	267,15	33,965	2,067	263,08	271,22	0	319
West Kalimantan	155	265,84	41,877	5,647	254,52	277,16	51	326
North Maluku	171	269,25	30,722	4,302	260,61	277,90	95	307
West Nusa Tenggara	105	283,20	17,513	7,832	261,45	304,95	265	308
West Papua	106	269,50	25,998	10,614	242,22	296,78	222	295
Riau	135	269,00	12,028	6,014	249,86	288,14	255	284
West Sulawesi	127	267,10	18,812	5,949	253,64	280,56	243	309
South Sulawesi	121	267,50	31,398	9,929	245,04	289,96	214	308
Central Sulawesi	183	268,65	32,120	2,374	263,97	273,34	27	322
West Sumatra	147	274,03	27,968	2,307	269,48	278,59	89	328
North Sumatra	124	274,50	16,381	8,190	248,43	300,57	256	295
Total	**2755**	**268,45**	**30,118**	**0,574**	**267,33**	**269,58**	**0**	**355**

Source: Prepared by the authors (2023)

In the context of statistical analysis, several key parameters were employed to describe and understand the well-being scores across different provinces. The sample size (N) is an essential metric, representing the number of observations or participants analyzed within each province. Notably, "Aceh" featured a sample size of 130, "Banten" had 123 samples, and so forth, providing an overview of the dataset's scale.

The mean, or average, is a central measure revealing the typical well-being score for each province. For instance, the province of "Aceh" displayed an average well-being score of 249.63, giving insight into the central tendency of the well-being distribution.

The standard deviation (Std. Dev.) becomes pivotal in understanding the extent of variability or spread of well-being scores around the mean. A higher standard deviation, such as the 57.502 observed in "Aceh," indicates increased diversity and dispersion in well-being scores across the province.

The standard error (Std. Error) comes into play to estimate the potential error in measuring the average, with its magnitude influenced by the sample size. In "Aceh," the standard error was 10.498, demonstrating the impact of larger sample sizes in reducing measurement errors.

The 95% confidence interval for the mean provides a range within which the true mean value will likely fall. Taking "Aceh" as an example, the 95% confidence interval spanned from 228.16 to 271.11, offering confidence regarding the precision of the mean estimate.

Minimum and maximum values represent the extremes in the well-being scores within each province, outlining the range of variability in the data.

The total encompasses the cumulative number of samples or observations aggregated across all provinces, offering a comprehensive view of the dataset's overall scope.
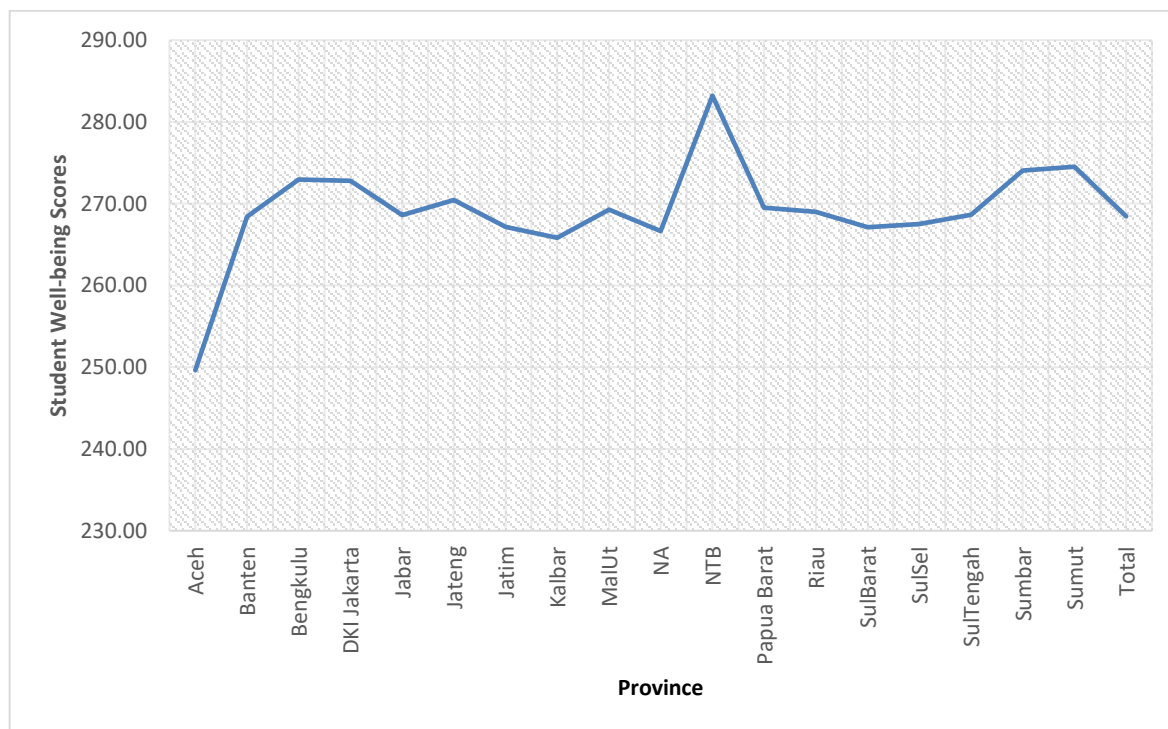

