

EMPOWERING CLASSROOMS: EXPLORING HOW TEACHERS' AND STUDENTS' WELL-BEING SHAPE A POSITIVE SCHOOL CLIMATE AT SENIOR HIGH SCHOOLS IN PINRANG

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.)



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UNIVERSITAS ISLAM INTERNASIONAL INDONESIA

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The most merciful, with whose grace this thesis can be completed. Shalawat and peace be upon the Prophet Muhammad SAW who has guided Muslims to the right path in the way of Allah by following his sunnah.

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I'd also like to thank the distinguished committee members and lecturers at the Faculty of Education at the International Islamic University of Indonesia for their knowledge, time, and dedication to us students over the years. Their expertise and advice helped me expand my knowledge of education, which was not my major throughout undergraduate studies.

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ABSTRACT

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Teachers-Students' well-being is interconnected in the classroom settings therefore, well-being is essential to shaping a positive school climate at senior high schools. The gap from the previous study mentioned about teachers and students hindrances comes from the school, like teachers' burdens, easy forget, irritability, tension, boredom, and students experience violence, drugs, and poor academic achievement. These problems are faced in senior high schools. Therefore, this research was utilized to explore the reciprocal connection between teachers' and students' well-being in shaping positive school experiences in senior high schools. I employed a qualitative case study using PERMA as a theoretical framework, which consists of Positive Emotion, Engagement, Relationship, Meaning, and Accomplishment. It also utilised the student-teacher relationship part of the theoretical framework, which consists of three focuses: emotional support, instructional quality, and teacher well-being. There are 12 participants from three schools in this research in the senior high schools. The participants are required to have one-year minimum of experience in senior high school. The data was analysed using thematic analysis through their narratives, this research attempts to see how teachers' and students' well-being is shaped by positive school climate in senior high schools. According to the findings teachers and students relationships significantly improve the well-being of teachers and students, as well as time managements of teachers can maintain their well-being of teacher, and mutual respect both teachers and students are important to maintain well-being and shape a positive school climate in senior high school. This research contributes to society and government, where the perspective of the students about positive school climate in positive school climate and the government will have a good policy to create inclusive learning in school settings.

Keywords: *PERMA, Positive school climate, senior high schools, Teachers' and Students' well-being.*

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CHAPTER I

INTRODUCTION

This chapter examines essential elements of the research: Initially, the research context serves to elucidate the foundational undertaking of the study and is vital in determining the main issue. The second component of the research question is the identification of specific inquiries or domains of investigation. Third, the research objective clarifies the rationale for conducting the research; last, the significance of the research is emphasized by its far-reaching implications and the potential benefit that may result from the study.

1.1 Background

Classroom empowerment is a highly equitable teachers' and students' relationship, shared decision-making, and a positive community that boosts students' motivation, and self-determination, promoting a positive school climate and better educational outcomes for underserved students (Kirk et al., 2017). Teacher-student relations (TSR) play an important function in building a positive school climate and encouraging positive student learning outcomes. Some meta-analyses show a significant relationship significant between TSR and, for example, academic achievement, lack of non-behavioral behavior, school involvement, peer relationships, motivation, executive functioning, and well-being (Emslander et al., 2023; Li et al., 2023; Aarnoudse-Moens et al., 2009). The educational landscape increasingly recognizes the importance of well-being for teachers and students, particularly in senior high schools (Rahmi, 2024). To improve educational experiences and promote well-being in senior high schools, both teachers and students stress the importance of focusing on all seven categories of the students' well-being model (having, being, relating, thinking, feeling, functioning, striving) (Soutter et al., 2012). Teacher and student well-being are interdependent when teachers experience high levels of well-being, they are more likely to foster a positive learning environment, which enhances student engagement and achievement (Tripathi, 2019).

The researchers found that supportive teacher-student engagement has a major contribution to the student's opinions of the school connections (Lobo, 2023), which is important for the well-being of the students and academic performance (Roorda et al., 2011). However, it found that in the research of Saleh (2023), there is a difference between positive schools climate in senior high schools Pinrang that one of the schools does not implement a zoning system or limit the distance where students live from school because this causes a difference in characteristics between students who are from the city and students from the mountains. Therefore, the teacher had demands overload working and

also be more dense, so teachers will tend to feel stressed with their work (Estrada-Araoz et al., 2023). It was found that out of 60 teachers, the results obtained were 41 teachers (68.3%) in the mild work stress category and 19 teachers (31.7%) in the severe work stress category (Saleh, 2023). Based on the initial survey that has been conducted by researchers in senior high school Pinrang has symptoms of stress that are felt by teachers, such as easy forgetfulness, easily become anger, irritability, feeling tense, feeling bored, and feeling tired (Saleh, 2023). Several other disorders, such as anxiety, mood disorders, psychogenic disorders, eating disorders, addiction disorders, personality disorders, and obsessive-compulsive disorders.

