

**EXPLORING WELLBEING STRATEGIES  
AMONG STUDENT COUNCIL MEMBERS  
IN *PESANTREN*-BASED SENIOR HIGH  
SCHOOLS: A CASE STUDY ON  
MULTIPLE SITE**

**A Thesis**

**Submitted to the Master's Study Program of Education at the Faculty  
of Education in partial fulfillment of the requirements for the degree of**

**Master of Arts (M.A.)**



by:

**Zaima Bunga Wijayanti**

**04212210004**

**UNIVERSITAS ISLAM INTERNASIONAL INDONESIA**

**DEPOK**

**2024**

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## ABSTRACT

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Student council are currently become the subject of significant attention since in this several years, there are numerous cases of physical harassment reported in *pesantren* done by the student council members. This indicates that some students are not adequately prepared to serve as student council members. Those unreadiness is related to their well-being. Being a student member with numerous duties are challenging. Student council members, who are still in adolescence, must be prepared to face numerous challenges while also navigating their own personal struggles. This research aims to explore the experiences of student council members in *pesantren*, focusing on their strategies for maintaining well-being while managing organizational and school responsibilities. This qualitative study offers a multisite case study of the experiences, challenges, and tactics of student council members as they navigate the intricate interplay between their organizational responsibilities and their personal well-being. The four dimensions (Having, Loving, Being, Health) of well-being theoretical framework from Konu (2002) was used as a framework of the phenomenon. There were 12 students from 3 *Pesantren* that participated in this research. To ascertain the diverse experiences and perspectives of student council members, this study employed in depth interviews. The data then being analysed using thematic analysis. Through their narratives, this research illuminates the distinctive stressors they confront, the multifaceted coping strategies they employ, and their personal growth journeys as they strive to maintain their mental health and well-being. This research contributes to a more nuanced understanding of student well-being in the context of modern *pesantren*. The findings indicate that the majority of challenges encountered by student council leaders pertain to interpersonal relationships, particularly those with peers and members, which can be conceptualized within the Loving dimension. While each dimension presents its own unique set of challenges, the existence of time-consuming organizational tasks that encroach upon school time, including periods designated for leisure, also represents a significant hurdle for student council administrators. Furthermore, the demands of these tasks have been observed to impact the physical and mental well-being of student council administrators, leading to increased susceptibility to illness and feelings of stress. In terms of strategy, student council administrators tend to overcome challenges by adapting their approach to suit the circumstances. They endeavour to manage their time effectively, establish daily schedules, and cultivate an understanding of their physical condition. This is subsumed under the category of problem-based coping, which is designated as "compromise." Moreover, open discussion and communication are crucial for the effective functioning of the organization. This is an example of emotion-based coping, known as "Identification," whereby an individual attempts to emulate the thoughts and behaviours of others. Moreover, based on the findings, there are some suggestions for the schools: 1. Consider organizational tasks that will take up students' school or recess time. 2. Create effective training to improve students' readiness to become student council members. 3. Maximize the task of Caregiving to be able to be a place to complain about the students, especially the student council members.

Keywords: *student council, pesantren, well-being, coping mechanism, adolescence*

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My strongest desire and motivation to continue my education at the Master's level is because of my parents. When I graduated from university, I never thought about continuing my education. But seeing my mother who was excited to continue her master's degree and her interesting story about master's degree made me also want to follow in her footsteps. My father was also tireless in supporting whatever I chose. Starting from my undergraduate days, I intended that if I continued my studies in the future, I should no longer trouble my parents. Alhamdulillah, now I am at the end of my master's journey without depending on my parents.

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# CHAPTER I

## INTRODUCTION

*"The student council is a classroom without walls, where every challenge is an opportunity to learn and grow."*

This chapter looks at four critical components of the research: First, research background, which pertains to the underlying rationale for conducting the research and used to identify the problem; Second, research questions, which provide an overview of the particular inquiries or areas of study; Third, research objectives, which provide explanations of the reason for conducting the research; and Last, the significance of the research, which highlights the overall implications of the research as well as some benefits that can be derived from this research.

### **1.1 Research Background**

Student councils within *pesantren* in Indonesia are currently the subject of significant attention since it is closely linked to the prevalent occurrences of bullying within these educational settings. In the past few years, we could easily find cases related to physical harassment done by senior students to their juniors. As was written on [kompas.com](https://www.kompas.com) (Ulya, 2022) about the case in 2022, one of the *santri* (a student) in Gontor was physically harassed. Furthermore, in 2023 as written by Antara (2023), the *santri* in Bangkalan were subjected to physical harassment by their senior, which ultimately resulted in their demise. In the latest case in 2024, there was also a case of a student in *Pesantren* in Kediri who was

being harassed physically until he passed away (Rinanda, 2024). Sadly, these cases were carried out by some seniors who were also members of the student council board itself.

As a result of this occurrence, one may infer that the bullying carried out by some senior students stems from the negligence of student council administrators towards their well-being. There remains a profound recognition of the significance of holding a position within an academic institution. This also indicates the inadequate well-being of the student council leadership. According to Via (2023), students in boarding schools often struggle with adjustment issues, leading to feelings of isolation, monotony, and psychological distress, which can detrimentally affect their academic performance. The Student Council is expected to provide their peers security and solace. Research by Anum (2022) has demonstrated that the student council significantly enhances students' ethical standards and conduct. However, in this specific scenario, they are accountable for creating situations that cause discomfort among their younger counterparts.

Their heavy duties can cause the potential disruption of the well-being of the student council. A distinguishing characteristic of *pesantren* student organizations, as opposed to other public schools, is the continuous involvement of their administrators in the students' activities around the clock, every day of the week (Haris, 2023). The allocated tasks are complex, such as the 'Health Section', which requires constant readiness and oversight of all aspects of the children's well-being. The 'Security Department' should be capable of establishing and enhancing the comfort and safety of every student in the *pesantren*. Based on my prior experience as an insider, student council members are also tasked with the

responsibility of being room companions, in addition to their duties in other aspects of the organization. This responsibility expands to allow them to be surrogate parental figures for the younger students in their room. They become dormitory companions, assuming the role of nurturers for their fellow residents. The dormitory can serve as a venue for younger siblings to express and address concerns.

According to all the responsibilities of the student councils mentioned in the previous writing, being an organizational actor means providing a space for its members to learn and mature, particularly regarding attitude and emotion. Adolescence is an ideal period to discover ways to maximize people's potential, one of the ways is through group activities (Svatenkova, 2024). The academic lessons taught in school are insufficient to cover socializing and organization (Anderson, 2008). Life lessons learned as an organization's administrator cannot be taught in the classroom. For example, in the organization, we learn how to develop and implement work programs, work in groups, and supervise younger students. This must undoubtedly be matched with a sense of well-being.

From those responsibilities that the student council board must bear, it could be concluded that being a student council member in *pesantren* is challenging (Akhyar, 2011). Several cases have occurred that indicate the unreadiness of students becoming administrators. Being a student council administrator in *pesantren* becomes difficult because of those heavy duties mentioned earlier. Moreover, student council members are still classified as belonging to the adolescent category in psychological theory, which indicates that they still experience volatile emotions (Santrock, 2011).

Based on Erickson's theory of psychosocial development (in Santrock, 2011), adolescence is a period characterized by various transformations, such as physical changes, personality development, intellectual growth, and the assumption of different responsibilities within the community and external environments. Adolescents are still in the period of identity vs. confusion, which still requires comprehensive parental support to effectively establish their sense of identity (Erickson, 1902-1994). Adolescence comprises important stages in character development. During early adolescence, individuals make efforts to gain acceptability among their peers, leading to the creation of new social groups that might be seen as "family" units (Gutgesell et al, 2004). The school serves as a platform for acquiring knowledge and fostering students' self-esteem and self-actualization within a social environment (Kolawole & Olobunmi, 2023). A significant number of adolescent encounter difficulties in the management of their mental health, largely due to the continued volatility of their emotions and the immaturity of their egos (Paruk & Karim, 2016).

There is some evidence of having good well-being, especially for students; Miller et al. (2013), for instance, stated that well-being positively impacts academic achievement in primary school students. Well-being positively correlates with academic achievement. A study by Suldo et al. (2014) found that students with higher levels of well-being tend to have better academic performance. It is important because a student's main task is to learn and gain knowledge. It is similarly imperative to consider the potential implications of a lack of well-being on the learning process of administrators in educational institutions (Carter & Andersen, 2019). The learning process in organizations

undoubtedly needs its own concentration and attention. However, the student council needs to maintain how this business will not affect their primary goal as students.

Based on the Global Youth Wellbeing Index, it can be seen that mental health is one of the indicators of the overall well-being of youth all over the world (Sharma in Simon, 2020). Given the numerous difficulties and responsibilities of student council members in modern *pesantren*, it is critical to consider their well-being. The cases presented at the beginning of the section can happen anywhere. Physical violence carried out by student council administrators can occur both in Islamic boarding schools as well as in public schools. The case becomes more challenging when it occurs in *Pondok Pesantren* activities with their 24-hour system.

Islamic Boarding School, also known as *Pondok Pesantren* in Indonesia, is renowned as an educational and religious institution dedicated to the preservation, instruction, and Islamic teaching, as well as the cultivation of self-reliant pupils. According to Syukri Zarkasyi (1990), *pesantren* is an Islamic educational institution with a dormitory system that includes those who act as instructors and central figures, such as *Kyai*, *ajengan*, or master teachers, as well as pupils, dormitories, study rooms, and mosques as the focal point. In Islamic boarding schools, the emphasis is on character building, with a focus on religious, moral, and personal development (Chudzaifah, 2022; Ikhwan, 2017). *Pondok Pesantren* is an Islamic educational institution primarily attended by adolescent pupils.

*Pesantren* is now the turning point in Muslim recovery from the downturn and a system to develop professionalism, knowledge, and noble character

(Siswati, 2018). *Pesantren* are not only places of study, which is known as their primary function, but they have also evolved into economic, socio-political, communal, and community empowerment centers (Haryanto et al, 2022).

As a social institution, *pesantren* has responded to the need for low-cost, high-quality education. At the same time, students from all walks of life are accommodated without regard for their parents' socioeconomic status (Chudzaifah, 2022). *Pesantren* is expanding following the growth of Muslims in Indonesia. Based on the data from The Ministry of Religious Affairs (September 2022), 30.494 *pesantren* are distributed across all provinces in Indonesia. The growth of *pesantren* in the country evolved to correspond with the times. It was primarily focused on religious science because the main objective was to graduate Islamic scholars. However, the development and renewal of the *pesantren* curriculum are needed in the future in terms of religious knowledge and general science (Ikhwan, 2017).

There are several types of *Pondok Pesantren*, especially in Indonesia. Mastuhu (1994) stated that 3 types of *Pondok Pesantren* are commonly found in Indonesia: 1. *Pesantren* that solely use *sorogan*, *Bandongan*, and *Wetonan* (traditional *pesantren*) systems for book studies or *Kitab kuning* (Islamic classical textbook). It focuses on the classic Islamic books. 2. Semi-modern *Pesantren*, which provide a blend of traditional book teaching and official madrasah education and follows the government curriculum. 3. *Pesantren* that follow a hybrid pattern of the traditional book recitation system, madrasah system, and public school system by accepting government curricula (Ministry of Religion and Ministry of Education and Culture) and supplementing them with local content

curricula (usually called as a modern *pesantren*). Based on those types of *pesantren*, the one that became the subject of this research is modern *pesantren*. Because modern *pesantren* teaches not only about religious education, they also facilitate formal education in schools. There are similar subjects and curricula to those in other public schools.

In modern *pesantren*, one of the milestones is the students. As an educational field and to ensure the safety and comfort of the students at the boarding school, the students cannot be left free without rules. Then, there is an organizational board or student council that usually consists of class 10 and class 11 at the high school level. An organization within the *pesantren* enhances its organization and management, hence facilitating the training of its members in effective leadership and administration (Prasetyo & Anwar, 2021). Upon completing their education at the *pesantren*, students acquire the necessary skills and knowledge to assume responsibility. This prepares them to navigate various environments and societies, including the professional arena, without encountering unexpected challenges. By participating in an organization, the students will become more engaged in society due to their familiarity with student organizations in *pesantren*.

Dewey (1930/1984, p. 289) wrote that the goal of education is to develop all of students' potential so that they can function individually and as members of society through the implementation of active, scientific, and social education and teaching based on real-life experiences that can develop the soul, knowledge, sense of responsibility, skills, will, and subtlety of ethics. The purpose of education is not only obtained through the teaching and learning process in the classroom but also through the involvement of students in an organization

(Verwoord, 2016). Organizational activities are educational activities outside of academics that assist students in developing their needs, potentials, interests, and talents through school-organized activities.

As evidenced by the preceding discussion, student council members in modern *pesantren* face a multitude of challenges in the execution of their duties. It is also evident that not all students possess the emotional and maturity levels required to assume the role of student council members. Conversely, I could find a paucity of research in Elicit and Google Scholar using “strategies of the student council in *pesantren*” examining the survival strategies of student councils, particularly in *pesantren*, amidst the myriad responsibilities of academic institutions and organizations. Thus, the question arises as to whether the students are adequately prepared mentally and physically to assume the responsibilities of student council membership. This represents a novel contribution to the existing research, which focuses on exploring the experiences of student councils during their tenure, with the aim of understanding how they maintain their physical and psychological health while fulfilling the dual roles of students and organizers despite the demanding nature of their schedules.

### 1.1. Problem Statement

It is also imperative to consider the well-being of the student council. The responsibilities of student organizations are diverse and encompass a wide range of tasks. The organization's members also have to manage their academic commitments. In his work, Akhyar (2011) identified various challenges encountered by individuals, encompassing physical, psychological, familial, societal, and religious issues while becoming the student council in *pesantren*. It

is important to note that these challenges have both temporal and spiritual dimensions. In this case, A student council member in *pasantren* must prioritize their mental well-being alongside their numerous and demanding responsibilities. Considering their main objective is to acquire knowledge.

Seeing the phenomena conveyed above, this study aims to examine the strategies that student council members might employ to achieve a harmonious equilibrium between their organizational commitments and academic responsibilities while preserving their emotional well-being. Along with those responsibilities, effective strategies are needed to ensure that everything in both organization and academic could run smoothly. With good strategy, the student council members can be helped to care for their well-being, especially their mental well-being. Without effective strategy, some impacts will affect the well-being of the student council members. Not having a good strategy for becoming a student council administrator can bring various dangers and negative effects, both for the student council members themselves and for the school as a whole. Some of these hazards involve organizational aspects, activities, and relationships with students and the school.

For example, a student council member need to pay attention to time management strategies. If they cannot manage their time well, it will affect their academic performance in the organization. Business in the organization, if not balanced with good time management, will make assignments in school lag behind, and it causes lower academic achievement. This can lead to falling behind and not even passing the class. Conversely, if student council members are too

focused on academics, organizational tasks can be done arbitrarily. This can hinder the performance of the organization in general.

## **1.2 Research Question**

This study examines the well-being strategies that student council members in *pesantren*-based senior high schools, specifically in Indonesia, might employ to achieve a harmonious equilibrium between their organizational commitments and academic responsibilities. Besides, they also need to preserve their emotional well-being. Regarding those issues, there are 3 research questions formulated:

1. What are the challenges encountered by student council members in sustaining their well-being within the context of *pesantren*-based senior high school?
2. What specific well-being strategies are employed by student council members in *pesantren*-based senior high schools?
3. How do the well-being strategies of student council members vary across different sites within the context of *pesantren*-based senior high schools?

## **1.3 Research Objective**

Related to those research questions, these research objectives were formulated to answer previous research questions. There are also 3 research objectives being formulated:

1. To explore the specific challenges that student council members in *pesantren* face when it comes to balancing their organizational roles with their academic responsibilities.

2. To understand how the student council members in *pesantren* to maintain their well-being while actively participating in both organizational and academic aspects of their lives
3. To explore the various well-being strategies applied by the student council members in different *pesantren* settings.

#### **1.4 Significance of the Research**

The research project titled “Exploring Wellbeing Strategies among Student Council Members in *Pesantren*-Based Senior High Schools: A Multisite Case Study” is essential because it has the ability to provide beneficial insights and understanding into several critical areas. This thesis seeks to delve deeper into the well-being methods of student council members in Modern Indonesian *Pesantren* while they participate actively in organizational and academic activities. While previous research has primarily focused on the role of student councils in *pesantren* with numerous burdens, this research can be another source for gaining new knowledge and delving deeper into the student's perspectives and experiences related to their journey while serving as student council members, as well as inspiring future researchers to investigate further into this theme and phenomenon, particularly in the educational fields.

Furthermore, in a practical sense, this research will provide information to schools, particularly Islamic boarding schools, who require more information regarding concerns about student wellbeing. As an additional benefit, this research will offer a guideline for students' leadership. The findings of this research can serve as a reference to assist students, particularly administrators of student councils, in meeting their demands when it comes to maintaining their welfare.

Moreover, the findings of this research can provide information on how schools might develop effective policies regarding students' well-being. This research will also help students who have not yet become members of groups understand the necessity of learning to organize from an early age.

In summary, the significance of the research lies in the fact that it has the potential to improve our understanding of the well-being strategies that are utilized by student councils in Indonesian Islamic boarding schools. This could provide insights that can benefit educational practices, leadership development, and policy-making in both cultural and religious educational contexts. On the other hand, this research could also be a source for students who have not become the student council to realize that learning through the organization is beneficial in maximizing all potential, especially in adolescence.

## **CHAPTER II**

### **THEORETICAL FOUNDATION**

This chapter discusses the literature review and the theoretical framework that was used in the study. In this research, I used the well-being in school theory developed by Konu and Rimpela (2002) as a conceptual framework to understand the definition of the dimension of Well-being in school. This theory divided the scope of well-being in school into four parts: having, loving, being, and health. Followed by the theory of coping conducted by Stuart and Sundeen (1991) in order to analyze the strategies adopted by the student council members in maintaining their well-being while actively participating as organizational actors and students.

#### **2.1 Literature Review**

##### **2.1.1. Previous studies on student well-being**

Based on the findings of previous studies, academic demands are one of the factors that have an impact on people's well-being. Students' well-being is significantly impacted by the academic requirements they are required to fulfil. According to Dyrbye et al. (2010), there is a definite connection between increased levels of academic stress. The pressure to attain academic success will affect the student's well-being. The available evidence indicates this to be the case. In order to develop targeted solutions, it is essential to identify the specific academic demands being experienced and assess the impact of these pressures on the well-being of the student.

The development of important intellectual resources in our society is in alignment with the provision of aid for the psychological well-being of students

who have achieved high levels of success. This is further confirmed by constant study findings demonstrating that students who are enrolled in Advanced Placement (AP) and International Baccalaureate (IB) programs have significantly higher levels of overall stress compared to their counterparts who are enrolled in ordinary education (Suldo et al, 2013).

A lot of research emphasizes the specific difficulties that students, especially those in leadership positions, encounter when it comes to taking care of their well-being. Research conducted by Hermansyah et al. (2024) stated that the condition of student well-being in Mataram was still at the average level and unevenly distributed. Nevertheless, a notable discrepancy exists between the well-being of men and women in the context of health. The findings indicate that women exhibit a less favorable state of health and well-being than men. Various challenges impact student leaders' well-being, including loneliness, academic pressure, anxiety, lack of facilities, and financial difficulties (Ozdemir, 2024). The challenges, especially uncertainty and hopefulness, have been exacerbated in the post-pandemic era (Villanueva, 2023). While peer-led health promotion initiatives have proven advantageous for student well-being, there is a necessity for further investigation to enhance these interventions (Reis, 2021).