Figure 1. Student Well-being Scores by Province
Source: Prepared by the authors (2023)

Table 2. Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Well-being Scores	Based on Mean	1,153	17	2737	0,296
	Based on Median	1,017	17	2737	0,436
	Based on the Median and adjusted df	1,017	17	2136,001	0,436
	Based on the trimmed mean	0,996	17	2737	0,460

Source: Prepared by the authors (2023)

Table 2 presents the results of the Test of Homogeneity of Variances for Well-being Scores. This test assesses the equality of variances across different groups or conditions. The Levene Statistic, degrees of freedom (df1 and df2), and the significance level (Sig.) are reported for each analysis method.

- Based on Mean: The Levene Statistic is 1.153, with 17 and 2737 degrees of freedom for the numerator (df1) and denominator (df2), respectively. The significance level is 0.296.
- Based on Median: The Levene Statistic is 1.017, with the same degrees of freedom (17 and 2737 for df1 and df2). The significance level is 0.436.
- Based on the Median and adjusted df, The Levene Statistic remains at 1.017, and the degrees of freedom are adjusted to 2136.001. The significance level is 0.436.
- Based on the trimmed mean, The Levene Statistic is 0.996, with the standard degrees of freedom. The significance level is 0.460.

These results help evaluate whether the variances of well-being scores are significantly different across groups, providing valuable information for subsequent statistical analyses.

Table 3. Analysis of Variance Results

ANOVA					
Source	**Sum of Squares**	**df**	**Mean Square**	**F**	**Sig.**
Between Groups	29768,478	17	1751,087	1,942	0,012
Within Groups	2468353,899	2737	901,847		
Total	2498122,377	2754			

Source: Prepared by the authors (2023)

The analysis of variance (ANOVA) results indicates a significant difference among the tested groups in the dataset. The sum of squares between groups, measuring the variation among the groups, is approximately 29768.478, while the sum of squares within groups, indicating the variation within the tested groups, is around 2468353.899. The total sum of squares in the data is about 2498122.377.

Degrees of freedom (df), a measure of how much data can vary in statistical calculations, are 17 between groups, given the 17 tested groups. Meanwhile, df within groups is obtained by subtracting the total number of samples from the number of groups, resulting in 2737.

The mean square, derived from dividing the sum of squares by the corresponding degrees of freedom, is 1751.087 for between groups and 901.847 for within groups. The F-test statistic, used to test significant differences among groups, indicates a value of approximately 1.942. The p-value (Significance) is around 0.012, lower than the commonly used significance level (0.05), signifying that the differences among groups are statistically significant.

These results imply that at least one group has a significantly different average from the other groups in this analysis. The diagram shows that the well-being competence of subjects aged 16 and 17 at the high school level varies significantly. From the 20 provinces representing the initial survey, differences among provinces can be understood from the graph. Furthermore, differences in each aspect of well-being will be further analyzed. Similarly, further statistical analysis will provide insights into differences in well-being among respondent provinces. All these analyses are documented in the table of data analysis results using the SPSS application.