Following another issue, according to the research by Annisa et al. (2023), one of the students in senior high schools in Pinrang stated that some students are involved in deviant associations, even considered to be very excessive. (Annisa et al., 2023) this is in line with one of the the studnet`s experince with the initials NR who had been involved and dealt with counseling guidance from NR teachers, realizing that this behavior of consuming alcohol was detrimental to him, especially his academic activities, but the invitation of his peers made it difficult for him to get rid of this habit. Based on the results of the interview with NR, it appears that several factors affect the occurrence of alcohol consumption, namely starting from the scope of friendship, the relationship to both parents, culture, and values, and also individuals are imffected by norms established by the surrounding society Indraswari and Zahroh (2021) stated that alcohol consumption can cause mental disorders such as thinking disorders, feel and behave, and be able to damage organs.

The importance of positive relationships and engagement in student well-being, suggests that supportive school environments can enhance students' experiences. However, it does not specifically address kindness, justice, and respect as components of the PERMA theory (Kern, 2015). This positive relationship highlights the importance of prioritizing well-being in education fields and is one of the best models for creating positive environments. PERMA is defined as five dimensions, which are positive emotion, engagement, relationship, meaning, and accomplishment (Seligman, 2011). Therefore, we will use the theory of PERMA as a tool to see the peace of teachers and students. As well as the theory of the teacher-student relationship by Pianta (1999), which focuses on three aspects: emotional support, instructional equality, and teacher well-being. This research study aims to find out more about how teachers' and students' well-being shapes a positive school climate in senior high schools in Pinrang by using multi-case studies, while some previous studies only took one school as the research subject; therefore, according to Cresswell (2018), the investigator explores a real-life, contemporary bounded system case

over time through detailed, in-depth data collections, interview audiovisual material, and document reports. Also, some previous studies used qualitative studies as their methodology and demographic areas will be considered because this research will be conducted in both cities and districts.

In addition, nurturing well-being in senior high school presents unique challenges. Adolescents are exploring a very important stage of growth marked by greater school pressures, social dynamics, and establishing personality. Those factors can bring a higher level of stress among students and teachers, possibly hindering their well-being (Ramberg et al., 2020; Hardin et al., 2019). Additionally, the transformation from junior high school to high school often involves a change in what is expected of the students in schools, which can worsen feelings of isolation and disconnection among students (Rice et al., 2021). In order to foster these challenges, a thorough comprehension of the variables influencing the well-being in this situation is necessary. In order to accommodate teachers and students relationship. It must to emphasize not only academic achievements, but also emotional bounding, mutual respect, and open communication.

Building strong bounds between teachers and students is important to fostering a positive school climate. The study by Nisa and Lolytasari (2022), demonstrated that improved communication and sense of community between teachers and students are able to boost students' motivation and emotional involvement in the classroom. For instance, when a teacher actively engages with the students in the learning process and their needs, it fosters a sense of community and inspires students to take responsibility for their education (Yang et al., 2021). In addition to help the students, this change also benefits teacher mental health and work satisfaction, nurturing a supportive learning environment, in order to create classroom that promote students' well-being, there must be mutual support between the students (Harding et al., 2019).

The significance of the well-being of both teachers and students in determining positive educational experience is being increasingly recognised by senior high schools in Pinrang, Indonesia. Academic achievement, school atmosphere, and general pleasure in the educational setting are all impacted by the interconnection of teachers and students' well-being, as shown by an expanding body of research (O'Melly et al., 2015). Along with academic achievement, the focus on well-being has recently expanded to encompass the mental physical health of parties participating in the educational process (Merna et al., 2024).