Research on student well-being within *pesantren* institutions has recognized the significance of traditional values and contemporary educational approaches in enhancing student contentment and emotional components (Jahidin, 2023). Utilizing motivational establishments and counseling provisions has proven to enhance student well-being by fostering a feeling of ease and facilitating efficient educational experiences (Munif et al., 2021). Despite this, an examination of

subjective well-being among students enrolled in modern *pesantren* and *Madrasah Aliyah* did not yield any notable distinctions (Ismail, 2020). The availability of guidance and counseling services within *pesantren*, specifically in social, individuality, and educational support, has been pinpointed as a pivotal element influencing student wellbeing (Setyawan, 2022).

The complexities surrounding student well-being in *pesantren* are actually manifold. Muali (2020) elucidates those cultural distinctions, the *uswah* (to be a role model) element, technological influences, and dual persona present as fundamental obstacles. Wijaya (2020) for instance emphasizes the restricted contribution of familial, peer, and educator support in augmenting academic welfare. Lisnawati (2020) study about *pesantren* accentuates the importance of fostering virtues and cultivating contemporary competencies to tackle these impediments. Munif et al (2021) suggests that the Motivation Institute at one of the *pesantren* in East Java has effectively enhanced student well-being by offering preventative and remedial interventions. In concert, these inquiries underscore the criticality of addressing cultural, social, and psychological components in improving student well-being within *pesantren*.

### **2.1.2. History of Boarding School**

Boarding schools are educational institutions that establish a distinctive milieu for students, emphasizing academic, personal, and character enhancement (Dillon, 2022; Kahane, 1988; Chudzaifah, 2022; Ikhwan, 2017). Differing from conventional schools, boarding schools mandate that students reside within the premises round the clock. They prove to be especially advantageous for Indigenous students situated in remote and rural regions, granting them enhanced

educational prospects (Dillon, 2022). The intricate framework of boarding schools is further delineated by a multitude of regulations and subsections, which can be categorized according to their rigor and configurations (Kahane, 1988).

A discussion about Boarding School would be incomplete without mentioning its history. The history of boarding schools in the United States is both complex and profound. According to Martini et al (2022) boarding schools have been around for centuries and are based on traditional educational principles. Based on Andover (n.d.) Native American boarding schools emerged in the nineteenth century, representing a lesser-known component of boarding school history in the United States. The US government attempted to incorporate Native American children into the mainstream society through this approach. Boarding schools have grown from their humble beginnings of learning in someone else's house to multimillion-dollar corporations with large campuses and cutting-edge amenities, while maintaining similar educational ideals. Boarding school is a unique culture and experience for those who take part.

On the other hand, all scientific evidence suggests that boarding schools has a detrimental impact on boarders' emotional outcomes. In the Western context, Schaverien (2011) introduced the term "Boarding School Syndrome" to characterize a group of long-term maladaptive symptoms and behaviours described by ex-boarders. She claimed that boarding could cause students to lose their primary attachments abruptly. Attachment loss like this may be seen as a hidden trauma that irreversibly affected boarders' eventual social and emotional functioning. When we look at the case in Indonesia, KPAI Commissioner Retno Listyarti (2023) for example provided data showing that the majority of sexual

violence instances happened in boarding school units, which accounted for as much as 12 education units, or 66.66 percent of all cases. Sexual violence occurred in only six non-boarding school facilities, accounting for 33.34 percent of all cases.

In China, similar findings have been recorded. Tang et al. (2020) discovered that boarders had a higher tendency to be lonely. Furthermore, Chen et al. (2020) and Xing et al. (2021) discovered that attendance at boarding schools was connected with poor mental health, as evidenced by greater levels of sadness, anxiety, and stress. Both studies found that boarding on campus reduced students' access to parental care while increasing the demands for adjusting to a collective life vastly different from a personalized, home living environment; this could contribute to potential stressors that undermine boarders' well-being and exacerbate mental health problems.

Based on the data, it is clear that being a boarding school student may lead to various problems. Despite this, this sort of school is still a popular learning environment. According to Kennedy (2021), one of the benefits is that you will learn to be responsible for yourself. According to Fongkasira and Pupat (2018), the factor that influences parents to send their children to boarding school is because it provides a perfect atmosphere for kids to gain their personal growth. They learn to maintain a healthy work-life balance, improve time management skills, and gain confidence in problem-solving. Students who live away from home learn practical skills such as laundry and self-care. From the foregoing, it is clear that there are various educational differences in the boarding school system.

There are numerous types of boarding schools, one of which is a religious boarding school, such as *Pondok Pesantren*.

### **2.1.3 Islamic Boarding Schools**

#### **2.1.3.1 Characteristics and Educational Approach**

Islamic boarding schools, also known as *Pesantren*, are educational institutions that combine modern and traditional Islamic curricula (Erlangga, 2010). These schools play a crucial role in shaping students' balanced development, integrating scientific and religious knowledge (Erlangga, 2010). The management of these schools is instrumental in achieving the goals of Islamic education, including physical, spiritual, religious, and social education (Istiqomah, 2021). Implementing boarding school management is key to realizing these goals, as it provides a framework for integrating

hard and soft skills (Istiqomah, 2021).

A *Pesantren* is an Islamic education with a dormitory system where students live together and study under the supervision of one (or more) leader known as *Kyai*. *Pesantren* are non-formal educational institutions that are created by and for the community. The presence of *pesantren* and their tools serve as an educational and social community institution providing a unique pattern to rural communities. *Pesantren* have been growing and developing for a long time and have been absorbed into their community. Not unexpectedly, *pesantren* culturally accepts this institution and supplies the style and norms required by the community.

H.A. Mukti Ali (in Nasution, 2020) stated the following qualities of Islamic boarding school education: 1. Students and *Kyai* have a close relationship. 2.

Students' submission to Kyai. 3. Students' lives are frugal and simple, as they attend an Islamic boarding school. 4. Self-help is strongly felt and visible among students in Islamic boarding schools. 5. The attitude of assistance and the environment of brotherhood are vibrant associations in *pesantren*. 6. Discipline education is highly valued. 7. Students in Islamic boarding schools receive an equivalent education.

Regarding the educational approach, the implementation of the educational system in *Pondok Pesantren* in reality nowadays, as stated by the Department of Religious Affairs RI (in Anwar, 2016), could be specified into 3 categories:

1. *Pondok Pesantren* are educational institutions and Islamic religious teaching that is generally given in a nonclassical manner (*bandongan* and *sorogan* system) in which a *Kyai* teaches students based on books written in Arabic by great scholars since medieval times, while students typically live in huts or dormitories in *Pesantren*.
2. *Pondok Pesantren* are Islamic educational and teaching institutions that are similar to Islamic boarding schools in that students are not provided with huts but instead, live and are scattered throughout the village around the *pesantren* (*santri kalong*), where the ways and methods of education and teaching are given with the *weton* system, which is the way students flock at certain times.
3. Today's *pesantren* is a joint institution between the boarding school system and the *pesantren* that provides education and teaching with a *bandongan*, *sorogan*, or *wetonan* system with *kalongan* students, which meet the criteria

of non-formal education in modern *pesantren* education terms, as well as organizing formal education in the form of madrasah.

On the other hand, Amin Rais (in Anwar, 2016) added that in terms of the working system, *pesantren* shows a unique way in their education and teaching. There are some different points with the educational system conducted in other common schools. First, it still conducts the traditional system, which gives full freedom and creates a two-sided relationship between the students and *Kyai*. Next, living in *pesantren* shows the spirit of democracy because the students tend to cooperate to solve their noncurricular problems. Third, the students sincerely enter *pesantren* because their main goal is to seek pleasure from Allah Almighty. Another unique point is that the *pesantren* system prioritizes simplicity, idealism, brotherhood, equality, self-confidence, and courage in life. Lastly, it is mentioned that most of the *pesantren* alumnae are not interested in the political party, which makes them unable to be controlled by the government.

### **2.1.3.2 Previous Studies on Islamic Boarding Schools**

Numerous studies have been conducted to investigate Islamic boarding schools from a variety of perspectives. One of the main topics learned in Islamic Boarding School is character development, which is related to morality and well-being. Islamic boarding schools contribute to well-being by providing knowledge, skills, and attitudes to help younger generations face global challenges and adapt to changes (Sholeh et al., 2019). A study by Apriyani et al. (2020) discussed that Islamic Boarding Schools foster moral character in students through increased Qur'an reading, disciplinary methods, values of the five souls, and extracurricular activities. It is in line with the findings that spirituality has a very strong

relationship by influencing 81.3% of student well-being in Islamic boarding schools (Hasanah et al., 2023). Unfortunately, based on the research conducted by Hilmi et al. (2020) at Muhammadiyah Islamic Boarding School about their spiritual well-being, generally, the student's spiritual well-being in the moderate and low categories (10.8% moderate, 42% low, and 6,2% very low).

#### **2.1.4 Student Councils**

##### **2.1.4.1 Purpose and functions**

Yuni, K. (2022) did a study investigating the function of *mudabbir* as a peer counselor in addressing student issues. The research mentions several roles of the student council in *pesantren*. (a) They are responsible for monitoring and caring about their younger students as part of their studies. (b) Serve as a positive role model by exemplifying exemplary speech, conduct, and behavior for kids. (c) Serving as friends and companions, specifically as a support system for students navigating their lives while residing in the dormitory. (d) As attentive listeners, student council members are prepared to listen to and respond to whatever their younger students communicate. The *mudabbir's* role is to assist in resolving students' issues by finding solutions to their challenges. The goal of *mudabbir as an information center* for students is to provide the newest information on living in Islamic boarding schools.

Arpinal et al. 1 (2023), which conducted research about Organizational Culture in the Development of Santri Independence, stated that an influential organizational culture, explicit norms and regulations, and a supportive educational environment collectively foster the development of independent students. Lubis (2021) stated that student organizations play a crucial role in

devising and executing work programs, as well as engaging in critical thinking to address challenges with a high level of maturity and responsibility.

Several other international studies have also discussed the role of student councils in secondary schools in Tanzania and Kenya, emphasizing their considerable impact on student behavior and school management. Lumanija (2021) and Tikoko (2022) identified student councils' crucial role in monitoring student conduct, enforcing school rules, and addressing student unrest. Ndung'u (2015) highlighted the importance of empowering student councils by delegating decision-making authority to them and positioning them as representatives of the students in school governance. These research findings underscore the significant contribution of student councils in maintaining a positive school environment and fostering student leadership.

#### **2.1.4.2 Previous research on student councils**

Prior investigations regarding student councils have illustrated their potential to positively impact the school culture and student engagement levels. As Alderson's (2000) research findings indicated, effective student councils were associated with a more favorable attitude among students toward school-related activities. However, McFarland (2009) noted substantial variations in the effectiveness and authority of student councils, with prestigious public schools granting them more independence compared to other educational institutions. Heise (2010) and Griebler (2012) emphasized the significance of student councils in facilitating student-centered learning and promoting health, respectively, in their studies. The combined results of these studies underscore the importance of

proficient student councils in enhancing student experiences and educational settings.

## **2.1.5 Strategies for Well-Being**

### **2.1.5.1 Overview of different strategies**

A wide variety of approaches have been identified to improve the well-being of students. Iordache-Platis (2020) places an emphasis on the necessity of student participation in the creation of well-being services, while Freire et al. (2016) and Evans et al. (2018) underline the importance that psychological well-being, coping techniques, and personality play in the process of fostering well-being. To further emphasize the significance of studying-away techniques, such as unwinding after studying and preserving a quality of life, Alharbi (2019) emphasizes the significance of these strategies in supporting the well-being of international students. Considering all of these data, it appears that a complete approach that considers student input, psychological well-being, coping mechanisms, and studying-away tactics is essential for enhancing student well-being.

### **2.1.5.2 Effectiveness of strategies in educational settings**

Examining well-being strategies in educational environments has been a focal point of inquiry across various research endeavors. The study by Torok et al. (2019) observed that implementing the Good Behaviour Game, a pedagogical tool facilitated by teachers, led to a substantial reduction in instances of emotional and behavioral challenges among elementary school pupils. Highlighting the impact on overall well-being, Agg (2021) underscored the importance of incorporating user perspectives in the design of educational settings. Conversely, Gunawardena

(2023) reported a mixed outcome for school-based well-being initiatives in Australia, with a significant proportion of interventions showing no significant impact on well-being indicators. Perkins (2021) conducted a feasibility analysis on a brief mindset intervention for teenagers, indicating positive outcomes in bolstering emotional resilience. While these findings suggest the potential efficacy of certain well-being approaches, further investigation is warranted to ascertain the interventions that yield the most substantial effects on individual well-being.

## **2.2 Theoretical Framework**

### **2.2.1 Definition of Well-being**

Kiefer (2008) posits that the notion of well-being is intricate and multidimensional, encompassing elements of the physical, mental, social, and environmental domains. De-qing (2021) asserts that well-being is influenced by various factors such as self-awareness, self-regulation, creativity, sensitivity, and the capacity for profound insights. Despite its crucial significance, a lack of consensus exists on the definition of well-being due to prior emphasis on dimensions rather than a precise delineation (Dodge, 2012). Consequently, a novel definition incorporating a state of balance or equilibrium, susceptible to alterations by life events or challenges, has been deemed necessary (Dodge, 2012).

As delineated by Orr et al. (2020), the notion of student well-being is a complex and nuanced term that embraces various dimensions of a student's life, including physical, psychological, social, and spiritual well-being, alongside other elements. It notably influences students' academic performance and their adaptation to the new academic setting (Arslan, 2020). It serves as a crucial factor

for academic success and mental well-being. A pivotal aspect of students' well-being within the academic realm pertains to their satisfaction with the learning process, which is closely linked to their attitudes and emotions towards their educational journey (Hascher, 2012). Understandings of well-being among students might differ from educational policies, and these policies may not consistently align with students' actual experiences (Soutter, 2011).

The findings of research on student well-being indicate that there are several crucial dimensions. The research conducted by Morales-Rodríguez (2020) revealed that some factors influence the psychological well-being of university students. These factors include self-acceptance, positive connections, autonomy, environmental mastery, personal progress, and purpose in life. Additional research was conducted by Flinchbaugh (2012) to investigate the influence of interventions on the well-being of students. The study underscored the importance of stress reduction, meaningfulness, and engagement. Ling et al. (2022) expanded the definition of well-being to encompass not only academic and psychological well-being but also self-well-being, bodily well-being, social well-being, and spiritual well-being, with the latter being particularly important. In addressing anxiety and ensuring the continued health of university students, Lopes et al. (2020) emphasized the importance of implementing preventative measures. These studies collectively demonstrate that the well-being of students is a complex construct influenced by various factors such as stress-related, appraisal, and personal resources.

## 2.2.2 Dimension of Student Well-being

A student's well-being at school determines their educational success and functioning within their peer group in the school environment (Konu and Lintonen, 2005). Well-being can be described as the balance point between an individual's resources and difficult events in their life (Dodge et al., 2012).

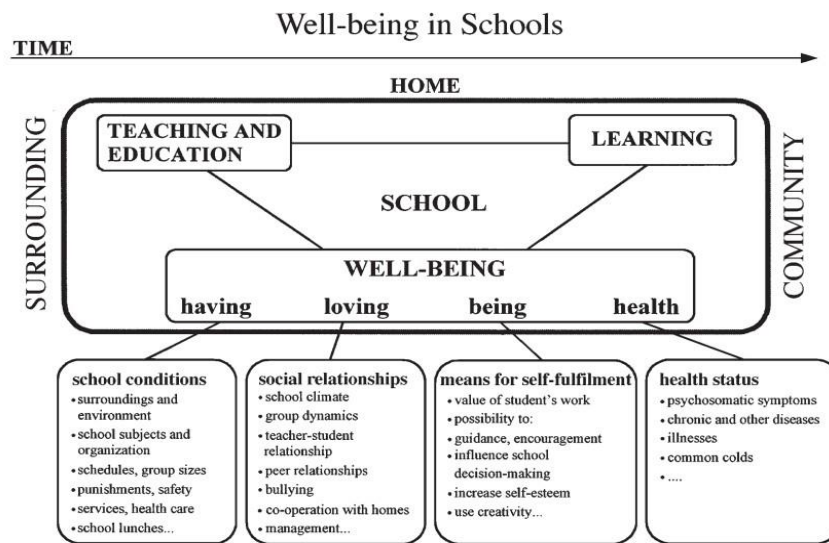


Fig. 1: The School Well-being Model.

Erik Allardt's (in Konu, 2002) concept of extracting the aspects of student well-being utilizing the most relevant subjective well-being indicators. Allardt's concept is social in nature, considering the concepts of well-being and happiness. Well-being has an objective dimension that results from the fulfilment of requirements. Happiness, on the other hand, is a personal experience. People function in different areas of life, and Allardt emphasizes the importance of four dimensions:

- **Having** - these are the material conditions of life; the individual must mobilize their sources of possession to meet their physical wants and the need for safety. According to Allardt, economic resources (income),

employment and working circumstances, nutrition, health, and so on can all be included here. Education, particularly literacy, would most likely fit here as well.

- Loving - refers to social life, social relationships such as family and friends, and the need to establish relationships with others. It also refers to forming social identities (the level of contacts in the local community), attachment to family and relatives, active patterns of friendship, attachment, contact with other members of the organization, relationships with colleagues, and solidarity.
- Being - should be linked to psychological well-being, satisfaction with oneself, environment, society, self-realization, and self-esteem. Being is the desire to fit in with society and live in harmony with the environment. Being dimension as a value is linked to various notions, including personal development, meeting developmental needs, and self-realization. It refers to the dimension characterized by estrangement on one hand and self-realization on the other. Surprisingly, eliminating "poor social conditions" reduces unhappiness but does not raise a person's satisfaction.
- Health - Health literacy refers to the ability of individuals to understand and effectively use health information to make informed decisions about their health and healthcare. the most significant aspect of happiness is also tied to one's health. One important part of education is health education; it aims to strengthen pupils' health literacy. Neck and shoulder pains, lower back pains, stomach aches, tension or uneasiness, irritability and temper tantrums, difficulty falling asleep or waking up during the night, headache,

feeling weary or weak, feeling downhearted, experiencing fear, common cold, flu, and cough are the most prevalent symptoms.

Well-being is associated with teaching, education, learning, and achievement, making it an important concept in school well-being (Konu & Rimpela, 2002, p. 79). Based on Allardt's idea, Konu and Rimpela (2002) divided student well-being indicators into four categories: school circumstances, interpersonal relationships, means of self-realization, and health. Each category focuses on a different topic, such as self-realization methods, which allude to students' ability to learn using their own resources and abilities. Illnesses and their symptoms convey information about one's health. The family has a large influence. According to Allardt, well-being is a state in which an individual can achieve their basic requirements (both physical and intangible). Well-being is based on health, which Allardt defines as having.

The theory of well-being in school, as developed by Konu & Rimpela (2002), is a distinctive theoretical construct. This theory's concept is structured into four dimensions, with the final dimension being "health." A review of other well-being theories reveals a paucity of references to health. Indeed, health is a significant determinant of well-being. Consequently, the school well-being theory proposed by Konu & Rimpela (2002) offers a more comprehensive framework for conceptualizing well-being as a holistic construct. Accordingly, this theory provides an appropriate basis for analyzing the aforementioned research.

### **2.2.3. Coping Mechanism**

This theory is used to classify the student council members' strategies to maintain their well-being while actively participating in organization and

academic business. Maryam (2017) asserts that coping methods are designed to address events and demands perceived as urgent, difficult, burdensome, and surpassing available resources. Stuart and Sundeen (1991) identified two distinct coping processes employed by individuals: problem-focused coping, which involves taking direct action to address the issue, and emotion-focused coping, which aims to provide relief or palliation.

The coping techniques that are problem-centred are included:

1. Confrontation involves actively addressing a situation or problem by expressing anger and willingness to take risks to bring about change or resolution.
2. Isolation refers to persons who actively choose to distance themselves from their surroundings or remain unaware of the challenges they are confronted with.
3. Compromise refers to the deliberate adjustment of circumstances, seeking assistance or collaboration from immediate relatives and peers.

