



CREATING STUDENT WELL BEING IN A TIME OF PANDEMIC IN CHILDREN'S SCHOOLS

Fauzi Muharom¹, Mirroh Fikriyati²

Raden Mas Said Islamic State University of Surakarta, Indonesia¹

University Muhammadiyah of Surakarta, Indonesia²

muharomfauzi@gmail.com, mirrohsolo@gmail.com

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Abstract

This article aimed to determine the Karima Cita children's School in creating student well-being during the pandemic period. The study subjects were the head of Karima Cita children's School and the children's school teacher Karima Cita. The data collection techniques in this study use interviews and document studies. Data analysis techniques are data reduction, presentation of data, and conclusions. The result of the study is that the strategy of creating Student well-being in Karima Cita children's School during the pandemic period is first by inviting children to introduce new themes through the zoom meeting application or google meet. Second, make a small study group from house to house or home visit while still doing health protocols. Third by preparing and providing a variety of learning with tools and materials. Fourth, create an activity sheet or module for home. Student well-being that wants to be achieved from the above strategies include children more prosocial to all friends and teachers, children get psychological welfare such as more spirit or more optimistic, happier, feel involved in learning activities and get more satisfaction in the learning experience, children will feel cared for by their teachers, children can be creative independently, and children have resilience in the face of learning achievement problems.

Keywords: Student well-being, Children's school, Pandemic

Abstrak

Tujuan dari artikel ini adalah untuk mengetahui sekolah Anak-anak Karima Cita dalam menciptakan student well being (kesejahteraan siswa) di masa pandemi. Subyek dari penelitian adalah pimpinan Sekolah anak-anak Karima Cita dan Guru Sekolah anak-anak Karima Cita. Teknik pengumpulan data dalam penelitian ini menggunakan wawancara dan studi dokumen. Teknik analisis data yaitu dengan reduksi data, penyajian data dan kesimpulan. Hasil penelitiannya adalah bahwa strategi penciptaan student well being di Sekolah anak-anak Karima Cita di masa pandemi adalah pertama dengan mengajak anak-anak mengenalkan tema baru melalui aplikasi zoom meeting atau google meet. Kedua membuat kelompok belajar kecil dari rumah ke rumah atau home visit dengan tetap melakukan protocol Kesehatan. Ketiga dengan menyiapkan dan menyediakan ragam belajar dengan alat dan bahan. Keempat dengan membuat lembar kegiatan atau modul untuk dirumah. Student well being yang ingin dicapai dari strategi di atas antara lain anak lebih prososial terhadap semua teman dan gurunya, anak mendapatkan kesejahteraan secara psikologis seperti lebih semangat atau lebih optimis, lebih senang, merasa terlibat dalam kegiatan pembelajaran dan lebih mendapatkan kepuasan pada pengalaman belajar, anak akan merasa diperhatikan oleh gurunya, anak bisa berkreasi secara mandiri dan anak mempunyai ketahanan diri dalam menghadapi problem pencapaian pembelajaran.

Kata kunci: Student well being, Sekolah Anak-anak, Pandemi

INTRODUCTION

The covid 19 pandemic is not felt to have been two years in all parts of the world, not least in the country of Indonesia. This pandemic is caused by a coronavirus that has infected and killed thousands of people¹ This virus has a tremendous impact on all joints of life. The impact felt in various fields is also very influential, including education. To stop the number of people exposed to the virus, the government is trying to socialize about the importance of complying with health protocols. However, there is an opinion that it is pretty challenging to implement health protocols according to WHO standards in developing countries due to facilities and infrastructure that have not been possible² Recommended health protocol includes diligent hand washing, maintaining distance, wearing masks, and reducing mobility. This reduction in mobility means that activities carried out outside the home can be better done from home both in the world of work and in the world of Education.³

Through the minister of education and culture, the government issued circular No. 4 of 2020 on the implementation of learning in the Covid-19 emergency period to prevent the expansion of Covid-19 transmission in the world of education. The point of the circular is: 1) learning from home through online learning; 2) Learning from home can be focused on life skills education; 3) Learning activities and tasks from home may vary between children, according to their respective interests and conditions, including considering access gaps or home learning facilities; and 4) evidence or products of learning activities from home are given qualitative and useful feedback from teachers.