A positive school climate is established by prioritizing the well-being of teachers. According to research by (Gase et al., 2017; Walliam et al., 2021), the teachers with high

levels of mental health and work satisfaction are more likely to nurture a positive school climate. This is especially crucial in senior high school, where teachers and students may experience excessive stress due to the high expectations for academic achievement. Research Mccoach and Mayers (2021) suggests that teachers who feel valued and encouraged are more likely to engage with their students. Conversely, teachers who are experiencing tension and exhaustion may struggle to establish positive relationships with their students, which can have the negative impact on the school climate and students' achievements (Denny et al., 2011).

The interconnection between the well-being of teachers and the students' academic achievements of students is particularly apparent in the context of Indonesian senior high schools. Rahmi, (2024). Research has shown that students who believe their teachers are understanding and encouraging are more motivated in their education (Cornel et al., 2016). In addition to the emotional health of teachers, this association underscores the importance of nurturing the psychological well-being of the students (Issom et al., 2021).

Additionally, it is acknowledged that instructors have difficulties in coordinating their profession with the requirement to promote the well-being of their work with the requirement to promote the well-being of their students. The study discovered that numerous teachers struggle to reconcile their academic performance expectations with their obligations to the students (Ningtias et al., 2021). These obstacles emphasize the necessity of educational teachers to implement strategies that support the well-being of both teachers and students. Consequently, a more harmonious educational atmosphere is established.

Effective management strategies that put mental health and well-being first can lead to better school climates that benefit both teachers and students (Fan et al., 2011; Wang et al., 2018). In high schools, students employ a variety of strategies that are tailored to their individual needs and obstacles. In the classroom, teachers who pay attention to their students' social-emotional needs are more likely to foster a sense of belonging and solidarity (Ramelow et al., 2015; Kim et al., 2014). Academic success and emotional development are significantly impacted by a sense of community, which encourages them to engage more actively in their educational experiences.

Furthermore, studies have indicated that students' involvement and academic success are significantly impacted by a positive school climate. Sisak et al., (2013) have found that a positive school climate which is defined by a sense of belonging, explicit expectations, and supportive connections, is linked to increased student engagement and reduced absence. Conversely, students may suffer from feelings of alienation and disengagement as a consequence of the unfavorable school climate, which can have a negative effect on their

academic performance and overall well-being (Collie et al., 2011). To cultivate the environment that is conducive to personal development and education, educational institutions must assess and improve their climate.

Students and teachers for the establishment of a positive school climate that teachers-students relationships are preserved. Based on research conducted by Liu (2024), it has been found that positive teacher-student connections have a favorable association with students motivation, engagement, and academic performance. When the teachers perceive that their coworkers appreciate and support them, they are significantly likely to participate in the classroom discussions, seek aid when it is necessary, and are prepared to take financial risks in their academic achievement (Zhou, 2021). A positive feedback cycle is created as a result of this dynamic in which engaged students contribute to a more varied classroom environment, thereby the level of satisfaction and well-being of instructors (Jiang et al., 2022).

Further, the social-emotional development of students is influenced by the school climate, in addition to their academic performance. Recent studies have shown that students who perceive their school environment as supportive are more likely to develop positive social skills and coping strategies. According to Guo (2023), these capabilities are vital for successfully navigating the challenges of adolescence and preparing for future success in both academic and personal endeavors.

This study fosters that supportive teacher and student relationships cultivate whether there is academic satisfaction or emotional well-being among pupils, strengthening the importance of a nurturing school environment, as well as whether the student-teacher relationship is mediated between empathy (affective and cognitive) and defender behavior in bullying situations among students. Therefore, the current study also highlighted the urgency of teachers' roles since they can influence motivation in motivating students to act helpfully (Rizkyanti et al., 2021).

Senior high schools in Pinrang must prioritize initiatives that enhance the well-being of both students and teachers in light of these discoveries. Dincer et al. (2019) suggest that schools should complete the implementation of professional development programs that emphasize the improvement of teacher well-being and include instruction on the development of positive relationships with students. Teachers can gain the necessary skills to create supportive learning environments through the implementation of such initiatives. In addition, the school can leverage the establishment of structures that foster collaboration and open communication among students, staff, and parents, thereby fostering a sense of community and shared accountability for the student's success (Uysal & Sarier, 2019).