The coping mechanisms that focus on emotions are as follows:

1. Denial, specifically the act of denying the situation by asserting that it did not occur to him.
2. Rationalisation refers to the act of employing justifiable explanations that are logical and accepted by others to conceal one's lack of ability or skill. Rationalisation enables us to not only provide justification for our actions but also perceive them as being fair and reasonable.

3. Compensation refers to concealing ineptitude by emphasizing positive attributes, as individuals seek to compensate for their unhappiness in one domain by seeking excessive satisfaction in other domains. Compensation occurs as a result of a sense of insufficiency.
4. Repression refers to the act of intentionally forgetting past events. He selectively erases the negative memories from his mind and only recalls the positive experiences.
5. Sublimation refers to the process of expressing or directing emotions, skills, or capabilities with a constructive and optimistic mindset.
6. Identification is imitating the way of thinking, ideas and behaviour of others.
7. Regression is the attitude of someone who returns to the past or act like a child.
8. Projection, which is blaming others for their own difficulties or venting their mistakes to others;
9. Conversion is transferring psychological reactions to physical symptoms.
10. Displacement, which is an emotional reaction to someone and then directed to someone else.

#### **2.2.4. Adolescence**

It needs to give one part about adolescence since the main object of this research is the student council which are in this category. Being an adolescent is still a hard time to cope with our own self. Erickson (in Santrock, 2003) posits that adolescence is characterized by an identity crisis. Erickson's 4<sup>th</sup> stage of Human Life Span: Identity vs Identity Confusion. Adolescents strive to gain a

clear understanding of their identities within their surroundings. It is proving that adolescents still need to know their personality better. Santrock (2011) defines adolescence as a developmental phase characterized by biological, cognitive, and socio-emotional transformations, marking the transition from childhood to adulthood.

According to Santrock (2011), adolescence is clarified based on the following age classification: a. Early adolescence 11-13 years old. b. Mid-adolescence 14-16 years old. c. Elderly adolescents aged 17-20 years. Based on that classification, the subject of this research that are in the 10 and 11 grade of senior high school categorized in the third classification which is elderly adolescence.

On the other side, it is related to the fourth stage of cognitive development by Piaget (in Santrock, 2011) called Formal operational stage. At this stage, individuals move beyond reasoning only about concrete experiences and think in more abstract, idealistic, and logical way. As a student council which still in an adolescent's level, they are also in this stage of cognitive development. They use their logic more often and try to seeking for the way out of their problem independently.

Based on the previous explanations, it may be inferred that adolescent are indeed in a phase characterized by volatile emotions. They are currently searching for their identification and are in the phase of uncertainty. This occurs because adolescence is a period of development defined by biological, cognitive, and socio-emotional changes, signifying the shift from childhood to maturity. However, currently they are at a developmental phase where their cognitive

abilities are more adept at processing tangible experiences and engaging in abstract, idealistic, and logical thinking.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter includes detailed discussions of the research approach, research paradigm, methods of data collection, method of data analysis, research participant selection techniques, time and place selection technique, researcher's positionality, ethical considerations, and trustworthiness.

#### **3.1. Research Paradigm**

The constructivist philosophical viewpoint serves as the foundation for this study's qualitative research methodology. This paradigm was chosen because it focuses on comprehending the complexities of human experience and the meaning that people or groups assign to social phenomena (Creswell & Creswell, 2018). The primary goal of this research is to investigate the strategies used by student council members at *pesantren*-based high schools to maintain their well-being while balancing organizational and academic duties.

The constructivist paradigm is suited for this study because it thoroughly investigates participants' viewpoints and experiences. This method is especially useful in qualitative research, where studying human emotions, actions, and values is key (Fahy, 2005). The constructivist researcher is an important element of this process, acknowledging the information flow between themselves and the participant (Mann 2015). It acknowledges that reality is socially produced and that comprehending it necessitates thoroughly analyzing individuals' subjective experiences within their specific environment. This is congruent with the study's goal of understanding student council members' well-being methods via their personal experiences.

In-depth interviews and open-ended questions are used in this study to capture the nuanced experiences of student council members and provide insights into their coping mechanisms and strategies (Baxter & Jack, 2008). The qualitative approach employs a multi-site case study design, enabling researchers to collect rich, detailed data from multiple sources and locations.

## **3.2. Research Method and Research Design**

### **3.2.1 Multisite Case Study**

This study employed a qualitative approach to perform the research. The objectives of employing qualitative research are to delve deeper into the new students' process of acclimating to the *pesantren* environment, particularly considering the student council members, especially how they will balance and live their lives between the organizational and academic business. Creswell and Creswell (2018) assert that qualitative researchers have difficulties in constructing the significance of a phenomenon based on the perspectives of the participants. Creswell (2019, p. 42) argues that qualitative research is appropriate for examining and comprehending the significance of an individual's ideas regarding a social or human matter.

The qualitative method has been selected for its suitability for investigating the strategies employed by student council members in *pesantren*-based senior high schools to maintain their well-being. In order to tackle the research problem, a qualitative approach employing a multi-site case study design is employed. The case study method is a learning strategy in which the student is presented with a specific situation or case. The case study allows for investigating a real issue within a defined context by utilizing various data sources (Baxter & Jack, 2008).

As mentioned by Gay et al. (2012), Case study research is a qualitative research approach in which researchers focus on a unit of study known as a bounded system (e.g., individual teachers, a classroom, or a school).

Researchers employed a multisite study design, which is commonly defined as a design with more than one site (Audete, 2002). This means that if the study has more than a single site, then the study uses a multisite design. Researchers choose a multisite research design, with the hope that the site under study can be carried out optimally so that, in the end, it can produce valid research findings as expected by researchers.

This study employed in-depth interviews and open-ended questions. These techniques enable researchers to delve into participants' perspectives on their activities as student council members in *pesantren* throughout their time as students. It is a case study, since qualitative case study is a research methodology that investigates a specific phenomenon inside a particular setting using diverse data sources. It employs many perspectives to uncover different aspects of the phenomenon (Baxter & Jack, 2008).

### **3.2.2 Rationale for the chosen method**

The case study method is a helpful research tool, particularly in the field of social science studies (Soy, 2015). This is due to the fact that it is able to provide explanations that are both comprehensive and in-depth about difficult scenarios. This is because it is important in comprehending both the process and the ultimate effect of an event, which is why it is widely utilized in a variety of fields, such as psychology, education, sociology, and business (Nhan, 2020). According to Espn (2019), the use of the case-study concept has the potential to be increased through

the development of extensive research and specific instructions. However, this expansion is not guaranteed. It is a useful strategy in practice-based research since the approach is situationally particular and can handle context-specific evaluative research (Hayes, 2022). Both of these characteristics make it a desirable strategy.

### **3.3. Participants**

#### **3.3.1 Selection criteria**

The researcher conducted interviews with respondents who are students from three different Modern Indonesian *Pesantren* in order to gather data. This research used purposive sampling. Purposive sampling is a non-probability sampling technique employed to select informants or participants based on their knowledge or expertise in a specific domain (Tongco, 2007). This method is particularly effective in ethnobotanical research and can be applied to both qualitative and quantitative studies (Tongco, 2007). The method involves the deliberate selection of sampling units within a population segment that possesses the most relevant information (Guarte & Barrios, 2006).

Members of the student organization were selected to be participants in the study. The suitable participant data can be obtained through mentors. The participant was taken using purposive sampling, which consist of the members of student councils with the hardest responsibilities in their department, based on the information from the mentors. In the student council at the *pesantren*, each section is responsible for specific duties. Some sections are responsible for more onerous tasks than others. To illustrate, the chairperson is responsible for ensuring the adherence to established regulations within each respective section. The security section is tasked with the challenging responsibility of ensuring security

maintenance within the *pesantren*. Despite the implementation of security measures, the issue of security remains a significant challenge.

### 3.3.2 Demographic information

There are 3 different modern *pesantren* involved in this research. Refers to the definition of *modern pesantren* by the Department of Religious Affairs RI (in Anwar, 2016), which is defined as a joint institution between the boarding school system and combined religious non-formal education as well as organizing formal education. One of the *pesantren* in West Java has 150 members of the student council, the second *pesantren* in Central Java has 72 members of the student council consisting of boy and girl students, and the third *pesantren* is located in Jakarta, has 100 members of the student council. The participants will be 12 student council members from the 3 different *Pondok Pesantren* in Indonesia, which are included in this research.

All participants had experiences of at least one year of becoming a student council member in their *pesantren*. There are equal numbers between male and female students from 3 different *pesantren*. It shows that they had suitable stories to gather in this research. Detail information about the demographic of the participants will be presented below:

**Table 3.1**

*Demographic of participants*

Initial	Age	Sex/ Gender	Year of Study	Role in Student Council	School
P1	19	F	12	Chairperson	Pesantren 1
P2	18	F	12	Security Section	Pesantren 1
P3	18	M	12	Administration	Pesantren 1

P4	18	M	12	Chairperson	Pesantren 1
P5	19	F	12	Chairperson	Pesantren 2
P6	18	F	12	Scout Coordinator	Pesantren 2
P7	19	M	11	Security + Sport Section	Pesantren 2
P8	17	M	12	Vice Chairperson	Pesantren 2
P9	18	M	12	Chairperson	Pesantren 3
P10	17	M	12	Reception Section	Pesantren 3
P11	18	F	12	Chairperson	Pesantren 3
P12	18	F	12	Reception Section	Pesantren 3

### 3.4 Data Collection

#### 3.4.1. Researcher Positionality

My position in this research is an insider since I am an alumna of the *pesantren*, which is also one of the research sites, and I am also an ex-student council in the past. Insider research, in which the researcher is a part of the culture or organization under study, poses distinct obstacles and opportunities. Hewitt-Taylor (2002) and Brannick (2007) both emphasize the need for in-depth data gathering and the necessity to address the influence of the researcher's relationship with the culture. Kenneally (2013) and Greene (2014) delve deeper into the

complexity of insider research, including the relationship between intimacy and objectivity, ethical quandaries, and the possibility of methodological breakthroughs and challenges. These works demonstrate the significance of reflexivity, ethical considerations, and methodological rigor in insider research.

Insider researchers, or those who study a group to which they belong, have several advantages. They have an intimate knowledge of the group's culture, can communicate naturally with its members, and have developed relational intimacy (Breen, 2007). This insider status can be particularly advantageous in work-integrated learning research because it allows for a unique perspective and deep understanding (Fleming, 2018). However, insider status can also present obstacles, such as the potential for implicit coercion of participants and the difficulty of resisting hegemonic discourses (Unluer, 2012; Adriansen, 2009). Despite these limitations, insider status in research offers important advantages, particularly in terms of understanding and comprehending the research setting.

The researcher's positionality is an important aspect of qualitative research because it influences reflexivity and the quality of the study (Berger, 2015). In ethnographic research, the researcher's positionality can influence access to knowledge and data collection (Lønsmann, 2016). In the context of thesis writing in practice, the researcher's personal connections to the research site and participants underscored the importance of their positionality (Smith, 2021). However, navigating researcher positionality can be challenging, especially in comparative and international education research where context, culture, and power dynamics are at play (Chin, 2022).

### **3.4.2. Interviews with Student Council Members**

Interviewing student council members is needed to answer the first and second research questions. The researcher will gather all the necessary information to address the study issue. The *pesantren* student council members, often in their 10 or 11 year of high school, will engage in interviews to articulate their thoughts and viewpoints on how they adapt to their organizational and academic responsibilities while preserving their mental well-being. In-depth interviews are favoured due to their ability to better comprehend the participants' current state.

The interview was conducted offline with observation directly in those 3 Modern *Pesantren* by observing the student council in their daily life. Since one of the *pesantren* is having a personal relationship with the researcher, then to keep objectivity and avoid bias, I, as the researcher, ask for help from another person which has no relation with that *pesantren* to collect data. Before the person performs an interview, I, as a researcher, do a short training for them twice to ensure that the data collected is relevant to the goal of this study.

### **3.4.3. Time and Place Selection Technique**

The research was conducted in 3 *pesantren* in Jakarta, West Java, and Central Java. Those three *pesantren* have the basics of modern *pesantren* which combines religious learning with general knowledge learning. I chose those *pesantren* because they are modern *pesantren* with big names in their respective regions. In addition, another reason is that even though they are modern, they have different systems for their student councils. The things above make the three *Pesantren* that are the object of my research can fulfill the research objectives.

Regarding research time, I conducted observations and interviews from May to June 2024. I visited the first *pesantren* on May 1, 2024, followed by the second *pesantren* on May 8, 2024, and finally the third *pesantren* on May 15, 2024. Furthermore, I analyzed the data and completed the results in June 2024.

#### **3.4.4. Sample of Questions for Student**

It is necessary to create a list of questions to ask in order to successfully conduct an interview. It is essential to do so in order to assist in obtaining results that correspond to the aims of this study. Therefore, this section will present examples of interview questions that have been prepared. To get answers about the challenges and strategies of student council members, here are examples of questions; "What are some of the challenges you face in balancing organizational and academic busyness?" and "How do you deal with these difficulties?". The questions were conducted in Bahasa since the participants are Indonesian, and it will be easier for them to understand. The full list of the questions can be seen in the appendix.

### **3.5 Data Analysis**

The study employs thematic analysis as its data analysis approach, defined as "a method to develop, analyze, and interpret across a qualitative dataset, which involves systematic processes of data coding to develop themes" (Clarke & Braun, 2021). Coding is an essential stage in arranging and interpreting the textual data throughout the analysis (Basit, 2003). In this case, the interview transcripts are examined and manually tagged in order to find a common thread throughout the respondents' diverse answers. In this instance, I am searching for the theme through textual data coding. I anticipate being able to interpret the students'

answers to the particular subjects I plan to cover with the aforementioned questions through the use of thematic analysis. To help the data coding process, I used the tools for coding named Quirkos. While the interview has been collected, it is transferred into a transcript and imported to Quirkos to start the coding.

### **3.6 Ethical Consideration**

The ethical implications of the study method were a paramount consideration throughout the entire project. Before the commencement of the study, all participants were furnished with comprehensive information regarding the objective and methodology of the research. This approach, known as informed consent, ensures that participants are adequately informed about the nature of the study and their role in it. Throughout the research process, participants' identities and personal information were safeguarded and maintained anonymously. Furthermore, participants were informed that they could withdraw from the study without consequence. By adhering to the ethical norms outlined above and adopting a rigorous qualitative research paradigm, this study aims to provide insights into the well-being strategies employed by student councils.

### **3.7. Trustworthiness and Credibility**

In using trustworthiness in this study, I followed several procedures outlined by Creswell (2013), namely:

1. Triangulation of data. I collected data from different sources, such as interviews with student council administrators in three different *pesantren*.
2. Member verification. I tried to confirm my understanding and report writing with the participants to keep my research on track and avoid any misunderstanding of the participants' answers. I also confirmed the

findings with my supervisor to correct any misunderstandings regarding the participants' answers.

3. Brief Description. In describing the findings, I will provide the context and timing of the interview process.

## **CHAPTER IV:**

### **RESEARCH RESULTS AND DISCUSSION**

In the results and discussion section of this study, I detail the significant findings and the technique used by *pesantren*'s student council members to maintain their health. Furthermore, I investigate what obstacles they experienced while serving as student council members and as students who must study, as well as how diverse *pesantren* settings affect the challenges and strategies used among their student council members.

#### **4.1. Research Results**

The current section summarizes the findings of three distinct data sources used in this study, including student council experiential stories delivered by 12 students from three different *pesantren*. In addition, I conducted observation activities about the Student Council's daily duties while residing at the research site for a week. This section also explains in detail what has been found in the result.

##### **4.1.1. Challenges Faced by The Student Council Members**

The data in this sub-chapter answered the first research question; What are the challenges encountered by student council members in sustaining their well-being within the context of *pesantren*-based senior high school? I divided the question about challenges into four dimensions of school well-being theory: Having, Loving, Being, and Health. The data was collected by in-depth interviews with 12 students from 3 different *pesantren*. There are numerous stories that members share through the interview. However, I have set parameters for which

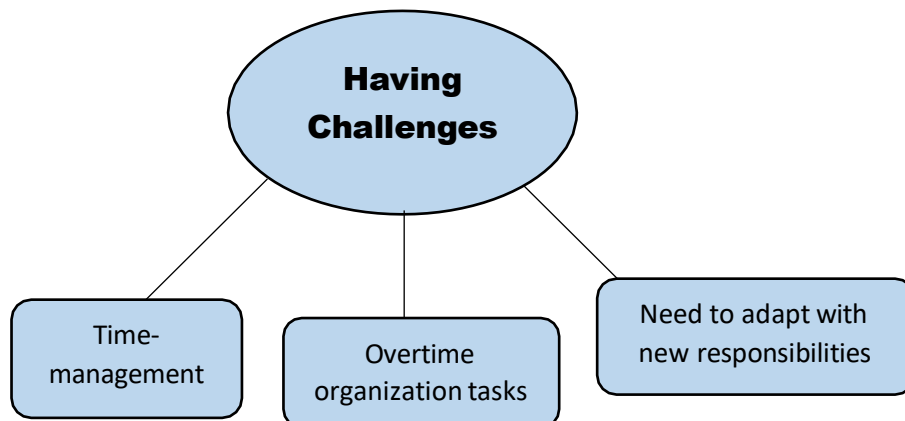
elements of the story will contribute to answering the study questions. After presenting the data, translating the data into English, reducing the data, and coding and grouping the themes, there are some valuable findings from the challenges faced by the student council members. Those challenges are then divided into four dimension of school wellbeing theory by Konu and Lintonen (2006). The dimension consists of Having, Loving, Being and Health. Those four dimensions have different part in maintaining the school and student well-being.

Based on the interview result, the challenges shows that the challenges which mostly mentioned by the student council members is that they had numerous difficulties related to social relations, especially with their friends. Those are then classified into Loving dimension. The next challenges are coming up from the Health Dimension. It shows that the organisation business has an effect of the student council members' health. The third position of challenges is related to school's environment, where it is related to time management between the school and organisational responsibilities. Surprisingly, there are little number mentioned by the student council member about the challenges related to their self-fulfilment. It shows that they had a good well-being stage in Being dimension. An overview of the challenges in each dimension is explained in more detail below.

#### **4.1.1.1. Having Dimension**

##### **Figure 4.1**

*Having Challenges*



The first finding is related to challenges of student council members in Having dimension. Having is a dimension of school wellbeing related to sources of possession to meet people physical wants and the need for safety, including education. From the interview, it shows the main challenge regarding schools and organizations is effective time-management. This became difficult, especially at the beginning of the management period. Student Council members must be able to quickly adapt to the accumulated organizational tasks such as making work programs and immediately going into the field to carry out their duties. Another challenge is because there were organizational tasks that required them to leave school. This makes the student council members must be able to immediately adjust to the school lessons that have been abandoned. In addition, the student council need to be able to keep the focus on schools and organizations at the same time.

It could be seen by what the participants conveyed, the daily schedule in the *pesantren* itself is already congested. Everything has been organized from waking up to going back to sleep. They have to wake up very early every day and immediately do mandatory activities such as sports, *muhadatsah* (foreign

language conversation practice), then go to school until afternoon. After school, they follow extracurricular activities until the time they must leave for the mosque to prepare for the *maghrib* prayer. At night, sometimes there is also a schedule of activities that must be followed until finally resting at bedtime. It can be imagined how the student council members became busier after they had other duties as the administrator.

The student council members commonly mention during the interview that becoming a student council is challenging regarding time management, especially in the beginning period:

Initially, there were difficulties (managing time between the school and the organization) because, at the beginning of the management time, the student council members also had to make a work program while the time was tight coupled with school assignments. From morning to evening of school, after school, they continue to create programs with tight time, so they have to sacrifice between school hours.