The circular from the minister of education and culture was welcomed by the world of education at all levels, including the early childhood education level. The Level of Early Childhood Education is an education level that before primary education provides services to children from birth to the age of six years by providing stimulation in the form of educational stimulation to support the growth and physical and spiritual development of children so that they have the skills to continue at the next level of education, namely elementary School⁴. At the level of Early Childhood Education, as the first education experienced by children, concrete and fun learning is needed and involves direct experience by the principles of learning in early childhood.

But entering the pandemic period, the learning process at the level of Early Childhood Education changed strategy to follow instructions from the government and provide a sense of security from the spread of the covid 19 virus. Changes in strategy are sometimes not followed by the teachers' ability, as evidenced by Ayuni's research

¹ Muhammad Adnan Shereen et al., "COVID-19 Infection: Origin, Transmission, and Characteristics of Human Coronaviruses," *Journal of Advanced Research* 24 (2020): 91, <https://doi.org/10.1016/j.jare.2020.03.005>.

² Anggia Valerisha and Marshall Adi Putra, "Pandemi Global COVID-19 Dan Problematika Negara-Bangsa: Transparansi Data Sebagai Vaksin Socio-Digital?," *Jurnal Ilmiah Hubungan Internasional*, 2020, 131–37.

³ Dindin Jamaluddin et al., "Pembelajaran Daring Masa Pandemi Covid-19 Pada Calon Guru: Hambatan, Solusi Dan Proyekti," *LP2M*, 2020.

⁴ La Hewi and Linda Asnawati, "Strategi Pendidik Anak Usia Dini Era Covid-19 Dalam Menumbuhkan Kemampuan Berfikir Logis," *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini* 5, no. 1 (2020): 158–67, <https://doi.org/10.31004/obsesi.v5i1.530>; Cucu Jajat Sudrajat et al., "Strategi Kepala TK Dalam Meningkatkan Mutu Pendidikan Pada Masa Pandemi Covid 19," *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini* 5, no. 1 (2020): 508–20.

that discusses the Readiness of Children's School Teachers in Pariaman City of West Sumatra in Facing Online Learning during the Covid-19 Pandemic. The result is that 6 out of 10 children's school teachers are ready for online learning, but 4 of the children's school teachers are not ready to do online learning. Inadequate facilities influence teachers and parents, and there is still the assumption that online learning is difficult. Another study from Eko Suhendro that discusses the implementation of learning strategies carried out by teachers during the COVID pandemic is by learning at home with online and offline methods. This strategy is a solution for PAUD teachers who have learned amid this pandemic. So that pandemic learning can run well by educational goals.⁵

Every early childhood educational institution must adapt to online learning by putting ICT media forward in the pandemic period. Nasution, in his research results, conveyed that the readiness of children who use interactive ICT-based learning has a higher influence than those who use non-interactive ICT-based learning⁶ Learning with interactive ICT media is essential in this pandemic time. In addition to ICT media, other strategies need to be implemented by children's schools in adapting to pandemic conditions and creating Student well-being so that learning goals can be achieved properly.

One of the children's schools that adapted to this pandemic period is the Karima Cita Baki Kartasura children's School. The head of this School explained that this early childhood education institution has a learning strategy to optimize learning in pandemic times and create well-being and happiness. Based on this initial research, it became an academic reason to research more about the creation of Student well-being in Karima Cita Baki Kartasura children's School.

LITERATURE REVIEW

Students have a central position or main customer in the education system. Whatever is done in the world of education is aimed at creating the welfare and happiness of students, and anyone who works in the world of education, both teachers and other education personnel, the orientation of thoughts, attitudes, actions, and services provided are focused on the interests of students.

One of the factors that influence learning outcomes and development for students is well-being (Frost⁷ Well-being, in this case, is more related to psychological well-being in School. Psychological well-being can be a feeling of happiness, satisfaction, pleasure,

⁵ Eko Suhendro, "Strategi Pembelajaran Pendidikan Anak Usia Dini Di Masa Pandemi Covid-19," *Golden Age: Jurnal Ilmiah Tumbuh Kembang Anak Usia Dini* 5, no. 3 (2020): 133–40.

⁶ Riskha Hanifa Nasution, Hapidin Hapidin, and Lara Fridani, "Pengaruh Pembelajaran ICT Dan Minat Belajar Terhadap Kesiapan Membaca Anak Usia Dini," *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini* 4, no. 2 (2020): 733, <https://doi.org/10.31004/obsesi.v4i2.411>.

