

Improving Student Well-Being Aspects through Teacher's Instructional Creativity in Islamic Elementary School

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Abstract

Ensuring student well-being has become a pivotal aspect that directly impacts learning outcomes, physical health, and the development of spiritual life. A key avenue for achieving student well-being lies in the ability of both the headmaster to manage the school effectively and the teacher to create a comfortable learning environment. This qualitative research focuses on delineating the efforts undertaken by the Islamic Elementary School of Mangunsari Semarang in realizing student well-being and assessing the creativity of teachers in this pursuit. The research seeks to provide a detailed description based on the real situation at the research

site. Data collection techniques involve observation, documentation, and interviews. The findings reveal that the school's efforts in achieving student well-being encompass effective school administration management and the development of understanding, knowledge, values, attitudes, and skills through both intracurricular and co-curricular programs. Furthermore, the school employs special assistance in various fields to ensure student education and support their well-being. The aspects of student well-being are considered comprehensively, encompassing cognitive, emotional, social, spiritual, physical, and personal aspects. Teachers contribute to achieving student well-being through creative approaches, utilizing various media and tailoring learning methods, resources, and materials to suit the students' needs.

Keywords: student well-being, teacher creativity, islamic elementary school

INTRODUCTION

Students well-being in the learning environment is influenced by various factors, one of which is the creativity exhibited by their teachers. Teacher creativity is closely linked to the ability of educators to infuse innovative approaches into the learning process (Žydžiūnaitė, Butanavičius, Jurgilė, & Kaminskienė, 2022). This creative capacity, in turn, is shaped by teachers' comprehension of pedagogical skills (Jin, Su, & Chen, 2021). Recognizing the significance of teacher creativity in the learning paradigm underscores the necessity for educators to continuously enhance their teaching abilities. The development of pedagogical skills serves as a fundamental catalyst for the improvement of students' mental health, thereby fostering an environment conducive to student well-being (Upsher, Nobili, Hughes, & Byrom, 2022). In addition to mastering effective teaching methodologies, teachers must also prioritize their own well-being,

cultivating a positive mindset that positively influences the learning atmosphere (Hascher & Waber, 2021). Furthermore, educators are required to adapt to the evolving needs of students, particularly in the realm of digital learning skills (Engeness, 2021). The ability to develop learning experiences using digital media becomes necessary, aiming to equip students with the capability to navigate and adapt to technological advancements (Hsu, Wenting, & Hughes, 2019). Consequently, this adaptation ensures that the learning process remains attuned to the contemporary technological landscape, facilitating students' integration into the digital changes (Rivers, Nakamura, & Vallance, 2022).

The attainment of student well-being in the learning environment is a pressing objective for every instructional endeavor. Comprehending student well-being facilitates the identification of learning needs crucial for achieving student well-being (Irine Kurniastuti, 2014). The pursuit of student well-being in teaching is imperative under all circumstances (Mpsanyana Makgahlela, Tebogo M. Mothiba, Jabu P. Mokwena, & Peter Mphekgwana, 2021).

Certain concepts in the learning process, which overly emphasize maximum scores and the teacher's delivery of instructional material, are deemed inappropriate. Student well-being encompasses the maintenance of both mental and physical health (Chávez-Castillo et al., 2023). Exploring student well-being in learning encompasses factors such as attitude, mood, health, resilience, self-satisfaction, and interpersonal interactions during the educational experience (Muthi' Fauziyyah, 2017:194).

As an indicator of school development, student well-being assumes a significant contextual role (Nurhayana Thoybah 2020, 1). Consequently, prioritizing student well-being in the learning process is essential, demanding comprehension from both teachers and school administrators. The instructional approach of teachers should prioritize student well-being over merely meeting the targeted delivery of learning materials. The fostering of student well-being serves as a motivational force in learning, thereby enhancing the overall quality of the educational experience.

Essentially, education aims not only to develop cognitive aspects but also to cultivate individuals holistically, encompassing physical, psychological, social, and religious dimensions (Kurniasari Dwi Wati, 2016: 2). student well-being denotes a positive emotional state characterized by feelings of joy, engagement, participation, and an overall sense of well-being within the school context (Negru & Sava, 2023).