Source: *Participant 1, Pesantren 1, 6 May 2024*

At the beginning of the management, there were many things to be done. I don't understand because I became the student council administrator in the 11 grade, so I still can't divide my time, so there are difficulties at the beginning. I have to go to school at seven o'clock, I have to be disciplined, and I have to go to school at seven o'clock. For example, when I want to submit to a competition, so every morning I have to make a proposal. I want to submit it to the teacher and my supervisor, but it also coincides with school hours. So, sometimes I have such a thing as an hour at a certain school time, and I will later be allowed to do something, then I miss some lessons.

Source: *Participant 6, Pesantren 2, 9 May 2024*

Those present writing shows that student council members feel shocked at the beginning of their tenure. There are numerous duties with limited time. Without any prior experience, it becomes more difficult for the student council members to adapt. Since most students had not joined any organization before becoming student council members, it became their first experience. It could be seen from the transcript above that Participant 1 mentioned how tight their schedule is. They need to attend school from morning until evening, followed by doing homework and also organizational tasks. In line with what has also been mentioned by Participant 6 that they need to struggle with managing time between the organizational duties until they have to miss the school.

The difficulties increase with school assignments that also pile up. The student council in Pesantren 3 even has to prepare for teaching in the afternoon. There are additional classes for grades 7-9 junior high. The issue of time management is exacerbated by the presence of organizational duties that do not always follow the time limit. As reported by participant 7 and 10:

At that time, there was a *popda* (sport) competition, there I was told by the physical education teacher to choose students who wanted to participate in the competition. Well, there is a competition within a few days next week, so I am allowed to be absent from school for a week to prepare for the competition. It was a little disturbing because I missed the lesson.

Source: *Participant 7, Pesantren 2, 10 May 2024*

Well, for example, I'm studying at night for an exam. Then suddenly there are an important guest coming to *pesantren* in the night. Like it or not, I as the Reception Department have to do my job. So, I got a challenge.

Source: *Participant 10, Pesantren 3, 15 May 2024*

Not to mention that the management of the male student council at “*Pesantren 1*” and “*Pesantren 2*” and the men's security section at “*Pesantren 3*” have additional duties to guard at night.

If there is also *Bulis* (nigh-guard) in the male student councils, yes, keep the night. Every night-guard schedule has to stay up until dawn, then continue to sleep until school hours.

Source: *Participant 7, Pesantren 2, 10 May 2024*

They took turns staying up late to control the security of the Islamic boarding school at night until after dawn. This certainly makes the sleep schedule messy. In addition, school lessons are also lagging behind because, after the night guard duty, they usually had permission to rest until 10 am, which means they are missing around 3 subjects.

Unexpected organizational responsibilities frequently cause student council administrators to be forced to skip school and fall behind in lessons. This makes it more difficult for students who are still adjusting to dividing their time to catch up on their studies so that their academic grades drop. The student council members need to stay focused on school lessons while having numerous organizational responsibilities.

It could be more about the situation this time. For example, if we are not on duty in the organization, suddenly in our class, it is not conducive. So the lessons delivered may be more difficult to understand, or vice versa; at school, there may be numerous lesson tasks. In the organization, it will also be distorted several times, so the focus is lost.

Source: *Participant 11, Pesantren 3, 15 May 2024*

It is sad when there is a student council administrator who, because they cannot manage their time properly between the organization and the school, must sacrifice one of them. There was a case in which, due to the busyness of the organization, academic values in schools decreased. Not only that, there were also student council administrators who had to be dismissed from their duties because their academic grades at their school dropped significantly.

In principle, everyone will be the administrator of the organization. Only if they might be having problems, or there may be people who have difficulties in learning until finally, the grades are really below average. Some were also disturbed by the same grades at school until they had to stop being on the student council; there are several such cases.

Source: *Participant 9, Pesantren 3, 15 May 2023*

Cases like those described in the transcript above occurred due to students' unpreparedness to perform additional administrative jobs while still struggling with academic grades. This also occurs since there is no prior selection before the selection of students who later serve on the student council. Because there is no selection, it is unknown whether the students are ready, including while they have low academic scores. The impact that occurs will be like what was conveyed by Participant 9 above, who stated that in the midst of the management, there are even those who have to be dismissed because their academic grades have dropped significantly.

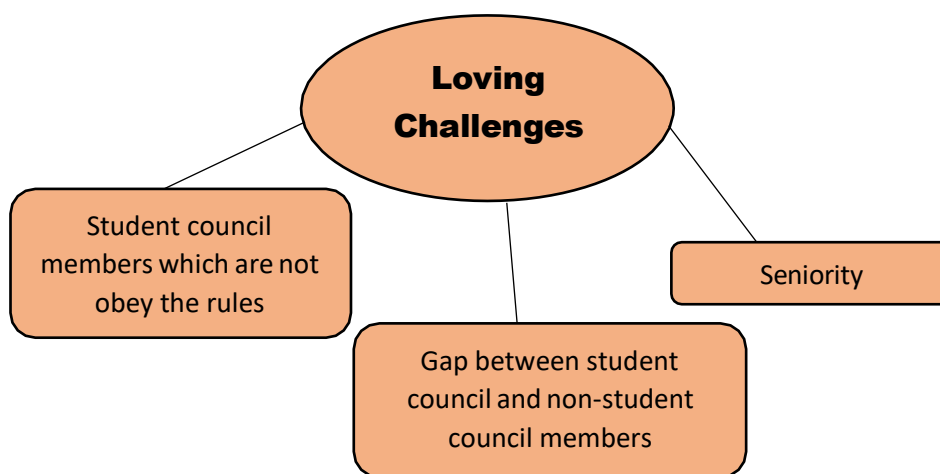
Another thing related to organizations and schools is that these three Islamic Boarding Schools do not have Guidance counselor teachers. The role of Counselor teachers is held by *Pengasuhan Santri* (Childcare Officer). Unfortunately, the person who serves as the childcare officer here is not a person

who professionally studies counseling guidance or psychology. They are senior teachers who are tasked with controlling the course of discipline in the Islamic Boarding School and ensuring the safety and comfort of the students. It can be said that they are a substitute for parents at home.

#### 4.1.1.2. Loving Dimension

**Figure 4.2**

*Loving Challenges*



The second finding is about challenges faced by the student council members in the Loving dimension. Loving is the dimension of school well-being related to social life and relationships such as family and friends. Based on the coding, this dimension is in the first position. It can be seen that social relations still have a big impact on adolescent life. The challenges related to the Loving dimension are affected by relationships with their student council friends, with their subordinates, and even with friends outside the organization. There are friends who do not heed the rules and violate other divisions of the organization. The subordinates became difficult to manage because they saw the student council administrators who also violated. Some conflicts also occur due to different

statuses. The occurrence of a strained relationship because some have been elected as administrators and some have not yet been elected. There is also pressure from senior student council administrators to junior administrators.

There are difficulties; for example, we remind children to obey the rules and not to violate but fellow organizational friends who break the rules themselves. So sometimes the subordinates see it. They then feel like “Why, if the student council violates the rules, they are not being punished”. These factors make it more difficult for the student council members to control and manage the subordinates.

Source: *Participant 7, Pesantren 2, 9 May 2024*

The data above shows that it is more difficult for the student council to enforce rules against their classmates or friends on the same age than against subordinates. When the student council administrators themselves make mistakes, especially openly in front of their subordinates, it will backfire on themselves. The subordinates will be difficult to manage because they no longer having their respect for the student council administrators who do not obey the rules made by themselves. Student councils play important roles in disciplining other students (Tikoko, 2022)

In the writing above, while the student council members are violating the rules, another point that can be concluded is that there are student council administrators who do not respect other divisions in the organization. These things also affect the performance of these students in the organization. When you have a conflict with a friend in the organization, for example, this will make them unwilling to interact with the friend, so they are not professional in their work. Another thing, for example, is when administrators do not respect other parts or violate other divisions in the organization, this will make it difficult for subordinates to manage because they see the administrators themselves were

violating the rules. It is aligned with what has been mentioned by some of the participants:

There are difficulties; for example, we ask the members to be on time to go to the mosque, but the student council friends themselves are difficult to tell and invite. Sometimes, it becomes trivial to underestimate the rules.

Source: *Participant 2, Pesantren 1, 6 May 2024*

It was even more difficult to remind my own friends than younger classmates. Because, at most they feel that it is still one organization. So sometimes, they do not appreciate the organization. For example, the hygiene department is tired of cleaning the bathroom, and friends from other parts of the organization are dirtying the bathroom again.

Source: *Participant 4, Pesantren 1, 6 May 2024*

It was also shown that being a student council member makes them feel powerful and abused by violating the applicable rules because they feel they have power. This is called “seniority”. The term "seniority" is extensively used in many sectors of daily life, including community and academic settings, because older people are thought to have more incredible experiences. According to Siswoyo (2010), there is a perceived gap between senior and junior students in educational institutions based on their seniority level. According to Weber's (1957) definition, power is an individual's ability to act on their wishes within a social environment, even if it means employing force, without being restrained by the underlying norms and values that govern the interaction.

Still related to seniority, there is also a form of pressure exerted by senior student council administrators on junior student council administrators. This case

occurred in the Islamic Boarding School, where the student council member system does not consist of more than one batch.

For example, when I was a junior in the security department. At that time, there were one senior and two juniors. Well, that's where it is, to be honest. I'm with my friend, who used to be too busy when our seniors got the task and instead delegated it to us, his juniors. Even though the seniors should be, it should be the seniors who make the decision, but at that time, why was everything directly handed over to me and my friend? Then it's like, yes, it's still the beginning of the organizational period. yes, I don't know the fate of the organization's management. I don't know what to do yet, but you have to decide.

Source: *Participant 8, Pesantren 2, 10 May 2024*

The seniority culture observed in Islamic boarding schools is a social structure characterized by a hierarchical system in which older persons, often referred to as "seniors," are treated with respect and adoration by their younger counterparts, commonly referred to as "juniors."

Besides the conflict between seniors and juniors, there is also a gap between those classmates who have been selected as student council and those who have not. The existence of envy when most of the friends have occupied the position above them makes the students who have not been selected to become the Student Council feel inferior and not enthusiastic about participating in the activities initiated by the Student Council. This also makes the friendship relationship strained.

The conflict existed when 10 grader students had and had yet to become administrators. That's definitely the rules for students not to run away like that, but friends still run away, so this administrator reminds them, because they have been reminded for the second time, finally they are forced to be punished. When they are punished, they don't accept it

Source: *Participant 7, Pesantren 2, 10 May 2024*

This is in accordance with Piaget's theory, which states that in adolescence, people usually speculate about the characteristics of the ideal qualities they want to have in themselves and others. Such a way of thinking often leads adolescents to compare themselves with others according to these ideal standards. In this case, the members who had not been chosen to be the student council were comparing themselves to their friends who became student council members.

This also happened to one of the participants, participant 5. It can be seen from the story he conveyed as follows:

Grade 11, the 2nd administrator. That's really hard for sure. Second semester of grade 11. It's really heavy because, yes, it's really heavy. You see, I was appointed as the chairman not because of the highest vote. I was the second time at that time. Then I was from the *takhasus* class. Because I am such a newcomer, how can I immediately become the chairman? At that time, I felt like I just entered while they had been fighting for a long time. There is such a feeling. Then, that's the hardest.

Source: *Participant 5, Pesantren 2, 9 May 2024*

It can be seen from what was conveyed by Participant 5 that she experienced an unpleasant incident that was actually done by her own classmates. The beginning of the problem arose because when she was elected chairman, not because of the most results but because the candidate with the most votes made a mistake that made the elected candidate drop to the second vote. This made some of her friends unable to accept the decision. An additional condition is that she also entered the Islamic boarding school after graduating from junior high school, not from grade 7 like the majority of her classmates. It makes her feel lonely; she does not have any friends.

Those times were one of the toughest for Participant 5. Friends should be a sound support system, especially in Islamic Boarding Schools. Otherwise, she can't get it because everyone is staying away. Garnefski (1996) stated that Negative perceptions of multiple social support systems are related to the presence of multiple emotional and behavioral problems in adolescence. Still related to the challenges that occur with friends, there are other things that also becoming a challenge for the student council administrators.

If my story is, when I was not a student council administrator at that time with 9 of my friends, our communication with the administrators was indeed quite tense. The student council members must not notify the system of work to the non-student council. We can tell stories in the dormitory, but it is limited. Some friends were actually not suitable to be administrators and had even been elected, while those who had not been elected were more appropriate. My close friend became an administrator and I didn't, so the communication was strained.

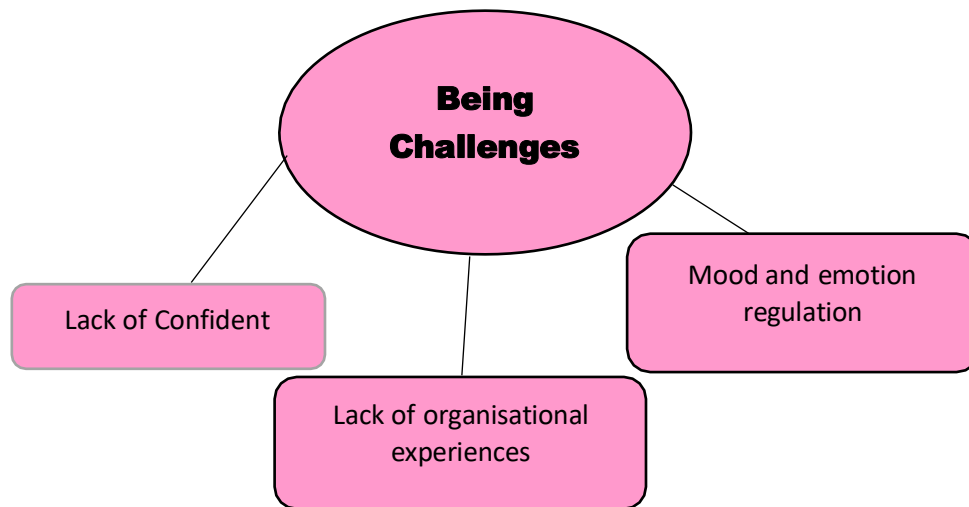
Source: *Participants 6, Pesantren 2, 9 May 2024*

Participant 6 experienced a difference in his friendship because his best friend had become a student council administrator in the 1st grade of high school, but he had not been selected. Just because of their different statuses and special regulations that require them to limit communication between student students and non-student students, their friendships become strained. It's a pity that something like this has to happen where being a student council administrator should be a proud status, not actually separate us from friends.

#### **4.1.1.3. Being Dimension**

#### **Figure 4.3**

*Being Challenges*



The next finding concerns challenges the student council members faced related to the Being dimension. Being is a dimension of psychological well-being, satisfaction with ourselves, our environment, society, self-realization, and self-esteem. The challenges in this dimension focus on themselves. While the student council members should deal with themselves. Regarding self-satisfaction or self-fulfilment, the challenges faced by the student council members are related to themselves. They have to control their emotions and their mood. Another challenge is time management. Sometimes, not everyone is confident enough to become a student council member; they are not ready to become role models, so they need to increase their self-esteem. While becoming a student council, learning how to communicate with others has also become a challenge. They need to learn about adjusting themselves when communicating with *Kyai*, fellow administrators and subordinates. Those challenges in this dimension will train the student council members to be more critical, mature, and confident.

These results show that student council administrators also have difficulties, although in a small number. This is in accordance with Erickson's

psychosocial theory, which says that adolescents are in the stage of Identity vs Confusion, where they are in the stage of searching for their true selves. In this dimension, actually the student council members are required to know themselves, what are their advantages and disadvantages.

The challenges in this Being dimension are related to their weaknesses. This is ultimately trained to be overcome by becoming a student council administrator. Some of the students stated that they were not confident enough to speak or meet a lot of people.

I am a person who lacks confidence when speaking in public, and if there is such a thing as "*mukhonam*" in the management, it is like giving information in front of students. From there, it became challenging.

Source: *Participant 3, Pesantren 3, 6 May 2024*

I was shy at first, when I appeared in front of many students, it felt like I was nervous, anxious, nervous. At first, I did stutter in public

Source: *Participant 6, Pesantren 2, 9 May 2024*

However, the unconfident arises because the person does not feel ready and does not have enough experience. This is related to what was mentioned in the previous section, which stated that there was no initial selection to become an administrator. When you are not confident, the results of work in the organization will not be maximized. This is particularly relevant in the context of student councils, where confidence is crucial for effective leadership and communication (Hecimovich, 2009). This is in line with what is being stated by Participant 10:

I accepted that I was given the mandate to be the head of the reception section. Where the members of my section are more appropriate to be the chairman because the basic is that he was a cadre before. My subordinates in the division have more

experience, while I myself have just been chosen. His knowledge is more than my own.

Source: *Participant 10, Pesantren 3, 15 May 2024*

It can be seen from what was conveyed by participant 10 that self-doubt arose because he felt inexperienced. He compared himself to his men in the reception, who felt they already had more experience and were better prepared to become section leaders.

It is a heavy part of being a security section because it has to have the heart to punish. It must be firmer. I don't have the heart to give punishment for my subordinates even though I am a security officer.

Source: *Participant 7, Pesantren 2, 10 May 2024*

When appointed as student council administrators, it means that the students must be ready to carry out the tasks as well as possible. Even though sometimes the task given does not match our personality. This is also a challenge in itself. As stated in Participant 7's statement above, he must get out of his comfort zone. Even though he knows he is gentle and does not have the heart to punish people, he forces himself to be firm and brave in punishing friends or members who break the rules. This is not easy for someone with a character that is contrary to their duties.

Being a student council administrator is also a place to practice to overcome shortcomings. This is important because when you become a student council, you will automatically become an example for the members. The student council also became a place where we could learn new things.

When I served in the Security Department, I communicated a lot with the *Kyai*. I was confused at first about how to communicate. I was scolded by *Kyai* at the beginning of my tenure because of a lack of information. When asking for permission for one of the subordinates to go home, they were asked what kind of event there was, a family event. I could not explain the exact event. So, it goes back and forth. Ask, keep answering again, and come back later.

Source: *Participant 7, Pesantren 2, 10 May 2024*

Building communication is not easy, especially with people who are more senior than us. This is one of the expensive experiences gained when becoming a student council administrator. It was a challenge when he first took office and had to interact directly with the *Kyai*. Piaget said, Psychologically, adolescence is the age when individuals integrate with adults, the age when children no longer feel below the level of older people but are at the same level, at least in the problem of integration in society (adults) has effective aspects, more or less related to puberty, including striking intellectual changes.

Another challenge for student council administrators is how they manage their moods and maintain emotions. G. Stanley (in Santrock, 2011) mentions that adolescence is a time of "storm and stress" to describe a turbulent period coloured by conflict and mood swings. At this time, most teenagers are not able to fully control the emotions they feel. Emotional development is also related to hormonal changes. This is in line with what was conveyed by Participant 1.

How to regulate emotions? regulate moods. Sometimes, I can't stand to get emotional about my friends. The hardest thing is because sometimes, when I'm upset and continue to reflexively vent my emotions to my friends, my friends become overthinking. So, there is a division. The challenge as a chairman is how to be an example not only for the subordinates but also for their own friends. (How to

then give understanding to friends)

Source: *Participant 1, Pesantren 1, 6 May 2024*

In conclusion, the challenges that occur in the Being dimension are related to self-fulfillment. A student council administrator must be able to recognize his shortcomings and strengths. After knowing their shortcomings, especially those that interfere with their performance as organizational administrators, they will be able to choose the right strategy to overcome these shortcomings or challenges. For example, there is a sense of inadequacy or lack of confidence when getting a position to become a student council member due to unpreparedness and lack of experience.