Additionally, educational institutions should endeavor to engage students in all aspects of the decision-making process that pertain to their education and the school environment. Enabling students to express their opinions and participate in the development of school policies can enhance their sense of ownership and belonging within the school community DiLoreto-Hill (2022) This participative approach not only fosters a positive school environment but also equips students with valuable leadership and collaboration skills that will be advantageous in their future endeavors. Uysal and Sarier (2019) have shown that students' academic satisfaction and engagement positively correlate with their involvement in senior high schools.

In conclusion, fostering a positive school climate and strong teacher-student interaction shape the educational experience in senior high schools. Schools can prioritise the well-being of teachers and students in order to create an environment that promotes academic success, emotional health, and social development. to ensure that all students have the opportunity to succeed in their educational pursuits.

1.2 Problem Statement

This study tries to understand these factors by looking at how teacher and student well-being are connected to shape a positive school climate in senior high schools. Based on the three senior high schools had numerous differences such as the students coming from different areas like cities, villages, and mountains, there will be different experiences and perspectives from the students. These schools also have different areas for example, the district area, a suburban town, and a central city. It looks at what can be done to improve the mental health and happiness of both groups to find useful information that can lead to a better and more helpful positive school climate (Tiwari & Shukla, 2024). Programs that help teachers improve their skills, peer support networks, and efforts to create a good school environment that values mental health and well-being are all examples of effective strategies.

This study has important implications because having a good school experience is important for both academic success and personal growth. The school community as a whole gains when teachers and students do well, which leads to better academic results and a more peaceful atmosphere. On the other hand, ignoring the health and happiness of either group can lead to a cycle of disengagement and unhappiness that hurts the educational goals of senior high schools; therefore, the purpose of that study is to look into how focusing on teacher and student well-being in empowering classes can create a good school experience in senior high schools.

1.3 Research Questions

1. How do teacher and student well-being shape the school climate in senior high schools?
2. What are the key challenges faced by teachers and students in maintaining well-being in the classroom?
3. Which aspects of well-being contribute most to a positive school climate in the classroom?

1.4 Research Objectives

1. To explore how teachers' and students' well-being is shaped by the overall school climate in the classroom.
2. To identify the lived experiences of teachers and students regarding the key challenges in promoting well-being in the classroom.
3. To investigate the key dimensions of well-being that foster a positive school climate in the classrooms

1.5 The Significance of the Research

The study "Empowering Classroom; How Teacher and Student Well-being Shaped a Positive School climate in Senior High School in Pinrang; One Side Multisite Case Study" is critical because it discusses how a teacher and student well-being are interdependent and essential to creating a positive school environment. Research has demonstrated that students' results, like academic achievement and emotional well-being, suggest, for example, that very content teachers are more likely to create students' and teachers' perceptions of concern and support the presence of more compassionate and supportive environments. Furthermore, the positive school climate and control that teachers experience and educators can result in their favorable emotional stages, which creates a circular relationship that benefits both students and teachers.

Additionally, the research's importance goes beyond its implications for mental health therapies and the school environment. Teachers and students are more resilient when there is a healthy school environment, defined by supportive teacher-student connections and an emphasis on mental health. For instance, studies have indicated a positive correlation between students' and teachers' well-being and interventions designed to enhance the mental health of teachers as well as academic success (Mali et al., 2023). A positive school environment can foster more inclusiveness and support that supports the holistic development of students by prioritising the well-being of educators. Policy makers and procedures require a grasp of the dynamics of teacher and student well-being. The findings of this research will contribute to teachers' and students' well-being, both mental

health and academic achievements, and support positive classroom environments in senior high schools. and schools can establish comprehensive plans that help academic achievement while also fostering a supportive and caring positive school experience.

CHAPTER II

THEORETICAL FOUNDATIONS

This chapter presents an examination of the literature review and the theoretical framework employed in the study. The literature review will explain the definition and dimension of the well-being of teachers and students, the role of a positive school climate and empowering classrooms and relationships as well as teacher well-being and students' well-being, furthermore, the theoretical framework will discuss case studies or examples from similar educational contexts, well-being positive school climate and challenges in promoting wellbeing in senior high schools.

2.1 Literature Review

2.1.1 Definition and Dimensions of Well-Being for Teachers and Students

In educational settings, well-being includes many aspects that have a big effect on both teachers and children. Tore (2024) says that psychological ownership and work engagement are two things that often describe their well-being. These things are affected by the school's climate and the way the leadership acts. As teachers get older, their emotions, like anger and compassion fatigue, can affect how engaged and successful they are in the classroom (Hagenauer et al., 2015). Similarly, a student's well-being has parts, including intellectual, social, and emotional aspects. It is important for students' mental health and academic success that they have good relationships with their teachers and their peers (Nie et, al., 2020; Shim-Pelayo, 2018).