Table 4. Mean Well-being Scores in Various Provinces in Indonesia

Province	N	Mean
Aceh	130	249,63
West Kalimantan	155	265,84
West Sulawesi	127	267,10
East Java	271	267,15
South Sulawesi	121	267,50
Banten	123	268,42
West Java	175	268,59
Central Sulawesi	183	268,65
Riau	135	269,00
North Maluku	171	269,25
West Papua	106	269,50
Central Java	191	270,44
Jakarta Capital Special Region	355	272,79
Bengkulu	136	272,95
West Sumatra	147	274,03
North Sumatra	124	274,50
West Nusa Tenggara	5	283,20
Total	**2755**	**268,45**

In the table above there is a ranking of the average well-being scores of students in several provinces in Indonesia. The first column displays the names of the provinces, the second column indicates the number of participants (N) from each province, and the third column presents the mean values of students' well-being scores. The Jakarta Capital Special Region has the most participants, totaling 355 students, and the highest mean well-being score of 272.79. On the other hand, Aceh shows the lowest well-being score with 130 participants and a mean well-being score of 249.63. This table provides an overview of the variation in students' well-being scores across different provinces, with the highest values found in the Jakarta Capital Special Region and the lowest in Aceh.

Research Discussion

Based on the SPSS analysis results, it is found that out of 2800 subjects, one province is at a low level of well-being, while another province has subjects at a high level. Meanwhile, 17 other provinces fall into the moderate

category. In this case, it appears that the level of School Well-Being among high school students in the Aceh Province is predominantly in the low category. The variation in the categories of school well-being is influenced by individual perceptions of receiving and achieving well-being towards their school. School well-being in this study falls into the moderate category, meaning that students feel reasonably satisfied with the well-being of the school and have a positive influence while at school. This depends on the facilities, infrastructure, and physical conditions of high schools in several provinces in Indonesia. This aligns with Ratna's statement that high school students entering adolescence can discern and evaluate various things, including assessing the school where they study (Ratna, 2016). Furthermore, Ratna explains that a child's well-being at school can be optimal if there is external support, such as the school atmosphere, social relationships, opportunities for self-actualization, and health services for children.

To understand school well-being, we conducted an in-depth analysis of student perceptions, considering them the primary stakeholders in this context. The results of surveys and interviews with students reveal that various factors significantly influence their perception of school well-being. One consistently emerging factor is social relationships at school. Students with positive relationships with classmates and teachers tend to perceive school well-being more positively. Factors such as the opportunity to participate in extracurricular activities, the quality of school facilities, and support from school staff also play a crucial role in shaping student perceptions.

This study found a significant variation in the level of school well-being among the provinces we examined. For example, Aceh Province shows lower school well-being than other provinces. A more in-depth analysis reveals that factors such as the level of education of school staff, access to health services, and the physical condition of schools can be the causes of these differences. Provinces with more educated school staff tend to have higher levels of school well-being. In contrast, provinces with limited access to health services and inadequate school facilities tend to have lower school well-being.

There are crucial factors that specifically influence school well-being. A conducive learning atmosphere, good relationships between students and teachers, and opportunities for personal development are among them. Moreover, available health services at school also play a vital role in enhancing student well-being. Provinces that provide easily accessible and quality health services tend to have higher levels of school well-being.

The results of this analysis have important implications for education policymakers. Efforts focused on enhancing the identified factors are needed to improve school well-being. Policymakers should prioritize training for school staff, improvements to school facilities, and better access to school health services. Additionally, it is essential to promote a school culture that supports positive relationships between students and teachers and provides opportunities for students to develop personally and socially.

Examining the trends in our data, a steady increase in school well-being is observed yearly. Although differences between provinces still exist, these results offer hope that efforts to improve school well-being have had a positive impact in the long run. With a deeper understanding of school well-being across various provinces, education policies are expected to be more effective in enhancing students' learning experiences and creating a school environment that supports their growth and development.

Besides the mentioned factors, it is essential to consider students' feelings in assessing the feasibility of schools in the teaching and learning process. Rasyid explains that students need to feel that the school can provide support, safety, and comfort in their learning environment (Rasyid, 2020). Student satisfaction with their learning experiences at school is closely related to these feelings. When students feel that the school is a place that supports their growth, they tend to have higher school well-being.