Education's role extends beyond visible aspects, necessitating the provision of comprehensive services. This study is of significant interest, undertaken by various stakeholders at local, regional, national, and international levels, especially in fostering changes in educational services (Admila Rosada, 2019:249).

Student well-being serves as an indicator of whether students' needs are adequately met within the school environment. The school environment is a key factor influencing student well-being (Puspita Adhi Kusuma Wijayanti, 2018:58). Student needs encompass more than just complete learning infrastructure; they include creating a sense of security and

comfort, fostering positive attitudes, encouraging prosocial behavior, and promoting other elements contributing to student well-being. Various problems within the school serve as indicators of whether student success has been achieved. Student well-being is reflected in the absence of problems, indicating mental well-being and the realization of academic potential. In essence, students experiencing challenges in the school environment may exhibit signs of mental distress, resulting in suboptimal academic outcomes, low learning motivation, and difficulties in building positive social interactions with peers, teachers, and other members of the school community.

Student well-being at school is a shared responsibility among all members of the school community. It is acknowledged that achieving student well-being is a complex task that cannot be solely attributed to teachers. Rather, the creation of student well-being requires the establishment of a supportive school community that values mutual support, respect, and the cultivation of prosocial values. Building a school community that fosters student well-being involves several approaches. Firstly, it can be achieved through the creation of a safe learning environment, enhancement of socio-emotional learning, and the adoption of a strength-based approach that promotes a sense of meaning and purpose. Additionally, encouraging students to adopt a healthy lifestyle is another key avenue. These approaches are illustrated in Figure 1.

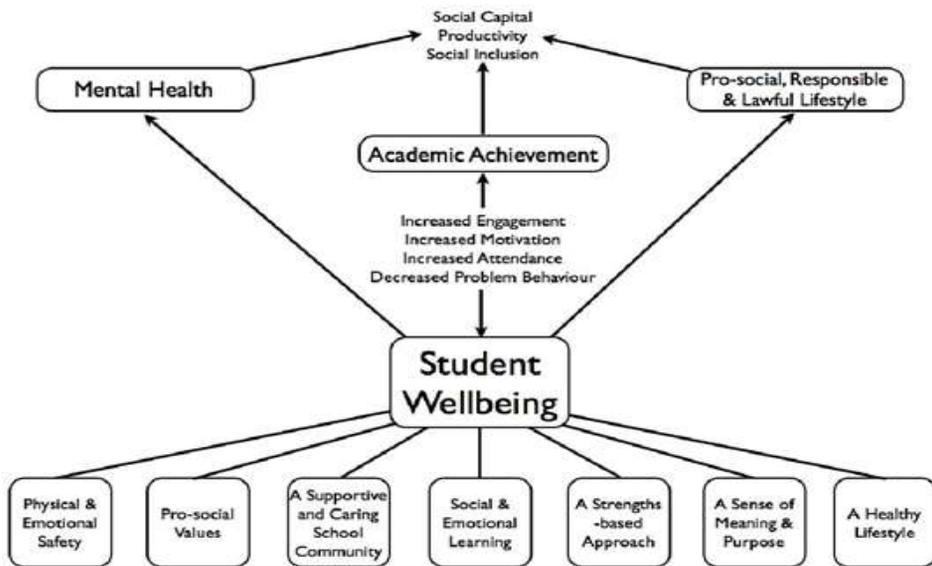


Figure 1: The Student Wellbeing Pathways Model.

According to the pathways model, student well-being is reflected in mental health, prosocial behavior, responsibility, and a low-risk lifestyle. Individuals with sound mental health are more likely to feel healthy, happy, and exhibit positivity toward themselves and others. Prosocial individuals engage in helpful actions for the benefit of others, even at potential personal risk (Zamzami Sabiq, 2012:56). Moreover, individuals with a sense of responsibility and a low-risk lifestyle consistently act in accordance with their responsibilities and applicable laws. On the contrary, students who lack a sense of well-being may be more vulnerable to problems within the school environment. Such students may exhibit signs of mental distress or suboptimal academic performance.