These factors affect each other, showing that teachers' health and happiness are important for both their job satisfaction and making the classroom a good place for students to learn. According to research, teachers who have a lot of psychological capital are better at their jobs, which has a good effect on the outcomes of their students (Ati & Terzi, 2021). So, both teachers need to understand what well-being means and how it affects different areas of life.

2.1.2 The Role of Positive Schools Climate

The term "school climate" describes the general vibe that everyone in the school has when it comes to the classroom, the administration, and overall experience. The students' academic performance and well-being are hallmarks of a school climate that is good and defined by safe environments, helpful connections, and that is favorable to learning. Research by Riekie et al. (2017) identified a number of components that make up this complex concept, and they all play a role in ensuring that students have a positive and successful educational experience. In addition, it has been established that a positive school climate can lessen the negative effects of neighbourhood risk factors on the academic and

well-being of kids. This demonstrates the capacity of the school climate to operate as a buffer against external issues (Moore et al., 20213). School climates have the ability to act as a buffer against external challenges. This highlights how important it is to conduct evaluations of the school climate in order to identify specific areas that need to be improved (Wang et al., 2018). The goal is to establish a supportive environment that encourages the growth and development of kids.

In addition, the academic environment can be enhanced by the school climate, which functions as a perspective factor. Socioeconomic differences in students' progress and learning. Additionally, the influence of a positive school climate transcends students' well-being. Recent research by Ruiz et al. (2018) found that a positive school climate predicts academic success, violence reduction, and healthy students. It can also disrupt the negative correlations between low socioeconomic status and low academic performance, suggesting that school can help level the education playing field (Berkowitz, 2016). A positive school climate environment can help make sure that students from linguistic and cultural minority groups have the same chances to learn (Berkowitz, 2016). This is especially crucial for students from these groups, as they may encounter supplementary obstacles.

Additionally, a positive school climate increases students' emotional intelligence, which is crucial for their growth (Kaur, 2023). Besides, a positive school climate is improved by academic and social benefits. By creating a sense of belonging and involvement, the school environment affects children's emotional stability and drive to learn (Kaur, 2023). Furthermore, different demographic groups interpret the school environment differently, indicating the necessity for culturally responsive school development techniques (Parris & Neves, 2018). Students' emotional and social well-being can be improved by schools, equipping them to contribute to society (George et al., 2019). In order to achieve this, the construction and maintenance of a positive school climate are prioritized.

2.1.3 Empowering Classroom

2.1.3.1 Empowering Classrooms and Relationship Between Environment

Empowerment is merely another, perhaps generalized, term for motivation (Frymier et al., 2019). According to Conger and Kanungo (1988), empowerment represents a whole range of motivational processes that facilitate initial engagement with a task, continued motivation toward it, and finally positive feelings associated with the task and the motivational process itself. Classroom is much about the timeless experience of engagement in learning as it is about the fluid nature of learning control over learning by students and teachers Hewitt and Wright (2018). It can be concluded that an empowering

classroom provides motivation through a variety of procedures that engage students, maintain their interest, and create good emotional connections with learning. Students-teacher contact is fluid and shared, stressing achievement and reciprocal empowerment to improve learning. Such classrooms put stress on teaching methods that are centred on student-centred teaching, positive teacher-student relationships, and stress on emotional safety are some of the things that make this kind of classroom distinct (Reike et al., 2017). These factors are very important for making students feel like they fit in and are involved, which is good for academic and social growth.

Scholarly studies show that students are more likely to learn and behave well when they think their classroom is supportive (Reikie et al., 2016; Atış et al., 2019). Additionally, empowering the classroom shows that teacher and student well-being go hand in hand. Teachers who feel supported and valued are more likely to create a positive learning environment, which in turn makes students more engaged and improves their performance. However, Also mentioned in the paper Hermansyah et al. (2024), junior and senior high school students were observed in items related to the cleanliness of the school environment and occurrences of bullying, suggesting variations in perceptions between these school levels in Mataram. (Kiltz et al., 2020; Harding et al., 2019). In this way, the features of an empowering classroom have a big impact on the general learning experience for both teachers and students.