#### 4.1.1.4. Health Dimension

**Figure 4.4**

*Health Challenges*



The last dimension is Health. Surprisingly, this dimension is the second most commonly mentioned by the participants in terms of challenges. Health literacy refers to the ability of individuals to understand and effectively use health information to make informed decisions about their health and healthcare. The

findings show that the challenges related to health are also in line with the business in schools and organizations. Because they are busy with organizational tasks, they tire their bodies until they finally drop and get sick. Organizational duties can also consume a significant amount of rest or sleep time. This mainly affected the male students because they had a schedule for night patrol. Organizational activities do not always respect time, and duties must be completed 24 hours daily. Apart from that, other challenges related to organization and health include the presence of subordinates who pretend to be sick because they are too lazy to participate in activities.

According to the findings, the business in organizations and schools had an impact on student council members' health. It can be seen from what was conveyed by the participants during the interview process that they had been disturbed in their health, especially during busy times in the organization. The health dimension is surprisingly in the second position regarding challenges. It is undeniable that health is an important point for a person's well-being. If they are sick, the student council members can also not carry out their duties optimally. The health disruption of the organization's administrators is divided into different levels.

The busyness of the organization actually makes the body tired until it finally impacts their health. The most common thing mentioned by the participants was that they were exhausted until they finally got a fever, dizziness, and fatigue. There is the example of what participants 2 and 4 experienced:

There are usually common illnesses such as fever, dizziness

Source: *Participant 2, Pesantren 1, 6 May 2024*

Yes, at least a few times, I had a mild illness

Source: *Participant 4, Pesantren 1, 6 May 2024*

Not only does it have an impact on body drops, but busy organizations also affect hormones. What was experienced by the participants 5:

It is more to acne and hormonal stress. After the incident, and I have been free from the student council, my acne actually decreased.

Source: *Participant 5, Pesantren 2, 9 May 2024*

The experience of participant 5 demonstrated that the body's response to exhaustion or stress varies, including hormonal changes that produce acne. This is possible since adolescents are experiencing growth, including hormone development, according to Santrock's (2011) theory of physical growth during adolescence.

In addition to minor illnesses, as mentioned in the previous explanation, there were other experiences felt by Participant 1. When a lot of problems occur, this greatly affects his psyche but then affects his physique as well.

It was because of my thoughts. Because the initial illness was also from the mind. At that time, there was a friend's problem; I kept thinking about it, thinking about other friends, and finally, I had time to drop for a week until I had a CT scan. It had felt tight, the fever went up and down. It turned out that he had pneumonia. It took 3 months to finally treat until he recovered.

Source: *Participant 1, Pesantren 1, 6 May 2024*

The duties and responsibilities of the student council president make Participant 1 think about many things. Problems related to the organization are his responsibility as well. Student leaders play a crucial role in the success of an

organization, as they need specific managerial leadership behaviours to effectively influence their peers (Peterson, 2012). This, if not properly regulated, can be a burden for the student council presidents themselves.

Decreased immunity and eventually falling ill can also be caused by lack of sleep. From what I learned during the interviews with the student council administrators, several situations interrupted their break time due to organizational tasks. As what had been experienced by Participant 2 and 12:

If the security department is disturbed by the sleeping hours because at night at 10 o'clock, we have to control and ensure that every child has entered the dormitory, it is only at 11 o'clock that we enter the dormitory to rest. *Shubuh* at 3, 3.30 must have already woken up to wake the members.

Source: *Participant 2, Pesantren 1, 6 May 2024*

If I might be fit to be the receptionist, sometimes I have to receive guests at uncertain hours, once I have to receive guests in the middle of the night so my sleep time is disturbed

Source: *Participant 12, Pesantren 3, 15 May 2024*

The above transcript proves that the duties of the Student Council administrators, especially in Islamic boarding schools, are not simple. The busyness of the student council can take up rest time so that the body's immune system decreases, and it is easy to get sick. Lack of rest can be one of the causes of a decrease in immunity.

The challenges in the "Health" dimension do not only come from within oneself. As conveyed by several participants, there are challenges arising from external factors in this case. Some subordinates pretend to be sick because they are too lazy to participate in activities that are part of the student council's work program.

Some children pretend to be sick because they don't want to participate in activities but are still average junior high school students. In high school, it's rare to be like that. They were sick but went to the canteen; they were ill but still went to the canteen in the morning. Because they were still in junior high school, it was finally discovered that they were pretending.

Source: *Participant 11, Pesantren 3, 15 May 2024*

#### **4.1.1.5 Challenges in Every *Pesantren***

The subsequent discovery regarding challenges pertains to the presence of various challenges within each *pesantren*. Every *pesantren* encompasses a unique setting, thereby influencing the distinct challenges encountered by the students. The outcomes are discernible through the conducted interviews. “*Pesantren 1*”, as it could be concluded from the interview, indicates that the student council members are confronted with challenges and problems regarding health. The administrators of the student council at “*Pesantren 1*” disclosed that the level of activity within the organization, particularly at the onset of the administration, was undeniably substantial and unexpected. The numerous tasks lead to physical exhaustion and heightened susceptibility to illnesses. The volume of duties and obligations necessitating attention results in stress and a compromised immune system. It shows that they need a more efficient work-life balance.

The survey results at “*Pesantren 2*” demonstrate a different pattern of responses. The data indicates that the Loving dimension represents the primary challenge. The primary issue frequently raised by student council administrators at “*Pesantren 2*” pertains to interpersonal dynamics, particularly within their social circles. This issue stems from the selection process for student council administrators at the *pesantren*, which encompasses students from two distinct

grade levels (selected individuals from grade 10 and all students from grade 11). A discrepancy emerges between elected and non-elected grade 10 student council members. Additionally, seniority dynamics are observed among the 11th-grade student council members towards their counterparts from the 10th grade. This fact leads to the fact that the student council here has the biggest challenges related to social relationships.

The situation had different implications at “*Pesantren 3*”. While the student council in this *pesantren* are commonly mentioned about how they need to balance between their organizational and academic responsibilities. The interrelated nature of the organization's various responsibilities was also discussed. In addition to their primary responsibilities within their respective sections, they were tasked with the additional responsibility of providing teaching and mentorship to their subordinates during the designated afternoon study period. This further complicates the already challenging task of time management for student council members in “*Pesantren 3*”. This illustrates that student council members in this *pesantren* exhibit a deficiency in their time management abilities. Furthermore, the student council administrators continue to experience challenges in aligning the organization with the school.

#### **4.1.2. Strategies Applied by The Student Council Members**

This sub-chapter will explain the findings to answer the second research question about the strategies applied by the student council members to maintain their well-being. The main theories applied to classify strategies still rely on the school well-being theory. Therefore, I divided the strategies based on four dimensions of that theory. After that, the strategies are classified into coping

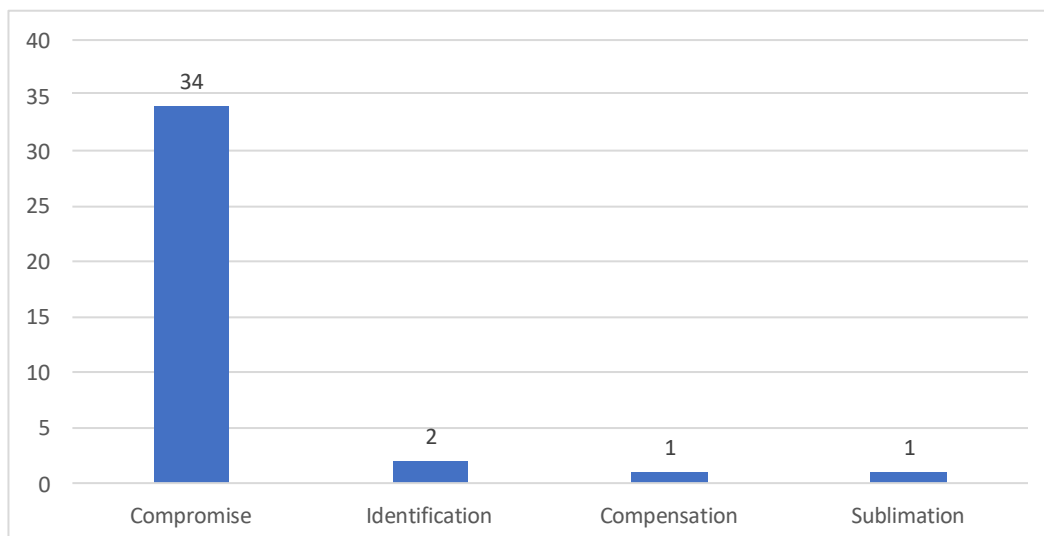
mechanism theory. Various stories could be classified as well-being strategies during the interview with the student council members. I have established guidelines for which story components will help answer the study questions. After presenting the data, translating it into English, decreasing it, and categorizing and grouping the themes, some useful insights emerge from the student council members' well-being strategies. The findings from this report provide insightful implications for the management of student organizations, particularly in fostering effective communication, collaboration, and conflict resolution strategies among members. This sub-chapter will discuss in detail the strategies applied by the student council members to face those challenges.

#### **4.1.2.1. Having Dimension**

As mentioned in the previous chapter about challenges, the most common problem in the first dimension of well-being in school, called Having, is time management. Therefore, the strategies found in this dimension are also related to how the student council members could manage their time well between the organization and the school. They have to make a daily routine rundown, determine the priority, and take advantage of it whenever they have free time. Friends also play an essential part here because when there are many things to complete, they can assist each other and split the workload. Work together to make things feel lighter. This becomes one of the strategies to balance school and organization.

#### **Figure 4.5**

*Having strategies*



After obtaining data on numerous strategies done by the student council members in the Having dimension, those data are classified into coping mechanisms. The most common technique of coping mechanism used in this dimension is the problem-centred coping technique called compromise. It is how to cope with the problem by adjusting to the environmental circumstances and asking for collaboration from peers or relatives. It suits how the student council members tried coping with the organization and school business. Besides, small amounts of data are classified into other techniques such as identification, compensation, projection, and sublimation.

It is still difficult for most participants to divide their time between organizational tasks and school assignments. This is in line with what the participants said in the interview session:

It is a bit difficult for me to divide my time because we are also majoring in science. Sometimes Biology teachers have a lot of tasks. Sometimes, we have been given time, but we haven't done it yet because we are busy organizing, and then there are added (the task). Usually, the task is paid in installments, and then we are here for one day off, Friday.

Source: *Participant 4, Pesantren 1, 6 May 2024*

Based on these quotes, it can be concluded that difficulties in managing time are also due to the accumulation of tasks. Otherwise, the student council members have duties as organizers in their respective sections, while school assignments must also be done. If this situation cannot be overcome, then one will be sacrificed. So, it is important to be able to harmonize the two.

How can I manage my time well between school and the organization by just looking for free time? Stealing time, yes, it can help, too. For example, when you spend time studying, for example, in the room, there is free time to study.

Source: *Participant 12, Pesantren 3, 15 May 2024*

Student council members face significant challenges in managing their time amidst the demands of academic and organizational responsibilities. They employ strategies to optimize their time management, allocating it efficiently to tasks as soon as it becomes available.

Another thing that can help with time management is making a daily plan. This will help student council members to organize their daily activities and be able to manage schedules effectively. The daily plan will also make the work of the student council members efficient without wasting time. This experienced by some of the student council members.

If I personally make a daily rundown, plan tomorrow's activities at any time of the night, in the morning, I share with friends about the activities that will be done that day and all the discussions

Source: *Participant 1, Pesantren 1, 6 May 2024*

It is a bit difficult to divide, but I divide it by making a schedule. For example, today I am doing my schoolwork until five and six, and the evening organization will be organized. Or usually, the organization will be from noon to afternoon, and the school assignments will be from afternoon to night

Source: *Participant 6, Pesantren 2, 9 May 2024*

Ultimately, it is incumbent upon the student council members to ascertain and establish priorities. It is essential that they are aware of which tasks must be completed in the shortest possible time and which can be carried out at a later date. Furthermore, establishing priorities is a complex process. Each individual possesses a multitude of methods for establishing priorities. Some individuals prioritize education above all else, as the primary objective of Islamic boarding schools is academic pursuits.

Usually, it's more about schoolwork first. So, on the side-lines of school time, if there is free time, it is the time for organizational responsibilities and trying to work before the deadline for organizational tasks to be completed. Hunting on the sidelines of school time.

Source: *Participant 1, Pesantren 1, 6 May 2024*

Some, on the contrary, prioritize the organization over the school.

Usually, the organization is prioritized first and then the school. When there is an organizational task, the school gives permission. After that, immediately ask for help with a friend's notes to catch some missed lessons

Source: *Participant 7, Pesantren 2, 10 May 2024*

In addition to the two methods above, some determine priorities by following the flow. They work on what can be done first.

For example, if you are in a position like that, it is usually conditional because of what needs to be done first. For example, if it is on the agenda during the organization and the lessons can still be set aside, it means that we put the organization first. It's just that, for example, there we have to prioritize when studying. For example, like there is an exam, maybe we have to be able to balance

when we have to pursue targets in learning

Source: *Participant 11, Pesantren 3, 15 May 2024*

The three options depend on each individual. The method can be different depending on the comfort of each one. Those strategies are classified as Compromise as they try to master the environment.

In addition to relying on yourself, sometimes it is also necessary to hear the opinions of others. With the exchange of opinions, new ideas or strengths will usually emerge. This was also stated by Participant 8:


Yes, in the beginning, it was like looking at it first. Ask the senior. Ask how to divide your time in various ways. Some are willing to stay up late to do their assignments; some immediately become one to do everything. There is one-on-one. Keep looking at friends, too.

Source: *Participant 8, Pesantren 2, 10 May 2024*

Hearing and learning from someone's experience can give us a new picture. Learning can be done from anywhere. This kind of strategy is classified as identification, which means they try to imitate the way of thinking and behavior of other people. They learned from what their seniors have done.


Another thing that becoming a challenge for student council members and schools is permits. Indeed, regarding what is conveyed, the school supports the Student Council. But for one reason or another, for example, they have left lessons too often, and finally, the school does not permit them to be absent. If you are in a position like this, what can be done is to prove to the school that the student council member does not underestimate the school. It could be done by some actions.

Trying to give schools an understanding of the busyness of the organization faced by the student council.



Source: *Participant 5, Pesantren 2, 9 May 2024*

The strategy done by participant 5 is that she tries to give the reason to the school. She tries to make the school understand her reason. This strategy is classified as Rationalisation when we refer to the coping mechanism theories. It will help them to reduce conflict. By giving understanding, it makes other people see clearly what we actually want.



When there is an organizational task, the school gives permission not to be absent. Continue asking for help with notes from friends who keep memorizing some lessons I missed.

Source: *Participant 7, Pesantren 2, 10 May 2024*

Another addition was mentioned by Participant 7. If he missed school because of some organizational responsibility, he directly asked help from his friend to get a note of the lesson that he missed. It also shows that peer relationship is important. He can get help from his friends. This strategy is categorized as Compromise.

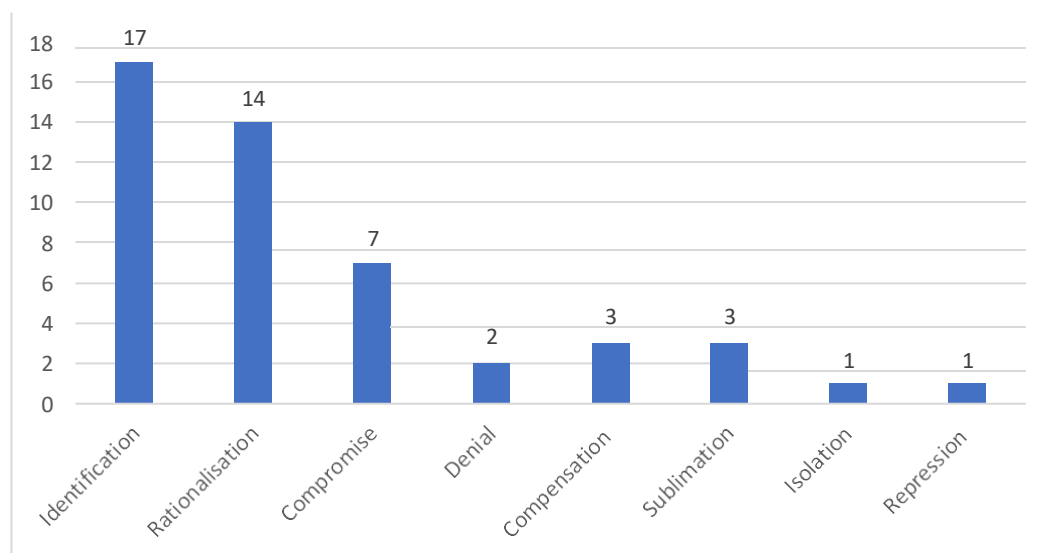
From the strategies mentioned in this dimension, the main focus is on how we can master the environment. It is important for a person who has already obtained a position to recognize his environment. A student council member must understand all forms of responsibility in the organization and the school. They must be able to choose priorities. Therefore, the most common strategy used in this dimension is categorized as a Compromise. This is part of the coping mechanism categorized based on the problem.

#### 4.1.2.2. Loving Dimension

The next strategy is on the Loving dimension. This dimension is focused on social relations with family and friends. The most common strategies applied to cope with the problem on this dimension is how the student council members could deal with their organization friends, friends that have not been selected yet as student council, and their subordinates by having a discussion. When they have a problem with their peers, most of them choose to solve their problems by having a face-to-face or group meeting to learn the perspective from both sides. When they have a discussion, they also want to be heard. They give a reason to make their opinion or action accepted by others. Communication is a key. There is also mention of learning from other experiences.

**Figure 4.6**

*Loving strategies*



Those strategies are then identified in the classification of coping mechanisms. The way of strategies to have a discussion and see others' perspectives are then classified as Identification. It is known as imitating the way

of thinking, ideas, and behavior of others. The second common strategy is giving explanations that could make other people understand their actions. It is classified into rationalization. The other strategy could be classified into several coping mechanisms with between three and four data. Those strategies are compromise, denial, compensation, and sublimation. The last are strategies with only one data: isolation and repression.

In the Loving dimension, the most common strategy is related to communication. It is clear that having open channels of communication is critical to organizational performance. Several sections of the paper emphasize the necessity of ongoing discussion among members in resolving issues and strengthening mutual understanding. Effective communication and teamwork are essential components for resolving issues and improving mutual understanding in any workplace. In the context of the student council outlined in the report, numerous particular initiatives have been implemented to nurture these components, resulting in a peaceful and productive environment.

The first thing found from the interviews related to effective communication is conflict resolution. This can be done with open dialogue:

We try to remind friends and make consequences agreements. If you violate again, you are ready to accept the consequences of being acted upon in front of your younger siblings. We also find out first what the management friends want.

Source: *Participant 1, Pesantren 1, 6 May 2024*

Whenever they disagreed with other members, most of the participants usually made a dialogue, whether personal or group discussion. By maintaining open lines of communication, members can address issues as they arise and not let

misunderstandings or grievances fester. This proactive approach ensures that conflicts can be addressed promptly and amicably.

It is clear that having open channels of communication is critical to organizational performance. Several sections of the paper emphasize the necessity of ongoing discussion among members in resolving issues and strengthening mutual understanding. For example, members highlight the need to maintain communication and approach conversations with the goal of lowering egos. This emphasizes the importance of communication in ensuring that all members are on the same page and that any difficulties are resolved quickly through collective discussion. The discussions and meetings train the transparency. Open and transparent communication helps build trust among members. When everyone is informed about decisions and their rationale, suspicion and potential conflicts arising from misinformation or lack of information are reduced.

One example is when administrators violate the rules and do not respect the organization, most of the participants carry out the same strategy. They invited friends of the organization to discuss and remind the applicable rules.

If there is a problem with friends who do not appreciate other parts, we usually discuss and discuss. But still, sometimes, some people don't like to be reprimanded in public. Discuss, and if regulations are made, it must be approved by all the organization's administrators.

Source: *Participant 2, Pesantren 1, 6 May 2024*

Ways like this, where we try to understand other people's behaviors and ways of thinking, are categorized under Identification. In this dimension, Identification is the most common coping strategy carried out by student council

members. This strategy is indeed considered the most appropriate to deal with problems related to social relationships.