⁷ P Frost and R Smith, "The Effectiveness of Student Well-Being Programs and Services," *Melbourne: Victorian Auditor-General's Report*, 2010; Anne Konu and Matti Rimpelä, "Well-Being in Schools: A Conceptual Model," *Health Promotion International* 17, no. 1 (2002): 79–87.

curiosity, and limited activities⁸ Student well-being is defined as a continuous emotional state that exhibits characteristics such as positivity and positive behavior, positive relationships with peers and teachers, resilience, self-esteem, and an optimistic attitude, and satisfaction with the learning experience at School.⁹ This means that well-being has a very important role in the educational process in schools. High well-being is associated with improved academic outcomes, school attendance, prosocial behavior, school safety, and mental health¹⁰ This means that students who are less or feel not prosperous in School are quite vulnerable to problems in School that show that students are less mentally healthy or show academic results that are less than optimal as their potential. Well-being socially is also related to the feeling of comfort in interpersonal relationships within the school environment, both friends, teachers, and school staff¹¹

Quite a lot of research is related to student well-being. There is research on the need for education policy by prioritizing student welfare by disrupting new approaches to student welfare, namely anxiety, motivation, belonging, and bullying. This study is based on bullying in Spanish schools¹² Another study aims to determine whether there are differences in student well-being regarding students' perception of teachers' interpersonal behavior¹³ One result is a significant difference in student well-being regarding students' perception of teachers' interpersonal behavior with a significance level value of 0.004. In addition, there is also research that aims to find out the role of the well-being of students and school climate in the academic achievement of junior high school students Yayasan "X" Bandung. The results of this study are that the well-being of students and school climates play a significant role both together and separately in students' academic achievement¹⁴

Based on the above research results, the creation of well-being students is significant in education, let alone the issue of child welfare that has become an international concern.¹⁵ For this reason, research on student well-being in early childhood in Karima Cita Baki Kartasura children's School needs to be done, especially

⁸ Screen Listina, "Keterkaitan Antara Penyusunan RPP, Peran Guru Dan Sekolah Dalam Pencapaian Student Well-Being," *JOEL: Journal of Educational and Language Research* 1, no. 5 (2021): 467-474 <file:///C:/Users/asus/Downloads/scholar> (12).

⁹ Toni Noble et al., "A Scoping Study on Student Wellbeing," *Canberra, ACT, Australia: Department of Education, Employment & Workplace Relations*, 2008; Toni Noble and Helen McGrath, *The PROSPER School Pathways for Student Wellbeing: Policy and Practices* (Springer, 2015).

¹⁰ Noble et al., "A Scoping Study on Student Wellbeing."

¹¹ Usmi Karyani et al., "The Dimensions of Student Well-Being," in *Seminar Psikologi & Kemanusiaan, Psychology Forum UMM*, 2015.

¹² S. González-Gallardo et al., "A Novel Approach for Exploring the Trade-Offs between Several Features of Students' Well-Being," *International Transactions in Operational Research* 29, no. 3 (2022): 1723–48, <https://doi.org/10.1111/itor.12949>.

¹³ Kurniasari Dwi Wati and Tino Leonardi, "Perbedaan Student Well-Being Ditinjau Dari Persepsi Siswa Terhadap Perilaku Internasional Guru," *Jurnal Psikologi Pendidikan Dan Perkembangan* 5, no. 1 (2016): 1–10.

¹⁴ Maria Yuni Megarini Cahyono, Trisa Genia Chrisantiana, and Ellen Theresia, "Peran Student Well-Being Dan School Climate Terhadap Prestasi Akademik Pada Siswa SMP Yayasan 'X' Bandung," *Humanitas (Jurnal Psikologi)* 5, no. 1 (2021): 1–16, <https://doi.org/10.28932/humanitas.v5i1.3523>.

¹⁵ Donnah L. Anderson and Anne P. Graham, "Improving Student Wellbeing: Having a Say at School," *School Effectiveness and School Improvement* 27, no. 3 (2016): 348–66, <https://doi.org/10.1080/09243453.2015.1084336>; Gaëlle Amerijckx and Perrine Claire Humblet, "Child Well-Being: What Does It Mean?," *Children and Society* 28, no. 5 (2014): 404–15, <https://doi.org/10.1111/chso.12003>.

during pandemic times that require special attention so that learning achievement can be achieved properly.