The atmosphere in the classroom has a big effect on how kids feel about school in general. It has been shown that a positive classroom environment with supportive interactions and clear standards can get students more involved and lower their behaviour problems (Nie et al., 2023; Shim-pelayo & Pedro, 2018). In contrast, a bad classroom environment can make students more stressed and anxious, which can hurt their mental health and academic success (Ford et al., 2021). It's especially important how teachers and students connect; good relationships can help students feel safe and like they belong, which is necessary for good learning (Riekie et al., 2016; Franco et al., 2022).

In addition, the school environment affects more than just one classroom; it affects the whole school experience. Research has shown that schools with a good atmosphere tend to have fewer cases of bullying, and student satisfaction is higher in schools with a positive environment, according to research (Atış et al., 2019). It is clear that making the classroom a welcoming place is an important part of having a good school experience. By incorporating emotional and social aspects of the classroom, teachers can greatly improve their students' general school experience.

2.1.4 The Role of Positive School Climate Toward Empowering Classroom

Positive school climate plays an important role in the empowerment of students and teachers in educational field. Positive school climate are linked to increased students psychological health and academic goal, highlighting their pivotal role in shaping a supportive learning environment. Based on studies, schools that employ School-Wide Positive Behavioral Intervention and Support (SWPIP) lead to a more positive school climate, especially when these programs are implemented consistently (Ellis et al., 2022). Furthermore, by encouraging positive connections and unambiguous regulations, a supportive environment also helps vulnerable students experience fewer symptoms of depression (Nie et al., 2020). The positive school climate should be favorable in order to guarantee that both teachers and students are at ease in the classroom, which will facilitate the teaching and learning process (Ottman and Kasuma, 2017). Based on this result, a supportive school environment not only improves learning but also gives students the confidence to participate actively in their education.

In schools, empowerment is frequently developed through collaborative decision-making, trust, and supportive connections between teachers and students. Research emphasizes the crucial role of teacher empowerment, demonstrating that instructors who feel trusted and involved in decision-making processes have higher job satisfaction, which in turn improves their involvement with students (Khany & Tazik, 2015). According to this relationship, creating a positive school climate requires teachers to be empowered (Greenberg, 2017). Furthermore, the empowerment model suggests that students thrive in environments that value emotional intelligence and school skills, which are fostered in positive school climate (Erasmus et al., 2022). These relationships show that more empowered teachers eventually result in more empowered students, which enriches the educational environment as a whole.

Furthermore, new studies on the effects of socioeconomic characteristics and school context show that differences in school environment affect the experiences of staff and students from all demographics. Schools in low-income neighborhoods, for example, frequently experience climate-related difficulties that have a negative impact on students' performance (Baysu et al., 2022). From Saputra et al. (2020) intervention that focuses on finding out how students feel about positive school climate are especially important because those feelings have a big effect on how well they do in school and how happy they are in general.

Finally, a large body of research shows that creating safe and supportive learning settings is essential to empowering both students and teachers, lending credence to the idea

that positive school climate can have a multiplicative effect on empowerment. Schools that prioritize shared governance, inclusivity and positive relationships are more effective in fostering the academic and emotional development of their students (Vidic, 2021). Researchers by Kirk et al. (2015) argue that the inclusion of students' perspectives in reform initiatives serve to bolster the argument for a collaborative approach to educational empowerment, which guarantees that students experience a sense of engagement and value within their learning communities. All things considered, our findings highlight the importance of empowering students in the classroom through the continuous exploration and implementation of measures that foster positive school climate.

2.1.5 Teacher Well-being

Several things affect a teacher's happiness, such as the amount of work they have to do, the chances they have to improve their skills, and the help they get from the administration. High workloads and not enough help can make teachers burnout and less happy with their jobs (Harding et al., 2019). Desimone et al. (2013) claim that effective professional development has been connected to improved teaching strategies and, consequently, improved student outcomes. Good classroom environments are more likely created by teachers who feel supported and respected; this increases students' engagement and enhances their academic performance (Kiltz et al., 2020; Harding et al., 2019). Teacher psychological richness also significantly influences their health and well-being. According to Santosa et al. (2022), educators with high psychological capital are more likely to be resilient and committed to their work, which improves their teaching abilities. Taking care of factors that impact teachers' well-being is crucial to establishing a positive learning environment that benefits both teachers and students.