According to Winkel & Sri Astuti (Anna Undarwati, 2015), the role of educational institutions is pivotal in achieving optimal student development. Educational institutions engage in three crucial management efforts: school administration, the development of understanding and knowledge, values and attitudes through curricular and co-curricular activities, and special services to students across various domains to ensure their education and support their well-being. Student coaching is one such assistance provided to address matters beyond the scope of the teaching program, ensuring students receive comprehensive support in physical health, mental health, and spiritual life development during their school journey.

One pathway to achieving student well-being is through the teacher's ability to create a comfortable learning environment at school (Sofia Melda, 2019), encompassing both the physical and social aspects of the learning environment. Teachers play a pivotal role as the primary agents in achieving student well-being, given their immense influence in providing a conducive learning atmosphere within the classroom. In this context, teachers must possess effective teaching abilities and engage in positive interactions with students. This is particularly crucial when instructing elementary students, as it necessitates a specialized approach and strong teacher-student interactions (Diah Fitrotul Auliana, 2020). Consequently, continuous efforts to enhance teaching skills are essential to sustain student well-being. In adapting to the elementary school level, teachers must develop their

teaching skills and incorporate digital learning methodologies, particularly through the use of diverse digital educational games (Tärning et al., 2020) .

An illustrative example of a school emphasizing student well-being is the Islamic Elementary School of Mangunsari Semarang. The Islamic Elementary School of Mangunsari Semarang is noteworthy for its commitment to fulfilling students' happiness needs, particularly in terms of the professional abilities of its teaching staff. This commitment is reflected in the school's policies, orchestrated by the headmaster. The objective of this study is to explore the initiatives undertaken by the Islamic Elementary School of Mangunsari Semarang to achieve student well-being and to assess the creativity of its teachers in this pursuit.

In reviewing previous research on student well-being, the study by Farah Aulia in 2020 is noted. The literature review draws several conclusions. First, there is a scarcity of research on well-being within the school context, offering ample opportunities for exploration across various educational levels. Second, this research predominantly focuses on the positive aspects of student well-being, delineating domains such as positive emotions, social relationships, the absence of negative emotions, engagement with school, interpersonal factors, and academic achievements. This insight provides a foundation for researchers crafting measurement scales for student well-being at school. Third, student well-being should be a consideration in designing school programs, serving as an output for educational purposes, as emphasized by policymakers and educational institutions.

The study conducted by Deasyanti and Helmi Nurhasanah in 2019, titled "Basic Psychological Needs On Primary School Student Well-Being," (Deasyanti Deasyanti, 2019) highlights a significant influence of fulfilling the basic psychological needs of elementary school students on their overall well-being. This research identifies three fundamental psychological needs, with the most substantial predictor of school well-being being the need for connection. The second predictor is the need for competence, while the need for independence does not contribute significantly to school well-being. Notably, this research was carried out in a distinct cultural context compared to previous studies, reinforcing the notion that basic psychological needs are universal. To enhance the generalizability of research results, future studies could explore a broader sample size or incorporate a religious context. Comparisons with similar research conducted in different countries would also contribute to a more comprehensive understanding.

This study distinguishes itself from previous research, specifically in its exploration of the efforts made by the school to achieve student well-being and the assessment of teacher creativity at the Islamic Elementary School of Mangunsari Semarang. Given the limited existing research on the strategies schools can employ to enhance student well-being, this study holds particular importance, offering valuable insights for educational practitioners and policymakers alike.

METHOD

This qualitative field research investigated the level of students well being from teachers' creativity perspectives. It utilized descriptive data in written form, derived from research subjects or observed informants possessing characteristics rendering the data original and reflective of unmanipulable situations and conditions. The systematic means used could be accounted for as truthful (Asep Nanang Yuhana, 2019). Qualitative research, in terms of the data acquired, focuses on gathering descriptive word-based information rather than numerical values. The data consisted of word descriptions obtained from interviews, field records, and other official documents.

The research aimed to depict the school's efforts in realizing student well-being and the role of teacher creativity in achieving student well-being. The study was conducted at the Islamic Elementary School of Mangunsari Semarang, recognized for its commitment to promoting student well-being.