One factor that determines the Student Council's success is the number of subordinates who obey the rules. This is in line with research conducted by Ngaba (2021), which stated that the role of the student council in shaping students' character is very important, with a special emphasis on discipline and hard work. To make the members obey the rules, most participants agreed that they used to be the student council administrators who should be an example.

Giving an example, it is the most effective way. Children are more difficult to manage; we used to feel that when grade 1 was given obedience rules, children were restrained and even more rebellious.

Source: *Participant 1, Pesantren 1, 6 May 2024*

First, we have to be an example. Next, from the organization's friends. The members will also see how their seniors act. At first, we remind our friends, then later to our subordinates. So be firm so that the regulations made can be obeyed

Source: *Participant 6, Pesantren 2, 9 May 2024*

In addition to trying to enforce the rules by giving examples, there are also other opinions. Some still think that the regulation is carried out by force. Subordinates must be forced to obey the rules.

They are here; whether they like it or not, they have to obey their seniors because they are the upperclassmen who have the responsibility.

Source: *Participant 9, Pesantren 3, 15 May 2024*

The rules are coercive, so whether you like it or not, sometimes you have to accept it. But sometimes, the regulations adjust to each situation.

Source: *Participant 9, Pesantren 3, 15 May 2024*

Participant 9 here even repeated the statement that the regulation is coercive and must be obeyed whether you like it or not. It is unfortunate because with his position as the head of the organization, he has such thoughts that lead to a coercive nature.

On the other hand, the role of leadership in conflict resolution is also a prominent theme. Effective leaders are described as those who can remain neutral and hold a forum to address issues amicably. This neutrality is crucial in preventing biases and ensuring that all perspectives are considered during conflict resolution. Additionally, leaders are expected to set an example by demonstrating compliance with organizational rules themselves.

Another strategy also found from the interview results was, as stated by Participant 5 about her experience when she did not have friends while serving as the student council president because of the unusual election situation. She finally sought support from other places when there were no supportive friends. She asked his seniors for their opinions, asking for advice.

I got encouragement from Kak Uzli. Then Alhamdulillah. After a long time, Alhamdulillah, friends were slowly finally able to accept.

Source: *Participant 5, Pesantren 2, 9 May 2024*

The act of seeking assistance or comfort from other domains might be classified as a compensation strategy. It refers to the process of concealing flaws by highlighting positive characteristics as people attempt to compensate for their discontent in one domain by seeking excessive satisfaction in another. Compensation originates from a sense of deprivation.

It is different from what was done by Participant 6. When she had experienced conflict and was at her peak, she chose to go alone.

Resolving the conflict until initially there was a fight. There, when the situation was hot, I just went out. I and one of my scout coordinator friends talked about this in another room. My other friend tried to break up by hearing the perspectives of both parties.

Source: *Participant 6, Pesantren 2, 9 May 2024*

The strategy carried out is categorized as a problem-based coping mechanism called Isolation. It refers to people who actively choose to distance themselves from their environment or choose to remain unaware of the challenges they face. This is usually done by people who do not want to be involved in deeper conflicts.

In conclusion, the findings of this report underscore the importance of communication, mutual respect, effective leadership, adaptability, and positive reinforcement in managing student organizations. The strategies applied in this dimension are commonly categorized as Identification since the focus of those strategies are tried to understand other people's way of thinking. It is applied by the discussion and open communication.

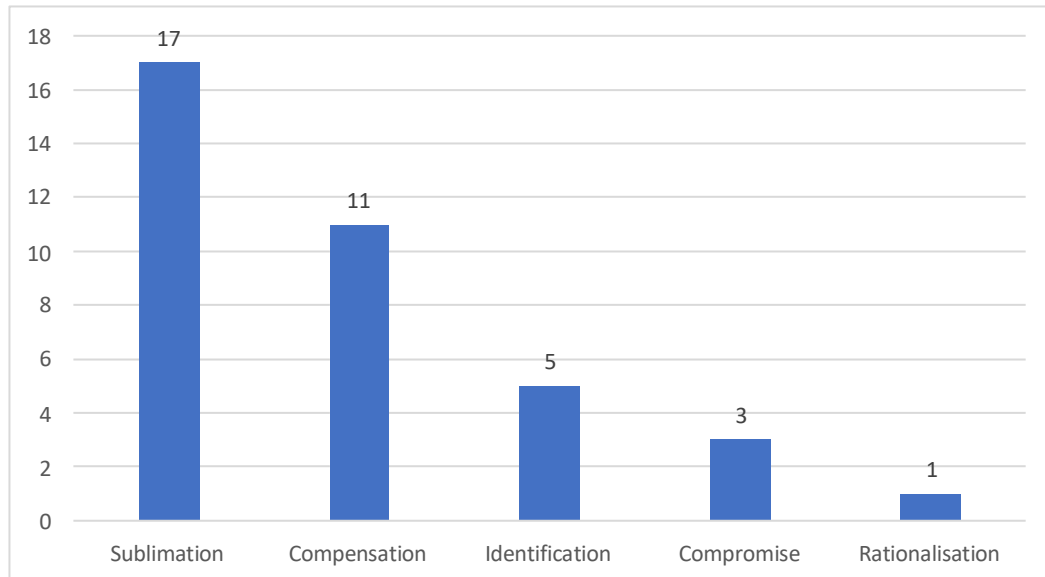
#### **4.1.2.3. Being Dimension**

The third part of this sub-chapter is about well-being strategies applied by the student council members in the Being dimension. Being is a dimension for self-fulfillment. Therefore, the strategies applied in this dimension are related to how the student council members could maintain their own emotions and how they have to deal with their weaknesses and try to cover them with their strengths. Being ready to learn new experiences while becoming the student council is also important. The members of the student council must prepare themselves to be worthy of being a good example for the members by continuing to learn and

upgrade their skills. They also can upgrade their creativity by practicing through the events such as *panggung gembira*, scout competition, and class meeting.

**Figure 4.7**

*Being Strategies*



After the strategies are classified into coping mechanism techniques, students are mostly mentioned that they must be ready to be placed in any part of the organization and ready to learn new things. Continue to practice to be able to be a good example for the members. Exploring their potential. Those strategies are categorized as sublimation. The other strategies commonly mentioned after that are about how student council members, although being aware of their weaknesses such as a lack of confidence, limited access, and even need to be placed on areas that do not fit them, overcome these by focusing on the positive aspects. It is then classified into compensation. A third common strategy is imitating others' ways of thinking and behavior; these are categorized as identification. Besides, there are also other strategies found with a small number: compromise and rationalization.

The key word for the dimension of being is self-fulfilment. If you look at the findings in the previous chapter regarding challenges, the most dominant thing is how to overcome your shortcomings. The strategies that are found in this dimension are diverse. Being a member of the Student Council requires us to be adults. However, we must be able to solve problems ourselves by assuming other responsibilities as organizers.

Being forced to grow up. How can we solve other people's problems which outside of not necessarily people want to help solve other people's problems

Source: *Participant 1, Pesantren 1, 6 May 2024*

With all the challenges that occur in the Being dimension, all participants expressed the same thing that there is a happy and proud side in it. This possibility also allows them to survive carrying out their duties as student students despite many challenges.

Being a member of the Student Council cannot choose to be placed in a certain section. We must be ready to be placed in any division. So, every student council member is required to improve themselves wherever they are placed. There are various ways to improve themselves, one of which is the most mentioned by the participants, which is to continue to learn to be appropriate in that section.

Must be ready to be placed in any section, learn new things and explore one's potential. I actually feel suitable to be part of the scouts, but because I can be part of the security department, I have to be ready and accept.

Source: *Participant 2, Pesantren 1, 6 May 2024*

Because of this I was selected in the Scouts as I wanted, but suppose I was placed in the Teaching Section meaning I had to learn from my seniors before. I would like to ask, if possible, from senior teachers. What do I have to do, how to

make this system run smoothly, because I have no experience here. Because I don't know what this means and I have never studied it. Now because I was placed in the scout coordinator according to my wishes, that's why I improved myself by studying. For example, in the scouts, there is material for younger siblings, so I usually read it at night because I am afraid of making a mistake when giving the material. Fear of embarrassment

Source: *Participant 6, Pesantren 2, 9 May 2024*

When student council members happen to get an unwanted division, as implied in the transcript above that they are then not confident. If a student council administrator is no longer confident, his work will not be optimal, so this must be resolved immediately. There are many things that can be done to increase confidence. These are also things that were explored from the participants during the data collection process.

Training myself to appear in front of members makes me more confident. For example, the Administration announces in front of the members "Tomorrow you must use the card, the shopping". It's now starting to be cashless.

Source: *Participant 3, Pesantren 1, 6 May 2024*

The most common way for participants to increase confidence was what Participant 3 mentioned. By becoming student council administrators, they are forced to interact with the members frequently. This gradually trains them to have experience in public speaking. The role of student councils in shaping student character, including confidence, was also highlighted by Toni (2019).

Another way student council administrators can increase confidence is by overcoming their shortcomings. For example, as Participant 10 did:

If I am myself, I practice foreign languages so that when I meet guests, I am not embarrassed, learn how to be a good receptionist

Source: *Participant 10, Pesantren 3, 15 May 2024*

In this case, he is aware that he is not fluent in foreign languages even though he is needed to support his duties in the Reception Department. “*Pesantren 3*” itself often receives visitors from abroad. This means the student council management in the Reception Section must be ready to understand and be able to speak Arabic and English. Therefore, Participant 10 then made up for his shortcomings by practicing learning a foreign language. strategies such as those carried out by Participant 10 are categorized as Compensation strategies.

On the other hand, one way to increase confidence is to upgrade skills. As a figure who is seen as an example, the members of the Student Council better to have abilities above their subordinates. When a student has been appointed as a student council administrator, he must be ready to be an example. A good example doesn't have to be perfect, but how he or she is ready to keep learning and adding something new.

We must first master all aspects completely perfectly. The term is required to look perfect even though you are still learning. But how do they (the members) don't know our shortcomings, how do we cover them up, but we still show them as if we can do them all.

Source: *Participant 9, Pesantren 3, 15 May 2024*

Confidence can also increase with activities that increase creativity. From the results of the interviews conducted, there were findings regarding the increase in organizational creativity through competition activities:

For example, every division in the organisation held a competition, and every part has a reward

Source: *Participant 3, Pesantren 1, 6 May 2024*

Regarding creativity, we have been trained before becoming student council. We are trained step by step by another organisation like *Mudabbir* and *Rayon*. We

have learned there how to take good care of members.

Source: *Participant 10, Pesantren 3, 15 May 2024*

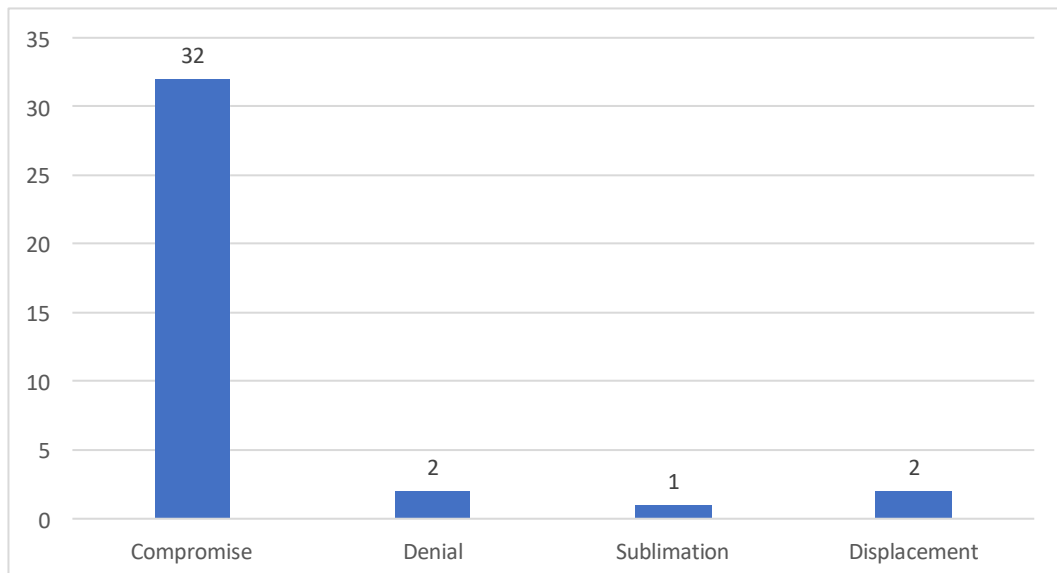
It is proven that with the existence of competition activities, creativity increases. This also affects confidence and happiness. The existence of various activities carried out in the organization will increase the creativity of the student council members as well as members.

The dominant strategy used in this dimension is Sublimation. The strategy focuses on expressing or directing emotions, skills, or abilities with a constructive and optimistic mindset. This means that the strategy in this dimension is more about maximizing one's potential and focusing on the positive side. Although this dimension does not receive the most attention from students from the entire school well-being dimension, it also has an equally important role.

#### 4.1.2.4. Health Dimension

**Figure 4.8**

*Health Strategies*




The last category is the strategies applied by the members of the student council in terms of facing challenges in the “Health” dimension. In this dimension, the most common strategies done by the student council to keep their health condition is maintain a diet, drink plenty of water, and get enough rest. To increase immunity, they usually take vitamins, exercise regularly, and have simple conversations with many friends to stay happy. When they are sick and have to leave organizational tasks, most of them usually ask for help from friends to be able to handle. It is also mentioned that health facilities in *pesantren* are adequate and can assist in providing first aid if a child becomes ill. Those strategies are classified as “Compromise”. There are a number of other strategies classified as “denial”, “sublimation”, and “displacement”.

The health strategy results emphasize the significance of living a balanced lifestyle, taking preventative health measures, and utilizing community services. Proper nutrition, appropriate rest, regular exercise, and a supportive environment are the major areas of attention for managing stress and health concerns. The first strategy to keep the student council in good health is to have a balanced diet and nutrition. This strategy is among the most frequently mentioned by participants when asked how they keep their bodies fit and are not sick.



Eat. eating must be regular and routine so as not to get sick.

Source: *Participant 5, Pesantren 2, 9 May 2024*



Get enough rest, maintain the diet

Source: *Participantl 6, Pesantren 2, 9 May 2024*

A regular and nutritious diet is a key component of the health approach. The research emphasizes the significance of eating balanced meals and avoiding unhealthy foods to prevent disease and improve overall health. This involves avoiding ice-cold liquids and ensuring enough vitamin intake.

The second point that is no less important to maintain body condition is to get enough rest. As mentioned in the challenges section, there are student council tasks that require breaks. This certainly cannot be taken lightly. The student council administrators must be able to manage the rest time as best as possible. Proper rest and sleep management are essential to maintain good health. This strategy encourages rest when feeling tired and prioritizes sleep to prevent fatigue and illness. Participants are advised to maximize rest time and avoid overexerting themselves.

Student council members also maintain their health by exercising and engaging in physical activity. Regular physical activity is recommended to improve both physical fitness and mental wellness. This technique involves frequent community-organized exercise classes, which aid in the maintenance of an active lifestyle and the prevention of health issues.

Sports, usually there is a routine exercise in the *pesantren*

Source: *Participant 3, Pesantren 1, 6 May 2024*

The exercise is twice a week in the morning. There is a kind of extracurricular running in the afternoon but there are also sports.

Source: *Participant 9, Pesantren 3, 15 May 2024*

In addition, the next strategy that can be carried out is the use of health resources. The report suggests that participants should take advantage of the health facilities available in the community. There are several ways that student council administrators do related to the use of health facilities:

Health facilities at Islamic boarding schools are also easy to access. If we are sick, we are not alone in the organization. So each section has 5 people or 4 people. So let's say we are not fit or unhealthy, for example, that's our job, we leave it to others.

Source: *Participant 4, Pesantren 1, 6 May 2024*

Usually, yes, we ask for backing from friends, ask friends to help us take over our tasks for a while.

Source: *Participant 10, Pesantren 3, 15 May 2024*

This includes accessing medication provided by the health department and seeking assistance from peers when feeling unwell. Community settings ensure that individuals are not left to manage their own health but can rely on others for support and backup.

There is also another way which could help maintaining the healthiness. The strategy is having proactive health measure. This could be done by several things such as drink vitamins and other supplement boosters. When symptoms of illness appear, it is suggested to rest immediately and delegate tasks to others to ensure quick recovery and prevent the spread of illness.

Physical health is also related to mental health. One of the causes of decreased immunity is when a person feels stressed. If our body's immunity decreases, then this disease will be easier to attack. Therefore, the strategy carried out to maintain mental health so that immunity does not decline is to encourage

open communication with friends and mentors. Sharing problems and seeking advice from trusted individuals helps reduce stress and maintain emotional stability. Regular meetings and discussions with mentors provide a platform to address any issues and receive guidance.

Take care of my diet, talk to other people so that I am happy and my immunity does not drop. Suggestions to be healthy.

Source: *Participant 5, Pesantren 2, 9 May 2024*

If I was really stressed, I would just run so that the burden would be left behind. Afternoon runs on the exercise schedule. Lots of chats with lighthearted friends

Source: *Participant 11, Pesantren 3, 15 May 2024*

Finally, the health strategy in the report is comprehensive, addressing both physical and mental health concerns. The strategy seeks to foster a healthy and supportive environment by emphasizing balanced nutrition, adequate rest, regular exercise, and leveraging community resources. These proactive measures ensure that individuals can maintain their well-being and effectively manage any health challenges they encounter. The strategies used in this dimension are mostly categorized into *Compromise*, which has the main point of mastering the environment.

#### **4.1.3. Strategies Vary Across Different *Pesantren* Setting**

This subsection aims to elucidate the research results pertaining to the diverse strategies employed by student council members across three distinct Islamic boarding schools. This will respond to this study's RQ 3. Every school, including Islamic boarding schools, will undoubtedly have certain similarities and

differences of its own. Of course, various scenarios and conditions will also arise from the various locales, cultural distinctions, and curricula used at each Islamic boarding school. The conclusions about the differences in the difficulties and approaches taken by each Islamic boarding school will be discussed in this subsection.

Starting with the difficulties encountered by the student council administration at each Islamic boarding school. These three Islamic Boarding Schools have various requirements for becoming student council administrators. The student council administrators at “*Pesantren 1*” are all in grade 5 (2<sup>nd</sup> grade of high school Class 2). The issue then emerges since they have never previously served as a student council administrator. Because there is no prior experience, the student council administrators must start from scratch. The student council administrators at “*Pesantren 2*” are some members of class 10 and all of class 11. This creates a distinction between 10 grade students who have and have not become administrators. Furthermore, there is a seniority aspect to 11<sup>th</sup> grade student council members. In 10<sup>th</sup> grade student council members, some seniors put pressure on their younger peers. “*Pesantren 3*” has a student council administrator made up of the majority of the eleventh grade with others serving as room assistants. This also causes a schism in the batch, with students who were not elected as administrators becoming less excited about participating in student council events.

This also affects the strategies carried out to face the challenges that occur. In “*Pesantren 1*”, the strategy used is to learn quickly and adapt to be a good student council administrator because there is no previous experience. If you look

at “*Pesantren 2*”, the strategy used is related to how they can still establish good relationships with friends or even friends who have not yet become student council administrators. When they are pressured by seniors, they must also show their power and remind them that their position is the same as the student council administrator. Another thing that happened in “*Pesantren 3*”, the 11<sup>th</sup> grade personnel who have been selected as administrators must convince friends who are still companions that the role of each part is important, no one becomes more exclusive than the other.