RESEARCH METHODS

The focus of this study was to analyze the creation of Student well-being during the pandemic period at Karima Cita Baki Kartasura children's School. So, this study will also look at early childhood education strategies for optimizing learning in the Covid 19 pandemic. Researchers use qualitative descriptive research with case study research methods from this focus. Case studies are research methods that carefully investigate an event, a program, the activities of a group of people that are distinctive and unique and limited by the time and activity of informants¹⁶

The subjects in this study were the head of Karima Cita children's School and Karima Cita children's school teacher. The data collection techniques in this study use interviews and document studies. Data analysis techniques are data reduction, data presentation, and conclusion.

RESULTS AND DISCUSSIONS

In the National Education System Law No. 20 of 2003, article 1 paragraph 14 explained that Early Childhood Education (PAUD) is a coaching strategy aimed at children from birth to the age of six years carried out through the provision of educational stimulation in helping to grow and develop both and spiritually so that children have readiness in entering the next education. Based on this, it appears that PAUD is the child's gateway to higher School. This is where children will experience a very rapid potential development because the golden age of the child's brain development rate develops rapidly¹⁷

To realize the role and function of PAUD, it takes the involvement of many factors, one of which is the involvement of human resources. Human resources in the dominant PAUD are the leaders of the secretary and teachers. These two human resources are necessary to support a helpful PAUD that can provide the best service to students, parents, and the community as customers¹⁸ Although during the pandemic period, the head of the ministry and this teacher still have to provide the best service to customers. The educational institution still exists and is useful to educate the nation's children. This is by Law No. 20 of 2003 on the National Education System mentioning that the purpose of national education is the development of the potential of its students. The School is an important institution expected to carry out educational goals to provide a climate and learning experience for students to feel well-being and achieve academic achievement.

¹⁶ John W Creswell and Cheryl N Poth, *Qualitative Inquiry and Research Design: Choosing among Five Approaches* (Sage publications, 2016).

¹⁷ Mubiar Agustin and Ryan Dwi Puspita, "Penggunaan Metode Karyawisata Untuk Meningkatkan Keterampilan Berbicara Pada Anak Sekolah Dasar," *Jurnal Cakrawala Pendas* 6, no. 1 (2020), <https://doi.org/10.31949/jcp.v6i1.1671>.

¹⁸ Edward Sallis, "Total Quality Management in Education: Manajemen Mutu Pendidikan," *Yogyakarta: IRCiSoD*, 2012.

This research is to see the services of school leaders and teachers in dealing with pandemic problems and knowing the creation of Student well-being in Karima Cita Baki Kartasura children's School. In this study, more data was collected through interviews and documentation studies. The preliminary data began with an interview with the head of Karima Cita Baki Kartasura School about the impact of the pandemic on the learning process in early childhood education institutions under his control. According to school leader Uut Rosita, S.Pd I, the impact of the pandemic is felt by Karima Cita children's schools because learning cannot be done in school face-to-face. Karima Cita children's School still follows the directions and regulations of the government, one of which is organizing the education process online. According to the School Uut Rosita, S.Pd I, this change in the learning model requires him to plan a new system and new adaptations so that teachers under his coordination can conduct online learning according to government directives. The statement of the school leadership was corroborated by a statement from one of Karima Cita's children's school teachers, ita Noviatul Farida teacher, that at the beginning of the policy of implementing online learning, teachers are quite difficult with this adaptation. Still, the school leadership patiently guides and shares with teachers so that simple online learning at the beginning of the pandemic can be carried out in Karima Cita children's schools, such as Chat was Video calls, and others.

This online learning then develops to create Student well-being and achieve learning goals. Some strategies for creating student well-being in learning in pandemic times at Karima Cita children's School include the following:

Invite children to introduce new themes through the zoom meeting application or google meet