Data sources included both primary and secondary data. Data were collected through interviews, documentation, and observation (Danang Prasetyo, 2019). Interviews were conducted with the headmaster, teachers, and students. Observation was employed to assess teacher activities in teaching and explore teacher creativity, particularly in fostering a conducive learning environment conducive to student well-being. Both direct and indirect observations were carried out, allowing for data collection in actual as well as artificial situations. In this study, the researchers employed both direct and indirect observation techniques to ensure comprehensive data

collection, thereby achieving completeness and an accurate description of the real conditions at the research site.

The documentation in this research focused on essential documents related to the research problem. In qualitative research, documentation includes personal or official documents aligned with the research focus (Syahrums and Salim, 2012:126).

The informants in this research included the headmaster, class teachers, students, and parents, all of whom played a crucial role as helpful research subjects in data collection (J.R Raco, 2010) . Data exploration involved examining and cross-referencing information obtained through interviews, observations, and documentation. The study spanned six months at the Islamic Elementary School of Mangunsari Semarang, with a specific focus on the first-grade level. Observation was conducted using guide instruments, as low-grade learning was considered foundational for ensuring enjoyable student experiences. When lower-grade students exhibit good level of happiness and well-being, they may likely exhibit good level of happiness when reaching higher grade. Participants in this study were a school principal, a teacher, four parents, and five students. Although there were twenty three students available, only five students were involved, as they were deemed adequate to describe the study's focus. Participants were recruited based on several criteria, including having adequate understanding of the school's endeavor in improving student's well-being and teachers's creativity in such endeavor. Participants were also considered understanding the research site's condition.

Data analysis in this research employed three procedures: data reduction, data presentation, and data verification. Data reduction involved improving and refining data, eliminating unnecessary or irrelevant information, and adding any missing data. Data presentation facilitated understanding of the study events, while data verification led to conclusions based on the research conducted. To establish the scientific validity of the data, various measures were taken, including extending observations, enhancing research accuracy, triangulating data, using reference materials, and conducting member checks. Triangulation was employed for sources, techniques, and time. Source triangulation involved validating answers from one informant against another, technique triangulation compared observation results with interview and documentation outcomes, and time triangulation collected data at different times or situations.

RESULT AND DISCUSSION

The research identified several factors contributing to student well-being in the madrasa setting. Teachers played a crucial role in fostering student well-being by providing a sense of security and comfort, cultivating positive attitudes, encouraging prosocial behavior, and facilitating other positive aspects. From an Indonesian perspective, the definition of student well-being can be categorized based on the sociological competence of the school, student assessment, and the academic, social, and emotional abilities of students in fulfilling their roles and responsibilities within the school environment. Notably, these findings align closely with existing research on

student well-being, emphasizing the significance of sociological competence within the school, student evaluation processes, and the multifaceted academic, social, and emotional capabilities of students.

The research findings underscore the school's dedicated efforts to enhance student well-being, particularly through the effective management of school administration. Recognizing the pivotal role of school administration in elevating the quality of education, the school focused on refining administrative practices. School administration, defined as an activity guiding, organizing, and facilitating all endeavors toward a common goal (Muhammad Muwpawi, 2020:233), served as a cornerstone for educational improvement. The Islamic Elementary School of Mangunsari demonstrated a genuine commitment to administrative enhancement under the leadership of a qualified headmaster. The headmaster's leadership not only stimulated the performance of teachers and educational staff (Guntoro Guntoro, 2020:57). but also highlighted the school's emphasis on recruiting competent human resources. According to the headmaster, administrative responsibilities were shared not only among educational staff but also educators. The school, recognizing the breadth of school administration, prioritized the selection of qualified personnel capable of executing administrative activities in compliance with established norms. Observations and documentation validated the headmaster's statements, confirming the school's commitment to selecting education staff and educators based on their competence and performance. Rigorous selection criteria, including competencies and diplomas, were applied to education

staff, ensuring a skilled workforce. School administration extended to the competence of teachers in crafting diverse lesson materials, emphasizing the need for educators and educational staff to comprehend and contribute to this administrative aspect. .

In addition to selecting competent resources, the school invested in enhancing human resource quality through seminars. The insights provided by the teacher at the Islamic Elementary School of Mangunsari reveal a proactive approach to professional development, with the school regularly hosting seminars and training sessions aimed at enhancing the capabilities of both teachers and education staff. Additionally, the school engages in collaborations with universities and institutions, seeking assistance across various aspects. Notably, these collaborative efforts have resulted in the school achieving Accreditation A, underscoring its unquestionable quality.