In addition, it is important to consider both the psychological and effective aspects of learning in educational techniques. Students' well-being and academic performance are much correlated with emotional participation (Yang et al., 2022; Choi, 2023). Good teacher and student relationships provide an environment in which students feel free to express themselves, take calculated risks, and actively participate in the curriculum (Rooda et al., 2011; Choi, 2023). This emotional link not only enhances learning outcomes but also nurtures a positive school climate where the well-being of all stakeholders come first.

The way that teachers and health have a significant impact on their ability to instruct and manage their classes. Teachers who have higher degrees of well-being are more adept in running their classroom and empowering positive students interactions (Harding et al., 2019). This is frequently because they can set a good example by acting morally and creating a positive school environment in the classroom, which helps the students

concentrate and perform better in the school. Kiltz et al. (2020). Teachers' emotions also influence the dynamics of the classroom. The teacher that are depressed, for instance, could find it difficult to maintain discipline and establish rapport with their students (Hagenauer et al., 2015)

Considering the strong correlation between well-being of both teachers and students, it is even more crucial to support the mental health of teachers. Studies indicated that teachers who experience happiness and support are more likely to nurture a positive school climate (Harding et al., 2019). Therefore, prioritizing the health of teachers is crucial to improving their effectiveness as educators and creating a positive school climate at school. For the senior high school teachers to be happier and healthier, a multinational approach that takes into account their workload, professional development, and emotional support is required. Giving the teachers realistic workloads, prioritizing professional development, and empowering a supportive school culture are all effective strategies (Harding et al., 2019). Studies reveal that teachers who prioritize teacher happiness by means of cooperative approaches and effective leadership are happier and more engaged in their profession (Santosa et al., 2022).

Furthermore, putting in place wellness initiatives that emphasize resilience and mental health can significantly enhance teachers' general well-being (Redelinghuys et al., 2018). Through these classes, teachers can receive the support they require to manage stress and maintain a good outlook on the work. By creating a supportive environment that prioritizes teachers' health, school may enhance both teacher satisfaction and students achievement.

2.1.6 Students Well-being

Students' overall development is influenced by the academic, social, and emotional components of their overall well-being. The emotional well-being of students is crucial since it influences their capacity to manage stress and learn (Sun et al., 2023). Mental health and social well-being consist of excellent interactions with peers and teachers. Strong social bonds enable students to be more resilient and perform better in the classroom (Franco et al., 2023). Academic well-being, which encompasses how students feel about their academic abilities and achievements, is an important component of overall well-being (Yam, 2022).

Evidence from case studies shows that students' mental and physical well-being have a direct impact bearing on their academic and social performance. According to reports of well-being, students typically perform better academically and get along with others better (Wu et al., 2024). In order to establish a nurturing educational environment that fosters both

academic achievement and constructive social growth, it is crucial to attend to the various facets of a student's well-being. Various programs and activities can be implemented by schools to enhance the well-being and health of their students. Examples include social-emotional learning (SEL), mental health support services, and recreational activities that assist children in forming friendship and managing emotional stress are a few examples (Ford et al., 2021). SEL programs can help students develop their social and emotional abilities, which can improve their academic and reduce behavioral issues (Nie et al., 2020; Shim-Pelayo & Pedro, 2018).

Establishing a positive school climate through hospitable behaviors and supportive connections can also improve students' well-being (Reike et al., 2016). When the school gives children a voice and a say in decision, their general well-being and happiness improve. Schools can empower environments that support students' academic and personal development by implementing practices and programs that consider all facets of a student's well-being. As well as the students expressed acceptance, safety, and believed in their teachers and peers, it is fostering the crucial supportive interactions. Positive school climates improve emotional well-being, allowing students to feel heard and respected, which is important for their overall school experience (Newland et al. 2019). Children expressed acceptance, safety, and trust in their relationships with teachers and peers, highlighting the importance of supportive interactions. Positive school climates enhance emotional well-being, allowing children to feel heard and respected, which is crucial for their overall school experience.

2.1.7 The Gap of The Study

Lack of studies in schools with specific characteristics (i.e., local and city contexts), sources used are mostly from global or other regional sources, but there are no studies that specifically explore the well-being of teachers and students. Together in schools with specific local contexts (i.e. specific or particular schools). It was also mentioned that research has described aspects of teacher well-being, student well-being, and the role of a positive school climate, but no research has been found that addresses all three holistically. In particular, no research has explored the reciprocal relationship between teacher well-being and student well-being, and how they contribute to shaping a positive school climate. This gap is the focus of this research.