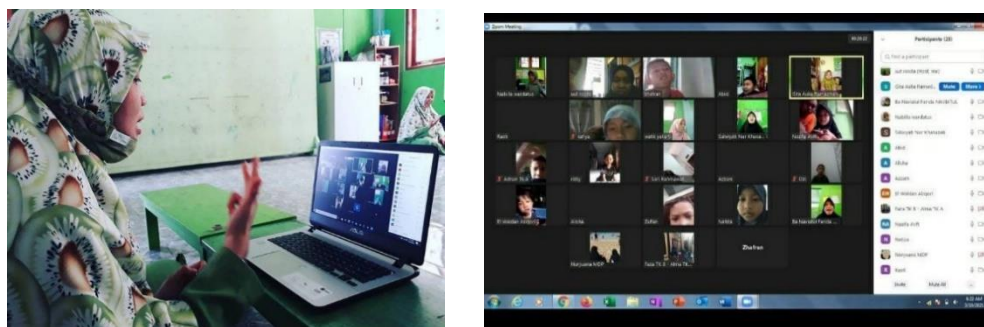


Figure 1. Online learning

Online learning at first only uses the Whatshap application alone, so the longer the learning seems monotonous. Therefore, the school leader gave directions to his teachers to use other platforms, namely zoom meetings or google meets. According to the head of the School of Karima Cita children's School, the use of zoom meeting or google meet is done so that students prefer to meet with their friends with their teachers simultaneously, so they are more excited. The teacher can also display his face and body movements to understand his students, especially his hands and heads.

If analyzed more deeply, online learning with zoom meetings or google meet is more fun and can improve the quality of education in this pandemic period¹⁹ For this reason, teachers in early childhood are required to be more creative in developing virtual learning²⁰ With the use of zoom applications that are multimedia-based and have supporting features that make it easier for students to understand the material and can increase students' enthusiasm to learn and eliminate boredom to learn online (Kuntarto et al., 2021; Nurmala et al., 2021)²¹

By inviting children to introduce new themes through the zoom meeting application or google meet, the Student well-being that wants to be achieved is a more prosocial child to all friends and teachers because they can meet on one virtual screen. In addition, children get psychological well-being, namely more excited or more optimistic, happier, and more satisfied with the learning experience at School.



Tabel. 2. Create a small study group from house to house or home visit while still doing health protocols.

According to the head of the Karima Cita children's School, online learning that has been applied to early childhood so far is not boring then through empirical studies and literature, the school leadership took the initiative by providing input to teachers to hold home visits with strict health protocols supported by the willingness of parents. This is done as a follow-up evaluation of the implementation of online learning to

¹⁹ Nasir Nasir et al., "Memaksimalkan Fitur 'Breaking Rooms' Zoom Meeting Pada Pendidikan Anak Usia Dini Di Masa Pandemi Covid-19," *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini* 5, no. 1 (2020): 611, <https://doi.org/10.31004/obsesi.v5i1.662>.

²⁰ Nurdin Nurdin and Laode Anhusadar, "Efektivitas Pembelajaran Online Pendidik PAUD Di Tengah Pandemi Covid 19," *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini* 5, no. 1 (2020): 686, <https://doi.org/10.31004/obsesi.v5i1.699>.

²¹ Eko Kuntarto, Muhammad Sofwan, and Nurlaili Mulyani, "Analisis Manfaat Penggunaan Aplikasi Zoom Dalam Pembelajaran Daring Bagi Guru Dan Siswa Di Sekolah Dasar," *Jurnal Pendidikan Dasar Nusantara* 7, no. 1 (2021): 49–62, <https://doi.org/10.29407/jpdn.v7i1.15742>; Meilla Dwi Nurmala, Tubagus Umar Syarif Hadi Wibowo, and Tubagus Farihal Fatah, "Efektivitas Penggunaan Aplikasi Google Meet Sebagai Media Pembelajaran Online Pada Mahasiswa Saat Pandemi Covid-19," *National Conference on Applied Business, Education, & Technology (NCABET)* 1, no. 1 (2021): 388–94, <https://doi.org/10.46306/ncabet.v1i1.32>.

achieve early childhood development²² According to ita teacher, in the realization of this home visit activity is carried out with a small group of five to six children, so the teacher seeks to make parenting classes by the group of children to provide fun training while providing understanding to parents in educating children at home. In addition, children also still feel close to the teacher and are not saturated with learning done online or online.

If analyzed in-depth, this home visit activity is an activity that teachers can use to find out the obstacles experienced by children to help solve them and become an opportunity for teachers to assess child development²³

The procurement of this home visit then Student well-being that wants to be achieved is for children to feel very close again with friends and teachers so that prosocial attitudes are increasingly formed. In addition, children also get psychological well-being, such as feeling involved in learning activities and home visits to share student problems directly. Students have self-resilience in facing learning achievement problems.