To comprehend school administration comprehensively, it is essential to understand the four fundamental elements or subsystems inherent in a school as a social system: structure, human, culture, and politics. Organizational behavior, manifested through the interactions of these elements within the teaching context, influences the effective functioning of the school. Furthermore, the environment plays a pivotal role in the organizational life of a school. Beyond serving as a source for the system, the environment presents challenges, opportunities, (Fidrayani Fidrayani, 2020) and various influences that shape the overall dynamics of the school.

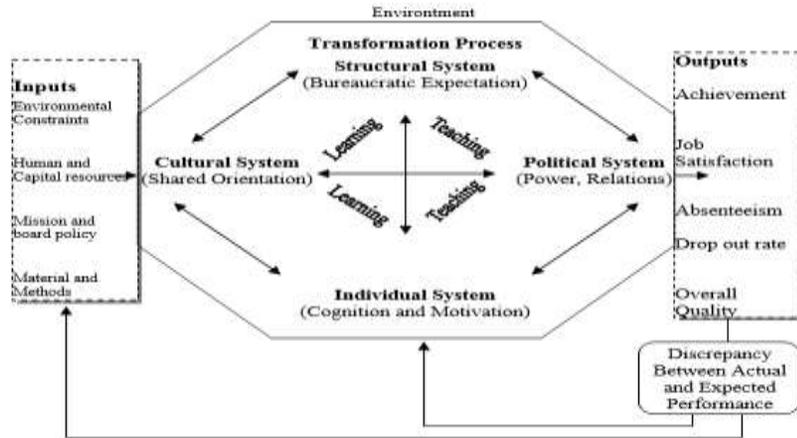


Figure 2. School As Social System

The depicted image underscores the imperative for schools to function as effective learning institutions. To achieve this, schools must establish a supportive and continuously evolving structure that fosters learning and enhances organizational adaptation. Cultivating an open organizational culture—one that is collaborative, attractive to independent individuals, effective, receptive to change, and resilient against illicit political influences—is pivotal for ensuring valid teaching activities. Transformational leadership plays a crucial role in promoting organizational learning within schools. The challenge lies not only in addressing contemporary problems but also in preemptively responding to emerging issues surrounding school effectiveness.

In addition to these considerations, the school endeavors to develop understanding, knowledge, values, and attitudes through both

intracurricular and co-curricular programs. Within intracurricular activities, the Islamic elementary school strives to make academic pursuits enjoyable. Collaborative efforts with teachers, involving coordination, teaching innovation, and evaluation, contribute to a creative and fun learning environment. Research findings highlight that teachers align their teaching methods, media, learning resources, and materials with the needs of students. Interviews with class teachers reveal a commitment to making learning enjoyable, utilizing a diverse array of media such as WhatsApp, video calls, learning videos, hijaiyyah puppet media, songs, quizizz, Google Forms, and more. The selection of media is tailored to the materials taught and the preferences of first-grade students, who exhibit a preference for audio-visual content. Essentially, the essence of fun learning is to create a comfortable atmosphere, ensuring that students do not feel burdened. First-grade students express positive sentiments about the teaching methods, emphasizing that learning is enjoyable and not monotonous. This sentiment is reinforced by the perspectives of other students, collectively indicating that, overall, learning in the first grade is fun, contributing to the successful achievement of student well-being.

In addition to the developed intracurricular activities, the Islamic elementary school (Madrassa) places significant emphasis on the development of co-curricular activities to support student well-being. The school's efforts in this regard involve identifying diverse co-curricular activities that complement intracurricular initiatives, aligning with the capabilities of the Madrasa and the students' parents. Several co-curricular

activities have been organized, including student orientation, outbound programs, field studies, study tours, social services, and activities such as drawing, reading, and writing the Qur'an to promote school literacy. However, given the current online learning environment, co-curricular activities are somewhat limited. According to the headmaster, activities like social services in students' localities and school literacy initiatives are attempted both online and offline, within the constraints of the pandemic. The first-grade teacher notes that, traditionally, co-curricular activities are diverse, but during the pandemic, they are understandably limited. Activities like social services in students' residences, reading, calculations, writing, coloring, and Quranic reading are emphasized. The goal is to maintain a sense of excitement and fun among students in the co-curricular learning experiences.