Another diversity that occurs is that, especially in “*Pesantren 3*”, practicing to take care of the subordinates has been done even before becoming a student council administrator. Previously, they had been trained through the *Dewan Ambalan* and became room companions. This makes when they become student council administrators, the students already have experience and are relatively more prepared. In fact, they have started to build an image when they become companions. If the image is good, then when they become administrators, it will be easier to manage the members. The same thing may also happen in “*Pesantren 2*”. There the children who have been selected since grade 10 have more time to learn to become student council administrators. The experience they get will certainly be more than that of other friends who have just become student council administrators in the 11<sup>th</sup> grade.

The well-being strategies used by student council members vary significantly throughout *pesantren* settings, reflecting the different circumstances and challenges that each institution experiences. The research highlights three *pesantren* with different settings. Each *pesantren* has its own approach and

strategy customized to its specific situation, stressing different components of well-being support. “*Pesantren 1*” mostly emphasizes on community and support networks. This *pesantren* focuses on fostering strong community bonds and support networks among students. Regular meetings and activities are planned to build a sense of community and mutual support. Next, they are mentioned about religious and spiritual guidance. Given their traditional focus, there is a heavy emphasis on religious education and spiritual practices, both of which are important to students' general well-being. This includes regular religious classes, prayer meetings, and spiritual mentoring.

Different with what happened in “*Pesantren 2*”. During the interview, the student council member commonly mentioned about educational support. “*Pesantren 2*” places a high value on academic accomplishment and offers comprehensive educational support to students. This includes tutoring, study groups, and academic counselling. Other than that, they also foster their well-being through extracurricular activities. To promote holistic development, “*Pesantren 2*” encourages students to participate in various extracurricular activities, including athletics, arts, and cultural events. These activities are intended to help students strengthen their skills and reduce stress.

On the other hand, “*Pesantren 3*” also has other strategies emphasized by the student council administrators to maintain their well-being. First, it discusses leadership and personal development. “*Pesantren 3*” emphasizes leadership development and personal growth among its pupils. The student council regularly organizes leadership workshops, seminars, and mentoring initiatives. Health & Wellness Programs. “*Pesantren 3*” also focuses on physical health and wellness,

with programs such as regular physical education sessions, health check-ups, and health-related awareness initiatives.

Across these *pesantren*, there are also common well-being methods that are mentioned. First, to maintain the student council well-being, they held a regular meeting. All three *pesantren* hold regular meetings with student council members to address issues, plan events, and provide mutual support. These meetings provide an opportunity for open debate and collaboration. Second, open communication is also needed. Encouraging open communication among students is an effective method for resolving issues and increasing mutual understanding. Student councils provide an environment in which students feel comfortable expressing their problems and seeking assistance. Another strategy that is also important is peer support. Peer support networks are essential in all situations. Students are encouraged to support one another, discuss their experiences, and offer advice and assistance as needed.

## **4.2. Discussion**

This discussion section of the study describes the results of the challenges and strategies collected from participants in three research questions and connects with the theories and prior research. These questions include exploring what the difficulties for the student council administrators are, what they do to face the challenges, and whether there are external factors that affect the differences in challenges and strategies for the student council administrators.

### **4.2.1. Challenges Faced by The Student Council Members**

The first research question pertains to the challenges students encounter in their role on the student council. As detailed in the findings section, these

individuals are confronted with a multitude of challenges. These challenges can be categorized into the following points:

#### 1. Social relationships with friends

As revealed through interviews, the most frequently cited challenge among student council administrators pertains to social relationships with peers. It showed that many challenges come related to organizational friends who break the rules and do not respect other divisions related to the Loving dimension (Konu & Rimpela, 2002). It can be posited that the challenges that arise in this dimension are a consequence of the student council administrators' status as adolescents, a period of development that encompasses socio-emotional maturation (Santrock, 2011). The maturing adolescent brain undergoes ongoing development in areas that oversee social conduct, where variations in social aptitude play a role in determining the strength and number of social connections (Lamblin et al., 2017).

The challenges mentioned and discussed in this sub-chapter are similar to the results in some of the previous research. Koech (2024) and Tikoko (2023) also mentioned that the challenges faced by student councils are multifaceted and include a lack of trust from students, poor communication skills, and decision-making based on personal relationships. The study results indicate that the participants most frequently mentioned the social relationship challenge. This suggests that being a student council member may result in feelings of diminished love and affection, which could be perceived as loneliness. It is in line with research conducted by Ozdemir (2024), which stated that a variety of challenges impact the well-being of student leaders, including loneliness.

The challenges about social relationship were mostly mentioned and discussed by the participants because it was in accordance with what was conveyed by Hibatulloh (2023) and Prabowo (2016) both highlighted the significant influence of the school and social environments on adolescent behavior and psychological well-being, respectively. Social relations are a significant determinant of adolescent well-being, with both positive and negative interactions exerting a substantial influence on outcomes. Community disadvantage can have a detrimental impact on subjective well-being by reducing positive social interactions and increasing negative ones (Laurence, 2019). These facts leads to conclusion about the crucial role of the environment in shaping adolescent well-being.

It can be reasonably deduced that one of the underlying causes of the difficulties encountered in maintaining friendships is the absence of a structured selection process in the recruitment of members to the student council. The selection and placement of student council members continues to be based on subjective criteria, largely influenced by personal observations and opinions of close associates. This results in feelings of jealousy among those who have not been elected, who perceive themselves as deserving of the position. In this context, the *pesantren* should consider implementing an effective selection process when recruiting student council administrators. While all candidates will ultimately have the opportunity to become student council administrators, the placement in the appropriate division must also be considered. Consequently, the initial selection process is of paramount importance.

## 2. Overlapping responsibilities

Another challenge frequently cited by student council administrators is the accumulation of tasks, which can make it challenging to manage time between academic pursuits and organizational responsibilities. This challenge is related to the Having dimension, which encompasses the school environment and includes the study schedule (Konu & Rimpela, 2002). If the student council members could not manage the time wisely, it would be at the expense between the organization or the school.

The existence of children who have difficulty dividing time between the organization and school until they end up sacrificing one of them shows that there is an unpreparedness to become a role model. This is in-line with other research conducted by Kambuga and Omollon (2017) which also shown that missing lessons while attending student matters, failure to complete class assignments on time, lack of enough time to engage in private studies, fear to report on teachers who miss classes/come to class late and lack of leadership training were the challenges that student leaders faced as while performing their duties. A study conducted in Kenyan secondary schools also revealed that students who held leadership roles exhibited enhanced academic performance, demonstrating positive character development and a heightened level of commitment to academic pursuits (Wekesa & Mbogo, 2021).

Overlapping responsibilities within a student council can yield various effects on its performance, encompassing both advantageous and disadvantageous outcomes. Firstly, the negative impacts can be broadly defined as creating confusion and conflict. A lack of clarity regarding responsibilities can give rise to ambiguity concerning task ownership. Consequently, this may result in the

duplication of efforts or the neglect of crucial tasks. Disputes may arise when multiple individuals perceive themselves as having jurisdiction over the same tasks or when their perspectives and methodologies diverge.

Conversely, inefficiency is also a consequence. The considerable workload assigned to student council administrators is likely to result in the inefficient utilization of time and resources for task completion. Furthermore, the absence of defined time constraints for a multitude of tasks can also result in feelings of being overwhelmed and experiencing burnout. Members may experience a sense of being overwhelmed by their responsibilities, particularly when attempting to balance academic and personal obligations. Consequently, this can result in burnout, which may diminish their efficacy and passion for council-related endeavours.

### 3. Organisational business lower immune system

Another challenge mentioned through the interview is how the organisational business makes the student council tired and it lower their immune system. Research suggests that participation in student organizations can lead to academic burnout, characterized by exhaustion and disengagement (Octaviani et al., 2023). In his 1976 study, Allardt posited that health is a resource and an indispensable component of well-being, categorizing it as a form of "having." Subsequently, Konu & Rimpela (2002) proposed a distinct category for health, viewing it as a personal state influenced by external circumstances, though still fundamental to well-being.

The results also support that health plays an important role in well-being. The theory developed by Konu & Rimpela refines what has been formulated

previously. As stated by the participants, the tight schedule makes the body feel tired. When the body is tired, then what happens is that the immunity drops and it will be easier to get sick. Furthermore, the completion of organizational tasks may result in the displacement of time allotted for rest and sleep. This undoubtedly has an impact on the body's endurance.

Numerous studies suggest that psychosocial job stress and organizational characteristics have a detrimental effect on immune function. Factors like elevated job demands, limited control, imbalance in effort-reward, and excessive commitment have been associated with reduced natural killer cell activity, alterations in T cell subsets, and increased levels of inflammatory markers (Nakata, 2012; Eddy et al., 2016). The existence of stressors in the workplace can initiate a slight form of systemic inflammation, which might affect both the mental and physical well-being of employees, as well as their overall productivity (Viljoen & Thomas, 2021).

The model of effort-reward imbalance demonstrates notable connections with compromised immunity, particularly in terms of mucosal immunity (Eddy et al., 2016). Furthermore, physical stressors like insufficient indoor air quality, musculoskeletal injuries, and exposure to chemicals can also add to inflammatory reactions (Viljoen & Thomas, 2021). These results underscore the intricate interplay between work settings, employee health, and organizational performance, underscoring the importance for companies to address the psychological and physical aspects of the work environment in order to promote a healthy workforce (Way & MacNeil, 2006).

In this case, the *pesantren* should consider the demands of the student council administrators' schedules. It is important to ensure that they are not overwhelmed by their workload, as excessive fatigue can impair their ability to perform their duties effectively. Providing opportunities for students to recuperate and ensuring convenient access to healthcare can help mitigate this issue. It is a documented phenomenon that student council members experience elevated stress levels and diminished endurance following their tenure on the student council. They frequently report feelings of fatigue, dizziness, and occasionally, fever. This aligns with the theory of Konu & Rimpela (2002).

#### 4. Becoming role model as An Adolescence

The members of student council in high-school level are also in adolescence period. This period is actually on the fifth stage of Psychosocial development theory called Identity vs. Role confusion (Erik Erikson, 1902-1994). During this period, teenagers engage in exploration and reflection to establish their self-concept. They need to explore about their true identity and knowing their own self. Meanwhile, it is challenging for them, the adolescence who are still struggling with identity search to be a role model for their members.

The challenge of being a role model at such a young age is compounded by the lack of a selection process for student council officers. The selection process for student councils plays an important role in preparing effective student leaders. Research shows that democratic selection with input from principals and teachers is common (Kinyua, 2015). Criteria such as commitment, passion, and organizational skills are prioritized in the selection process (Saaludina et al., 2020). Since there are no selection processes and include all the 11 grade

members to become a student council, some of the participant shows their unreadiness and low confident.

Training, both formal and informal, is essential to introduce student council members to their roles, although it is often inadequate (Kinyua, 2015). The size of the student council is usually proportional to the student population, and the administrative experience of the principal influences the effectiveness of the student council (Kinyua, 2015). To support student success and diversity, educational institution should consider a range of selection criteria beyond academic performance, including aptitude tests and broader measures (Palmer et al., 2011). Establishing student councils through a fair process is essential for effective discipline management in schools, as students are more likely to respect student councils that are transparently selected (Murage, 2014).

#### **4.2.2. Strategies Applied by The Student Council Members**

The second Research Question is about the well-being strategies that student council administrators use to handle the challenges they face. Judging from what is obtained in the interview results, there are various strategies carried out by student council administrators in dealing with their respective difficulties and challenges. For details, it can be categorized into several points:

##### **1. Open-communication**

The findings presented in this report offer valuable insights for the effective management of student organizations, particularly with regard to fostering effective communication, collaboration, and conflict resolution strategies among members. Firstly, it is evident that the maintenance of open lines of communication is a crucial factor in the success of any organization. The report

contains several excerpts that illustrate the significance of sustained dialogue among members for the resolution of conflicts and the reinforcement of mutual understanding. For example, members highlight the importance of maintaining communication and approaching discussions with the objective of lowering egos. This highlights the importance of communication in ensuring that all members are aware of the same information and that any issues are promptly addressed through collective discussion.

Furthermore, the report indicates that a sense of mutual respect and understanding is essential for maintaining harmony within the organization. This is reflected in statements that stress the importance of mutual respect between sections and the necessity of working together in a supportive and collaborative manner. Such an environment not only enhances cooperation but also fosters the development of a supportive network in which members feel valued and understood. The role of leadership in conflict resolution is also a prominent theme. Effective leaders are described as those who can "remain neutral" and "hold forums" to address issues amicably. This neutrality is crucial in preventing biases and ensuring that all perspectives are considered during conflict resolution. Additionally, leaders are expected to set an example by "becoming the leader" and demonstrating compliance with organizational rules themselves.

## 2. Time Management

The next strategy is how student council administrators can manage their time well. Busy schedules and piling tasks can only be overcome with good time management. Effective time management is essential for students to balance academic responsibilities and organizational activities. Research shows that time

management strategies, including goal setting, planning, prioritizing, and monitoring, produce better outcomes for students (Adilla, 2023). For high school students involved in organizations like student councils, managing multiple tasks and exams can be challenging, necessitating good time management skills (Mosse et al., 2023).

The actions of the student council leaders in creating a daily schedule and prioritizing their tasks have the potential to enhance their time management abilities. This, in turn, can positively influence the performance of the student council administrators. By utilizing their time in an effective and efficient manner, they can accomplish a greater volume of work. Research shows that using priority tables such as the Eisenhower Decision Matrix can significantly improve time management skills in student organizations (Rahmah et al., 2023). While student council members often struggle to manage their study time due to organizational commitments, implementing strategies such as creating schedules, taking notes, and reviewing lessons can lead to better use of time (Elinnawati & Khairani, 2019).

Student council leadership, when effective, can have a positive impact on discipline management in schools (Jared & Thinguri, 2017). Furthermore, there is a strong correlation between democratic leadership and time management attitudes of student leaders. As students improve their democratic leadership skills, their time management skills also tend to improve (Moneva & Pedrano, 2019). These findings highlight the importance of developing both leadership and time management skills for effective student council performance. It is in-line

with prior researches which also discussed about the important of time-management in term of organisational business.

### 3. Increase self-confident

As previously stated in the challenges section, the student council leaders lack the requisite preparation to serve as exemplars. To surmount this challenge, it is essential to bolster self-confidence. This can be achieved through a multifaceted approach, encompassing the identification of strengths, sustained practice, and the acquisition of experience. Additionally, other studies have yielded comparable results. A strengths-based professional development program for PhD students was found to enhance their self-awareness, confidence, and belief in their scientific abilities (Ferguson & Lockman, 2024). Conversely, research conducted by Yau and Cheng (2012) indicated that students who had accumulated more experience utilizing technology for educational purposes exhibited elevated levels of self-confidence.

It is of paramount importance to enhance student confidence in order to facilitate effective leadership within student councils. The available evidence indicates that self-esteem among Generation Z student council members is typically situated within the medium range, thereby underscoring the necessity for its reinforcement through the implementation of leadership development initiatives (Ristianti, 2023). Assertiveness training has been identified as an effective method to enhance students' confidence, enabling them to express their feelings, opinions, and attitudes with assurance while respecting others (Susanti, 2016).

Furthermore, group counselling based on the Adlerian approach has demonstrated potential in fostering self-confidence among students. This approach, which has gained considerable traction in practice, places a particular emphasis on addressing students' trust issues and equipping school counselors with the requisite competencies to provide effective support to students (Febriani et al., 2021). The implementation of these strategies enables student council members to develop stronger self-belief, learn from experiences, and seek support from trusted individuals, thereby enhancing their leadership capabilities and overall confidence.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

In the conclusions and suggestions section, I present the findings and examine the experiences shared by the student council administrators who participated in this study. Furthermore, given the anticipated release of several upcoming studies on well-being methods, this part will provide researchers with ideas and future inquiries about prospective areas for progress—even the most astounding entities require refining and advancement.

#### 5.1 Conclusions

##### 5.1.1. Research Summary

It was emphasized that student well-being was the main source of data for this study. I have created three story frames with themes oriented to this research research question; Challenges faced by student council administrators in Islamic boarding schools, well-being strategies used by student council administrators, and diversity of strategies used in 3 different *pesantren* settings. Stories about experiences while being a student council administrator were obtained from 12 students from 3 different *pesantren* containing many stories that participants poured out through their writings. In addition, there are some valuable findings from their organizational experience.

The first finding related to student perception revealed that all participants had difficulties regarding their main welfare when they first served as student council administrators. The majority of organizational experience stories obtained were participants' personal experiences with bullying, and some were participants' testimonial stories about their friends' experiences. Of the four dimensions of

school well-being, each has its own challenges. In the having dimension, the majority of participants thought that managing time was a challenge. For Loving dimension, trying to adapt to fellow organizations is the main challenge. It can be seen from the results of coding, the challenges or difficulties that are felt more come from the “Loving” dimension. How they must be able to be an example as a good administrator is the main challenge in the Being dimension. Finally, the business of organizing also affects their health.

The next theme of the findings about the well-being of the student council administrators is the strategy used by the student council members to overcome the challenges that occur. From all of 12 stories of their experience as a student council, it is known that participants have diverse strategies to overcome various challenges related to well-being. These strategies are then classified according to the Coping Mechanism category from Stuart and Sundeen. In overcoming the problem in the having dimension, the dominant strategy used is “Compromise”. In the Loving dimension, the most commonly used strategy is Identification. In the third dimension, namely Being, the dominant strategy is Sublimation. In the last dimension, namely Health, the most widely used strategy is “Compromise”.

The last theme is the diversity of strategies used in different Islamic boarding school environments. From the results of the interviews conducted, the differences in the environment and regulations of each Islamic boarding school provide diversity in the challenges faced, as well as the form of strategies carried out by the student council members. “*Pesantren 1*” where the student council administrators consist of only 1 class tends to have problems with the initial adjustment because they have minimal experience when they are administrators in

grade 11. “*Pesantren 2*” whose student council members consist of part of class 10 and all of class 11 shows a form of seniority from class 11 and the separation of class 10 administrators and non-administrators. Meanwhile, “*Pesantren 3*”, the members of the Student Council consist of most of the 11<sup>th</sup> grade, but since the 4<sup>th</sup> grade they have been trained to be room assistants. The challenge is more in harmonizing the gap between grade 11 who are administrators and companions.

These factors also influence the variety of strategies adopted. “*Pesantren 1*” focuses mostly on community and support networks. The next section discusses religious and spiritual guidance. This contrasts with what occurred at “*Pesantren 2*”. During the conversation, the student council members frequently cited educational support. Aside from that, they improve their well-being through extracurricular activities. “*Pesantren 3*” includes different techniques stressed by student council leaders to maintain their well-being. The first topic tackled is leadership and personal development. “*Pesantren 3*” also emphasizes physical health and wellness through programs such as frequent physical education classes, health check-ups, and health-related awareness campaigns.

### **5.1.2. Research Findings**

The findings of this study highlight several significant elements, which are divided into three separate components: 1. the challenges that student council members experience, 2. the strategies that student council members used to solve those challenges, and 3. how the strategies vary across *pesantren* with different settings.

All study participants admitted that being a student council member was challenging. Most respondents wrote stories about their individual experiences,

while others documented other experiences in their immediate neighbourhoods. The challenges experienced by the student council administrators occur in schools and dormitories. Actually, if you look at what the participants said that the Islamic Boarding School has provided a forum to complain about the organization, in fact it has not functioned optimally. So far, participants from the three Islamic Boarding Schools also mentioned that the school has supported the organization, even when the student council members had to leave the school because there was an organizational task. The consequence is that they must then be ready to catch up immediately.

In addition, communication is important. Some difficulties related to social relationships occur due to poor communication. The results of this study regarding students' perceptions of bullying offer no new insights compared to previous studies. However, a noteworthy finding is that effective communication and collaboration are important strategies that can support the well-being of student council administrators. The social interactions that occur, especially professionally between organizational colleagues, will determine the overall success or failure of the student council board. If it succeeds in instilling good communication and cooperation between administrators to carry out the applicable rules, then the student council management will be good.