Figure. 3 Teachers prepare and provide a variety of learning with tools and materials

According to Ita teachers, to support learning in Karima Cita children's School, school leaders guide teachers to prepare and provide various learning tools and materials when in the learning process. This is done so that the learning process is maximal and not disturbed by the current conditions.

If analyzed in more depth, the school leader of Karima Cita children's School has directed that teachers remain required to be creative and innovative in packaging learning so that the message conveyed through learning activities can be conveyed well to children²⁴ Teachers have a role as draft makers, and parents are the ones who connect

²² Hesti Wulandari and Edi Purwanta, "Pencapaian Perkembangan Anak Usia Dini Di Taman Kanak-Kanak Selama Pembelajaran Daring Di Masa Pandemi Covid-19," *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini* 5, no. 1 (2020): 452–62, <https://doi.org/doi.org/10.31004/obsesi.v5i1.626>.

²³ Suhendro, "Strategi Pembelajaran Pendidikan Anak Usia Dini Di Masa Pandemi Covid-19."

²⁴ Sukma Nurilawati Botutihe et al., "Strategi Pembelajaran Physical Distancing Guru PAUD Dalam Menghadapi Pandemi Covid19," *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini* 5, no. 2 (2020): 1536–43, <https://doi.org/10.31004/obsesi.v5i2.919>.

learning activities to children. The design can be conveyed appropriately to children's needed strategy and creativity in packaging the learning. By providing a variety of learning tools and materials, student well-being that wants to be achieved is that the child will feel cared for by his teacher. The child can be creative independently according to the tools and materials that the teacher has provided.

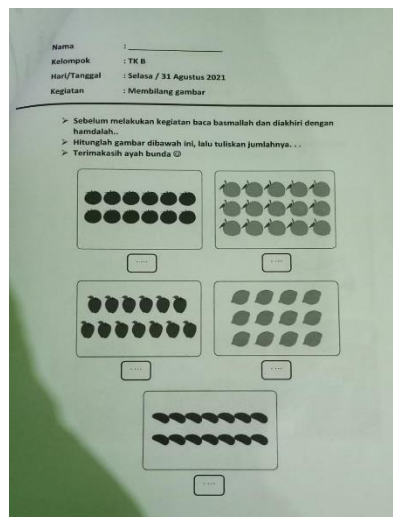


Figure. 4 Create an activity sheet or module for home.

To support the learning process during this pandemic period, the principal of Karima Cita children's School suggested that teachers make sheet student activities or modules for students to use at home. According to Ita teacher, each teacher makes their student activities more appropriately used in the learning.

If analyzed in-depth, the teacher in sheet activities refers to the curriculum and children's needs. Because the activity sheet is too far from the child's needs, it can be a burden on the child, so it needs to be considered the period of early childhood development that should be in the world of playing while learning²⁵ For this reason, teachers must emphasize the creation of this activity sheet to train children's independence and teaching materials that can minimize the role of educators but more activate students. By creating an activity sheet or module for home, the student well-being that you want to achieve is that children feel easy to understand the material provided, are more independent, are more involved in learning, and there is satisfaction in the learning experience.

²⁵ J Tusifa and T Neneng, "Bead Board Letter Effectiveness for the Introduction of Reading Concept Among Children Aged 5-6," *Indonesian Journal of Early Childhood Education Studies* 4, no. 1 (2015): 46–50.

CONCLUSION

Based on the results of interviews and documentation techniques at Karima Cita children's School, it can be concluded that the strategy of creating student well-being in Karima Cita children's School during the pandemic period is first by inviting children to introduce new themes through the zoom meeting application or google meet. Student well-being to be achieved a child more prosocial to all his friends and teachers because they can meet on one virtual screen. Children get psychological well-being that is more excited or more optimistic, happier, and more satisfied with the learning experience. Second, by eliminating small group learning from house to house or home visit by still doing health protocols. Student well being wants to be achieved is children feel very close again with friends and teachers so that prosocial attitudes are increasingly formed, children also get psychological well-being such as feeling involved in learning activities, and children can share problems directly with teachers so that students have resilience in facing learning achievement problems. Third, by preparing and providing a variety of learning with tools and materials, the student's well-being that wants to be achieved is that the child will feel cared for by his teacher. The child can be creative independently according to the tools and materials that the teacher has provided. Fourth create an activity sheet or module for home. Student well-being to be achieved is when children feel easy to understand the material provided, are more independent and are more involved in learning. There is satisfaction in the learning experience.

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