Social service activities, conducted in students' residences, involve sharing concerns with those in need. Students are encouraged to share their experiences with others, fostering a sense of empathy and community. School literacy activities aim to engage students through competitions, particularly in reading, where all children receive recognition, ensuring that no child feels inferior to their peers.

To ensure student well-being comprehensively, the school provides special assistance in various fields. Student coaching focuses on addressing issues outside the regular teaching program that are essential for students' overall well-being, including physical health, mental health, and spiritual development.

The headmaster emphasizes that activities aimed at cultivating happiness in students span cognitive, emotional, social, spiritual, personal, and physical aspects. The school's approach to forming these aspects is diverse, with priority given to different aspects based on the nature of the activity. For instance, cognitive aspects focus on problem-solving and academic achievement, while activities aim to foster independence and creative, innovative, and enjoyable learning experiences. In terms of emotional aspects, teachers consistently work to instill feelings of joy, enthusiasm, and optimism among students. The emotional aspect of student well-being is consistently underscored through motivational efforts by teachers during learning. The first-grade teacher expresses a commitment to cultivating feelings of joy, enthusiasm, and optimism among students.

According to the headmaster, the school also focuses on developing social aspects to foster comfort in interpersonal relations within the school environment—be it with peers, teachers, the headmaster, or educational staff. First-grade children are explicitly taught effective communication skills and interpersonal habits within the school setting. In terms of the spiritual aspect, which pertains to well-being associated with connecting with and getting closer to God, the school imparts teachings on prayer, reading and writing hijaiyah letters, and the initiation of prayer. Parents' statements affirm that even in online learning, teachers actively monitor and guide first graders in learning these spiritual practices.

Addressing the personal aspect, which concerns well-being in personal development and growth, including identity, independence, and

personal integrity, the principal emphasizes the importance of providing the necessary infrastructure for learning, play facilities, and other support facilities. Prioritizing the physical aspect involves ensuring a learning environment that is comfortable, safe, and devoid of undue pressure. The headmaster assures that teachers refrain from assigning overly burdensome tasks that exceed the abilities of students and their parents. Teachers, as highlighted by their narratives, prioritize creating a positive and enjoyable learning experience, refraining from overwhelming students with excessive tasks. This sentiment is echoed by a parent who appreciates the balanced approach to tasks that align with students' needs, preventing a daily burden.

The connection between enjoyable learning and positive mental health for students is acknowledged, emphasizing the need for teachers to consider various aspects of student well-being. This imperative holds true for all types of schools, including both regular and inclusion schools (Chávez-Castillo et al., 2023). Mental health considerations are crucial across all levels of education, encompassing elementary and secondary school levels (Bono, Duffy, & Merz, 2023). Table 1 presents the aspects of students' well-being the school attempts to improve.

Table 1. Aspects of Student well-being in the Islamic Elementary School of Indonesia

No	Aspects/ dimensions of student well-being	Activities performed	Experiences that promote student well-being
1	Cognitive	Learning implemented creatively and innovatively, using media and diverse learning	Students get a good score, study hard, and are able to do tasks from the teacher.

		resources in the learning process	
2	Emotion	Learning is conducted with pleasure and motivated by teachers	Students become happy, excited and optimistic
3	Social	Learning is directed to be able to introduce students closer and easy to get along with their friends	Students become sociable, have lots of friends, joking with friends and help friends who are in the trouble
4	Spiritual	Learning is directed to teach the efforts of getting closer to God	Students become happy to memorize du'a, learn to pray, and recite the Qur'an
5	Personal	Learning is to teach self-reliance for students, understand their identity and enhance personal integrity	Students feel appreciated and recognized their ability
6	Physical	Learning is directed to make the learning environment and atmosphere safe and comfortable.	Students feel comfortable and safe when studying

The student well-being approach at the Islamic Elementary School of Mangunsari is comprehensive, addressing multiple aspects rather than focusing on just one. The goal is to achieve well-being across cognitive, emotional, social, physical, spiritual, and personal dimensions. The interconnectedness of these six aspects is recognized, with each influencing the others. For instance, ensuring physical well-being, such as comfort and safety, contributes to cognitive well-being. A secure and comfortable environment makes it easier for students to engage in learning and achieve

satisfactory academic performance. Similarly, physical well-being impacts social, emotional, spiritual, and personal aspects.