Kartasismita highlights the significant role of the physical environment conditions of the learning place in students' well-being (Kartasasmita, 2017). The results of the study show that a good school environment can contribute positively to students' well-being, while an unsupportive environment can lead to depressive disorders. This emphasizes the importance of caring for and improving school facilities and creating a safe and comfortable student environment.

In their study, Alwi and Fakhri identify that factors influencing school well-being can be divided into internal and external factors. Internal factors include student motivation, adaptability, and attitudes toward learning. On the other hand, external factors involve the physical environment, support from school staff, and educational policies. Optimal school well-being often results from the complex interaction of these factors (Alwi & Fakhri, 2022).

Konu and Rimpela identify the first dimension of school well-being as "having." It includes the learning place conditions involving the environment inside and around the school (Konu & Rimpelä, 2002). This includes aspects such as school facilities, supportive learning facilities, and the physical conditions of the school environment. Research indicates that good conditions in the "having" dimension can contribute positively to students' well-being.

It is important to remember that school well-being results from the complex interaction of these various factors. Therefore, a holistic approach to improving school well-being involves attention to all these aspects. To enhance school well-being, educators and policymakers must consider internal and external factors, care for the physical environment of schools, and create an environment that supports students' overall growth and development.

CONCLUSION

Based on the research findings and discussions, it can be concluded that the overall depiction of student well-being in high school students in Indonesia falls into the moderate category. The research results indicate that most students experience adequate well-being in their school environment. However, it is essential to note that there is variation in individual student perceptions of school well-being, influenced by factors such as school facilities, social relationships, and the physical environment. These factors can impact how students feel and interact in school, underscoring the importance of ongoing efforts to improve school conditions to enhance student well-being.

This conclusion highlights the significance of attention to student well-being in the school environment and the need for continuous efforts to create an environment that supports positive student development. Consequently, schools can actively contribute to improving the well-being of their students, positively impacting academic achievements and the overall learning experience.

The implications of this research suggest several areas that require attention. Firstly, there is a need for further development, as the research indicates that student well-being generally falls to a moderate level. This suggests potential for improvement, and further research can identify specific factors significantly affecting student well-being and develop appropriate interventions. Secondly, the significant impact of the school's physical environment on student well-being highlights the necessity for schools and policymakers to pay special attention to maintaining and improving school facilities, creating a physically comfortable and safe environment for students.

Positive relationships among students and between students and teachers play a crucial role in student well-being. Therefore, schools should encourage positive interactions within the entire school community and provide necessary social support to students. Moreover, the research results can serve as a basis for developing school policies focusing on student well-being. This includes creating programs supporting students' social and emotional development and improving schools' physical and learning environments. Ongoing evaluations of student well-being are necessary to measure the impact of changes and interventions implemented in schools. This allows schools to track changes and adjust their strategies as needed.

Higher student well-being can positively impact their learning experiences. Therefore, schools should strive to create an environment that supports student motivation, engagement in learning, and satisfaction with the learning experience. The implications of this research underscore the importance of attention to student well-being in schools as a factor that can influence their learning experiences and academic achievements. Improving student well-being should be a primary focus in developing education policies and school practices throughout Indonesia.

In light of these findings, several recommendations emerge. Firstly, further studies using a vertical approach, following the development of student well-being from junior high school to senior high school, can help understand how changes in the school environment and student development can affect their well-being over time. In-depth research can identify specific factors significantly influencing student well-being, both internal (such as student motivation) and external (such as school facilities). Evaluate existing school programs aimed at improving student well-being to identify effective programs and areas that need improvement. Conduct regional comparative studies to understand whether there are differences in student well-being between provinces or regions in Indonesia. Research focusing on the role of social support in improving student well-being can provide insights into how relationships between students and teachers and among students affect student well-being.

Additionally, research can focus on developing interventions to improve student well-being in the school environment. These interventions may include training programs for teachers, improvements in school facilities, or developing social and emotional programs for students. In-depth case studies on schools achieving high levels of student well-being can provide insights into best practices that can be applied to other schools. Lastly, studying how student well-being can impact their academic achievements is crucial. Understanding if students who feel happier and more comfortable at school achieve better learning outcomes can inform future interventions. Furthermore, studying the development of more accurate and valid methods for measuring student well-being is essential for periodically monitoring and evaluating student well-being.

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