Another finding is that the self-confidence of the student council administrators will be formed with a lot of experience. Some participants revealed that they were not confident enough at the beginning of the management period because they did not have enough experience. Gradually, when it was already running, the confidence grew because they were used to doing the tasks that were

mandated. Confidence for an administrator has an important role. Without confidence, they have no authority in front of their members.

## **5.2. Suggestions**

### **5.2.1. Implications**

This research seeks to understand the use of stories of people's experiences as student council administrators in *pesantren*, and then collect data to explore their strategies in maintaining their well-being in boarding schools in Indonesia. This research has two implications:

#### **5.2.1.1. Theoretical Implications**

The findings of this study present a broad perspective on how students perceive the challenges of being a student councillor and how to overcome them. The conclusion of this study explores students' perspectives by highlighting the dimensions of school well-being and coping mechanisms. The students told stories about the challenges they encountered based on the school well-being dimension. The findings obtained from this study are full of significance and authenticity. The stories created by the participants were truly experienced and based on real events. The findings of this study show that the experience of being a student council officer is something to be proud of but also hard to live with. The stories obtained from the participants were then grouped and analysed according to the selected theory of well-being and coping mechanism. This method is based on the theoretical principles.

### 5.2.1.2. Practical Implications

The findings from this study can serve as empirical evidence on the prevalence of the phenomenon of student council board well-being. It can also serve as a source of information and consideration for boarding schools and student council administrators in order to safeguard themselves from the negative impact of the busyness of the organization and school. In addition, the findings provide insight into actions or interventions needed to address the challenges faced by student council members, thereby increasing the effectiveness and appropriateness of the actions implemented. Finally, the results of this study underscore the importance of student council members in *pesantren* to choose the right strategies in carrying out their duties as organizers as well as students.

The well-being of the students, especially the student council members, is an important point in the course of discipline in the *pesantren*. I propose a recommendation so that the dormitory and school can be a good unity:

1. Consider organizational tasks that take up students' school or recess time. For example, night watch duty for male student council members. We could consider changing this duty system so that no more male student council members have to be scheduled to stay up all night and have to leave school the next morning.

2. Create effective training and supervision to improve students' readiness to become student council members. Based on the interview results, many members are still surprised and have difficulty adapting to the tasks when they first take office. This is due to their lack of previous organizational experience. Therefore, training for initial preparation as student council officers is important.

3. Maximize the task of Caregiving to be able to be a place to complain about the students, especially the student council members. It is important for student council members who are still in their adolescence and emotionally unstable to still get direction and guidance. The duty of Parenting as a mentor for the Student Council can be further maximized.

It should be remembered that being responsible for being a student council member is a very valuable experience that all students should have. The lessons learned from being a student council member, especially in boarding schools, cannot be obtained only from formal learning in the classroom.

#### **5.2.2. Limitations**

The limitations of this research are related to the data collection process that focuses on interviews only because it focuses on the experiences that the student council administrators have gone through. Another prominent limitation of this study is that the research period overlapped with the end-of-year exam schedule for students who had served as student council members in boarding schools, where students were mainly focused on exam preparation.

On the other hand, the recommendation for further research is that maybe they could explore more with another method, such as quantitative or mixed methods. Another suggestion is that future researchers could expand the time as a longitudinal study. It is useful to track the well-being and coping strategies of student council members over time to give a deeper understanding of how these strategies evolve and their long-term effectiveness.

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## APPENDICES

### Appendix 1. Reseach Protocol

#### RESEARCH PROTOCOL

1. Assalamualaikum, good morning/afternoon/evening.
2. Introducing myself, my name is Zaima Bunga Wijayanti, I am a master's student at UIII who is currently writing my final project,
3. We would like to ask you to answer a few questions about your student organization experience. But first I have 3 questions:
  - Have you ever been an organizer in this pesantren?
  - Did you become an organizer during your early years of study at the pesantren?
  - I would like to ask for your consent. Are you willing to voluntarily and without coercion to participate in the data collection conducted by me?
4. If appropriate: Thank you for being our resource person. This interview is confidential, meaning that we do not keep your name or other data. So you can answer these questions honestly and freely. The duration of this interview is about..... minutes. And, as a token of gratitude we will give you a simple souvenir.
5. If not appropriate: I apologize that you are not able to be a respondent in our research.

Gender	: Male/Female
How old are you now?	:
What grade are you currently in?	:
Where are you from?	:
What is your reason for going to boarding school?	: because of your own will / told by parents / following friends / others?
How do you feel in the boarding school? Are you happy?	:
Since when did you join the organization in this pesantren?	:
Have you ever joined an organization before entering this pesantren? When in elementary school / junior high school / youth club / other?	

## Appendix 2. Interview Questions

### QUESTIONS

#### Having Dimension:

1. How long have you been a member of the organization?
2. Did you have any difficulties with your school schedule and busy organization at the beginning of your stewardship?
3. Are there any other challenges between the school and the organization?
4. Do you think the school environment supports the organization?
5. Is there a place in Pesantren for you to complain if you are having problems related to the organization?
6. How do you divide your time between your busy organization and schoolwork?
7. How do you determine your top priorities?
8. What do you do if the school does not support the organization?

#### Loving Dimension:

1. Please tell us about your relationship with your friends!
2. In friendship, there are best friends (very close), and there are casual friends. Do you have close friends with whom you can talk about things?
3. How do you communicate with your family?
4. Do you have any difficulties regarding relationships with fellow organizers?
5. Tell us about your relationship with your family and friends (who are not administrators) after becoming an administrator of the organization. Is it still good?
6. Have you ever found it difficult to organize members whose ages are not that different from yours?
7. How do you maintain a good relationship with your family and friends outside the organization while serving on the student council?
8. What do you do if there is a conflict with a member of the organization?
9. How do you get your organization mates to respect other sections?
10. How do you get your subordinates to comply with the rules?

#### Being Dimension:

1. To what extent does being on the student council make you happy?
2. To what extent does being on the student council make you proud of yourself?
3. To what extent has being a student council/organization leader made you more confident?
4. To what extent does participating in a school organization help you know yourself, your strengths and weaknesses?
5. Are there things in the organization that affect your mindset and maturity?
6. Have there been any challenges during your time as a student council member related to yourself?

7. How do you set yourself up to be an example for the members?
8. What do you do to boost your confidence as a student councilor?
9. How do you boost creativity in your organization?

Health Dimension:

1. Does being busy with your organization affect your health?
2. To what extent does participation in school organizations interfere with your sleep? Are you bothered by it?
3. Do you know the signs that your body is getting tired? Please explain.
4. Are there any difficulties encountered with organization and health?
5. How to stay fit in the midst of a busy organization and school?
6. What do you do when you get tired or sick?
7. What can be done as a primary prevention against immune decline?

### Appendix 3. Sample of the Interview

#### THE SAMPLE OF PARTICIPANTS' ANSWER OF INTERVIEW

Name	Participant 1
Age	19
Class	12
Origin	Purworejo
Reasons for entering Pesantren	First, because Pesantren is an institution for learning Islam, because from a family that supports Islamic education, I am interested in entering Pesantren because I want to learn independently and away from my parents. Alhamdulillah, entering the pesantren was my own desire
Feelings in Pesantren	It's good to know many friends
Have you ever joined an organization before in Pesantren?	Not yet
Motivation to join the organization	To learn how to manage time, and learn problem solving. The organization is more about how we manage our members, because there is time to organize and time to study.

#### **How long have you been a member of the organization?**

From 2023-2024 (1 year) as Chairman

#### **Did you have any difficulties with your school schedule and busy organization at the beginning of your stewardship?**

Initially there was, because at the beginning of the management there was still a need to make a work program while the time was tight coupled with schoolwork. Morning to afternoon school, after school continued to make work programs with tight time so I had to sacrifice school time.

#### **Are there any other challenges between the school and the organization?**

Because of the piling up of assignments, his emotions are more unstable, and it's easier to get angry with friends.

#### **Do you think the school environment supports the organization?**

So far it has been supportive. It's the parents who remind me to prioritize school over organizational activities.

#### **Is there a place in Pesantren for you to complain if you are having problems related to the organization?**

If I have friends to tell me stories, I usually tell them in class.

#### **How do you divide your time between your busy organization and schoolwork?**

For me personally, I make a daily rundown, plan what the activities will be tomorrow at night, in the morning share with friends about the activities that will be carried out on that day and discuss.

**How do you determine your top priorities?**

Usually it's more about school first, so in between school hours if there is free time, I just think about the organization and try to finish the organizational tasks before the deadline. Chasing the time between school

**What do you do if the school does not support the organization?**

Divide time properly between school and organization

**Please tell us about your relationship with your friends!**

As for the relationship between friends, it is quite close, because when we served as administrators of the organization, we were put together in one room, so it was easier if there was a problem. When there is a problem either about the management or members, we discuss it directly in the room. The feeling of *ukhuwah* (brotherhood) is thick.

**In friendship, there are best friends (very close), and there are casual friends. Do you have close friends with whom you can talk about things?**

Yes, I have

**How do you communicate with your family?**

They rarely visit me because of the distance between their homes. I am visited once every 2 months (according to the visiting schedule).

**Do you have any difficulties regarding relationships with fellow organizers?**

There is a problem about a friend of the organization who does not respect or violate other parts of the organization. The problem is in the rules, we make rules but our friends violate them, even their own sections.

**Tell us about your relationship with your family and friends (who are not administrators) after becoming an administrator of the organization. Is it still good?**

So far, it's been fine because I communicate with my parents, although I rarely visit them. I'm not allowed to make phone calls if it's not something important. There is also no problem with friends because we are members of the same organization and in the same room.

**Have you ever found it difficult to organize members whose ages are not that different from yours?**

Because there are older administrators who violate their own rules, so the younger siblings make shields. Sometimes younger siblings who are close in age also have problems with manners and etiquette. Lack of respect for the management. Children today are more critical.

**How do you maintain a good relationship with your family and friends outside the organization while serving on the student council?**

Keep in touch

**What do you do if there is a conflict with a member of the organization?**

Discuss with the conflicted management and find a solution.

**How do you get your organization mates to respect other sections?**

We try to remind our friends and make a consequence agreement. If you violate again, you are ready to accept the consequences to be dealt with in front of the younger siblings. We also find out what the board members want first.

**How do you get your subordinates to comply with the rules?**

Setting an example, being a role model. In our opinion, it is the most effective. Children are more difficult to manage, we used to feel that when grade 1 was given rules, they obeyed, but now children are restrained and even more rebellious.

**To what extent does being on the student council make you happy?**

Being a member of an organization makes me happy when there is a change in the members. For example, a member who was initially stubborn after we advised and reminded him to change. That's quite fun for us.

**To what extent does being on the student council make you proud of yourself?**

Being forced to mature. How can we solve other people's problems when outside people are not necessarily willing to help solve other people's problems.

**To what extent has being a student council/organization leader made you more confident?**

So more and more able to speak in public

**To what extent does participating in a school organization help you know yourself, your strengths and weaknesses?**

Behave better, watch your words, be more mature.

**Are there things in the organization that affect your mindset and maturity?**

Make you more able to think before doing something. Because in the organization, I'm used to thinking before doing something because I think of myself as an example so when I finish my position, I'm used to thinking like that.

**Have there been any challenges during your time as a student council member related to yourself?**

How to manage your emotions, manage your mood. Sometimes I can't stand to get emotional with my friends. I think that's the hardest, because sometimes if I'm upset and then reflexively emote to a friend, the friend becomes bitter. So there are divisions.

The challenge as a leader is how to be an example not only for younger siblings but also for your own friends. (How to then give understanding to friends).

**How do you set yourself up to be an example for the members?**

I usually look for my identity first. If I'm a good fit, I'll do a good job, but if I'm not a good fit, we need to listen to other people's opinions by sharing.

**What do you do to boost your confidence as a student councilor?**

How to organize friends and younger siblings and make sure the rules in the pesantren run. Each part of the organization does its job well.

**How do you boost creativity in your organization?**

Maximize the potential of the organization

**Does being busy with your organization affect your health?**

At that time, it was because of my mind, because the initial disease was also from the mind. At that time there was a friend's problem, then I thought about it, thinking about the children, and finally I dropped for a week until I had a CT scan. I was short of breath; the heat went up and down. It turned out to be pneumonia. After 3 months, I was finally treated.

**To what extent does participation in school organizations interfere with your sleep? Are you bothered by it?**

The most disrupted rest time is at the beginning of the management, where we have to prepare work programs and organizational work deliberations.

**Do you know the signs that your body is getting tired? Please explain.**

It's there, it's felt.

**Are there any difficulties encountered with organization and health?**

At the beginning of the management, due to the shock of many tasks and all the busyness, his health dropped.

**How do you stay fit in the midst of a busy organization and school?**

The usual diet. If you already feel tired and will get sick, it is better to rest first.

**What do you do when you get tired or sick?**

If my body starts to feel unfit, I usually immediately ask for help from friends to temporarily replace the task.

**What can be done as a primary prevention against immune decline?**

If there is rest time, it must be used to the fullest.

## Appendix 4. Quirkos Report

### QUIRKOS REPORT

This report was generated by Bunga on Tue Jun 18 2024 11:44:47 GMT+0700 (SE Asia Standard Time) for the following file: C:/Users/HP/Documents/Thesis.qrk.

#### Source Summary

<b>Title</b>	<b>Author</b>	<b>Date and Time</b>	<b>Length</b>	<b>Quotes #</b>
Hasil 1	Bunga	Invalid Date	9566	41
Hasil 2	Bunga	Invalid Date	8512	42
Hasil 3	Bunga	Invalid Date	8344	41
Hasil 4	Bunga	Invalid Date	12919	43
Hasil 5	Bunga	Invalid Date	28666	62
Hasil 6	Bunga	Invalid Date	16811	51
Hasil 7	Bunga	Invalid Date	11198	45
Hasil 8	Bunga	Invalid Date	17390	42
Hasil 9	Bunga	Invalid Date	38532	84
Hasil 10	Bunga	Invalid Date	18228	49
Hasil 11	Bunga	Invalid Date	18400	58
Hasil 12	Bunga	Invalid Date	13394	40

#### Quirks Summary

<b>Quirk Title</b>	<b>Parent</b>	<b>Grandparent</b>	<b>Description</b>	<b>Author</b>	<b>Date</b>	<b>Total Codes</b>
Alasan masuk Pesantren				Bunga	Invalid Date	13
Perasaan di Pesantren				Bunga	Invalid Date	11
Organisasi sebelum Pesantren				Bunga	Invalid Date	12
Motivasi ikut Organisasi				Bunga	Invalid Date	12
1. Having				Bunga	Invalid	

					Date	
2. Loving				Bunga	Invalid Date	
3. Being				Bunga	Invalid Date	
4. Health				Bunga	Invalid Date	
Having Challenges	1. Having			Bunga	Invalid Date	30
Tempat berkeluh kesah di Pesantren	1. Having			Bunga	Invalid Date	12
Having Strategy	1. Having			Bunga	Invalid Date	38
Dukungan Sekolah pada Organisasi	1. Having			Bunga	Invalid Date	15
Hubungan dengan teman	2. Loving			Bunga	Invalid Date	25
Hubungan dengan Keluarga	2. Loving			Bunga	Invalid Date	12
Loving Challenges	2. Loving			Bunga	Invalid Date	34
Hubungan sosial setelah berorganisasi	2. Loving			Bunga	Invalid Date	15
Loving Strategy	2. Loving			Bunga	Invalid Date	70
Student Council membahagiakan	3. Being			Bunga	Invalid Date	14
Student Council membanggakan	3. Being			Bunga	Invalid Date	12
Student Council membuat percaya diri	3. Being			Bunga	Invalid Date	12
Student Council	3. Being			Bunga	Invalid	13

membuat mengenal diri					Date	
Student council mempengaruhi pola pikir dan kedewasaan	3. Being			Bunga	Invalid Date	11
Being Challenges	3. Being			Bunga	Invalid Date	21
Being Strategy	3. Being			Bunga	Invalid Date	46
Health Challenges	4. Health			Bunga	Invalid Date	31
Health Strategy	4. Health			Bunga	Invalid Date	37
Menjabat di Organisasi				Bunga	Invalid Date	12
Identification	Having Strategy	1. Having		Bunga	Invalid Date	
	Having Strategy	1. Having		Bunga	Invalid Date	
Compromise	Loving Strategy	2. Loving	Compromise is a coping technique that are problem centered refers to the deliberate adjustment of circumstances, seeking assistance or collaboration from immediate relatives and peers.	Bunga	Invalid Date	13
Identification	Loving Strategy	2. Loving	Identification is imitating the way of thinking, ideas and behaviour of others.	Bunga	Invalid Date	11
Rationalisation	Loving Strategy	2. Loving	Rationalisation refers to the act of employing justifiable	Bunga	Invalid Date	14

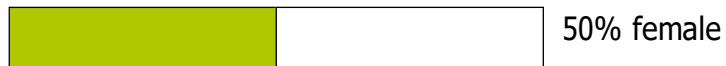
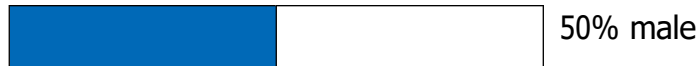
			<p>explanations that are logical and accepted by others to conceal one's lack of ability or skill.</p> <p>Rationalisation enables us to not only provide justification for our actions, but also perceive them as being fair and reasonable.</p>			
Compensation	Loving Strategy	2. Loving		Bunga	Invalid Date	2
Denial	Loving Strategy	2. Loving	Denial, specifically the act of denying the situation by asserting that it did not occur to him.	Bunga	Invalid Date	3
Sublimation	Loving Strategy	2. Loving	Sublimation refers to the process of expressing or directing emotions, skills, or capabilities with a constructive and optimistic mindset.	Bunga	Invalid Date	3
Isolation	Loving Strategy	2. Loving	Problem-centred coping mechanism refers to persons who actively choose to distance themselves from their surroundings or choose to remain unaware of the challenges they are confronted with.	Bunga	Invalid Date	1
Repression	Loving Strategy	2. Loving	Repression refers to the act of intentionally	Bunga	Invalid Date	1

			forgetting past events. He selectively erases the negative memories from his mind and only recalls the positive experiences.			
Compensation	Being Strategy	3. Being	Compensation refers to the act of concealing ineptitude by emphasising positive attributes, as individuals seek to compensate for their unhappiness in one domain by seeking excessive satisfaction in other domains. Compensation occurs as a result of a sense of insufficiency.	Bunga	Invalid Date	11
Compromise	Being Strategy	3. Being	Compromise refers to the deliberate adjustment of circumstances, seeking assistance or collaboration from immediate relatives and peers.	Bunga	Invalid Date	3
Rationalisation	Being Strategy	3. Being	Rationalisation refers to the act of employing justifiable explanations that are logical and accepted by others to conceal one's lack of ability or skill. Rationalisation	Bunga	Invalid Date	1

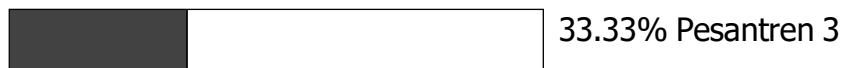
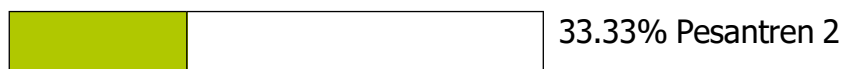
			enables us to not only provide justification for our actions, but also perceive them as being fair and reasonable.			
Sublimation	Being Strategy	3. Being	Sublimation refers to the process of expressing or directing emotions, skills, or capabilities with a constructive and optimistic mindset.	Bunga	Invalid Date	17
Identification	Being Strategy	3. Being	Identification is imitating the way of thinking, ideas and behaviour of others.	Bunga	Invalid Date	5
<b>TOTAL NUMBER OF CODES</b>	598					
<b>TOTAL NUMBER OF QUIRKS</b>	42					

## Properties Summary

Gender



Pesantren



## Quirks Canvas - Primary