Teacher creativity plays a crucial role in realizing student well-being at the school. The emphasis is on understanding and caring about various aspects of student well-being. In crafting learning activities, the school prioritizes understanding student needs. The first-grade teacher utilizes diverse media—graphic, audio, visual, audiovisual—tailored to children's preferences and the material being taught. Various platforms, including WhatsApp, videocalls, learning videos, hijaiyyah puppet media, songs, quizizz, and Google Forms, are incorporated to ensure a dynamic and engaging learning experience. Learning methods, resources, and materials are carefully chosen to align with student needs. The use of diverse media and approaches prevents monotony, keeping students happy and engaged even in online learning. Parents confirm that teachers employ varied mediums, making learning enjoyable and preventing boredom. Applications like Quizizz are introduced to make learning exciting, incorporating an element of play into the educational experience.

Consistent with the feedback from both students and researchers, the learning experience at the Islamic Elementary School of Mangunsari is perceived as enjoyable and not tedious. Observations indicate a rich variety of media used by teachers, including diverse learning videos and captivating graphic media, such as hijaiyah puppet media, designed to enhance student motivation. The utilization of various learning media is seen as a facilitator for delivering information and teaching materials effectively during the

learning process (Muhammad Ridwan Apriansyah, 2020:9). Teachers, in alignment with the comprehensive approach to student well-being, have successfully developed engaging learning experiences.

Game and singing methods are employed to elevate student spirits in understanding and internalizing the themes of learning. Teachers recognize that the chosen learning methods play a pivotal role in determining the effectiveness of student understanding. In the first grade, the preference leans towards game-based learning, allowing children to acquire knowledge in a playful manner, alleviating the perception of learning as a burden. While offline learning periods witnessed a more varied range of game methods, online learning has seen the increased use of Quizizz applications, providing accessibility from various devices like mobile phones or computers. Singing is another method employed by teachers to enhance the comprehension of learning subjects. The first-grade learning experience predominantly revolves around playing and singing methods, which children favor.

While other methods, such as lectures and demonstrations, are also incorporated, playing and singing methods are preferred due to their popularity among students. Students' assessments are conducted using Google Forms, recognized as a convenient and accessible tool in the context of online learning, as it aligns with the devices owned by parents.

CONCLUSION

The research findings illuminate the multifaceted efforts undertaken by the school to achieve student well-being, encompassing the

management of school administration, the development of understanding and knowledge, values, attitudes, and the cultivation of skills through both intra-curricular and co-curricular activities. Special assistance is also extended to students in various fields to ensure their education and support their overall well-being. Student well-being is comprehensively observed across cognitive, emotional, social, spiritual, physical, and personal aspects. Emphasis is placed on achieving well-being holistically, recognizing the interconnectedness of these aspects. The achievements in one aspect are considered pivotal, ensuring a balanced focus rather than singular emphasis.

The interdependence of the six aspects of student well-being is highlighted, underscoring the importance of ensuring their realization collectively. The attainment of happiness in one aspect necessitates consideration of achievements in other dimensions. For instance, achieving physical well-being is linked to the fulfillment of happiness aspects in other domains, including social, spiritual, emotional, and personal facets.

Teachers play a crucial role as determinants of student well-being, as their creativity in teaching is instrumental in realizing various aspects of student well-being. Diverse media, such as WhatsApp, video calls, learning videos, hijaiyyah puppet media, songs, quiz applications, and Google Forms, are employed to engage students. The learning methods, resources, and materials are carefully selected to align with student needs, contributing to a positive learning experience. Student assessment, primarily conducted using Google Forms, is considered a practical approach in the context of

online learning. This method is chosen for its adaptability to the devices owned by parents.

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AUTHOR CONTRIBUTIONS STATEMENT

The author's contribution in completing this research namely: FM contributed to making this research, MF contributed to documentation, AH contributed to observation and M contributed to translating and editing of this paper.

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