Previous researchers have emphasized that teacher well-being strongly influences classroom interaction patterns and has a positive impact on student development (Harding et al., 2019, and Santosa et al., 2022). Researchers have also found that teachers who are prosperous and feel supported by the school are better able to create a positive learning

atmosphere, facilitating students' academic and emotional development (Kiltz et al., 2020). However, most of these researchers did not link these effects with student well-being itself. Or have not answered how interactions can jointly contribute to shaping a positive school climate. Yet one study revealed that student well-being can also have a reciprocal effect, affecting teachers' work motivation and mental well-being (Hagenauer et al., 2015). This indicates that this relationship can be mutually reinforcing, but has not been the focus of the study. Therefore, this study attempts to explore how student and teacher well-being is formed such as how this is through interactions in contributing to forming a positive school climate in schools,

2.2 Theoretical Framework

PERMA

The study of well-being has led to the development of a wide range of theories, each offering a unique perspective on the qualities that characterize a fulfilling and joyful existence. Proposed by Martin Seligman, the PERMA model distinguishes out since it takes a whole approach to well-being and combines five basic components (Positive emotion, Engagement, Relationship, Meaning, and Accomplishment) (Seligman, 2011). Academic success, learning motivation, trust and support, shared goals, and active engagement are some of the factors that contribute to positive school experiences. Students can achieve factors that interact with the components of the PERMA model.

The main justifications for choosing this specific model were its empirical backing and its applicability in educational context. A positive school climate has a significant impact on students' academic achievement as well as their general well-being, which is strongly related to the idea of PERMA (Konolod et al., 2018; Zulling et al., 2010). Research repeatedly shows this as well. According to Lombas et al. (2019) and Lombardi et al. (2019), the PERMA framework is not complete without a sense of participation and belonging. Strong relationships with classmates and teachers, for example, have been found to be a crucial component in the development of these abilities. Additionally, research that highlights the importance of goal-setting and achievement in the process of creating students' motivation and resilience is congruent with the PERMA model, which places a strong emphasis on meaning and success (Martela, 2024; Taylor, 2021). As a result of this congruence, it appears that the use of PERMA in educational settings may result in improved mental health outcomes as well as academic success, thereby catering to the comprehensive requirements of our students.

1. Motivation to learn and positive emotion

As a key component influencing students' good emotions in the classroom, motivation to learn is essential. Based on the studies conducted by Hui and Sun (2010) and Nakamura-Thomas et al. (2012), students' motivation and overall happiness with school life are much improved when they have positive interactions with both their professors and classmates. A positive school atmosphere, which is enhanced when students have supportive interactions, leads to positive emotions among students (Zulling et al. 2010). Yang et al. (2010) and Cornel et al. (2016) found that students' involvement and motivation were higher and their academic performance was better when they felt their educational environment was helpful. If you believe the PERMA model, which states that happiness is the bedrock of health, then this makes sense.

2. Active participation and engagement

A key component of the PERMA system, student engagement is closely linked to students' active participation in extracurricular activities. The research has shown that students exhibit higher levels of engagement and enjoyment when they actively participate in their learning processes (Hossain et al., 2019; Lombardi et al., 2019). Collaboration exercises and civic education help students feel more connected to the community (Hicks & Sinkinson, 2021; Warne et al., 2017). Active learners are more likely to feel like they belong and to take pride in their learning, according to study (Collie, 2022).

3. Trust and support in relationship

Another PERMA model principle, positive connections, can only thrive in a supportive and trusting environment in the school. The relationship between teachers and students has a significant impact on students' well-being and social satisfaction (Zulling et al., 2010; Gomes-Baye et al., 2021). Positive learning settings that are marked by trust and support appear to increase students' engagement and reduce psychological distress, according to research by Jorgensen et al. (2020) and Rustamov (2023). Motivated students are more likely to participate in class activities and achieve their objectives, according to research by Newland et al. (2018) and Konold et al. (2018).

4. Shared goal and meaning

Education becomes more significant when both students and instructors collaborate to achieve shared goals. Students' motivation and dedication to their coursework are enhanced by this common mission, according to Scogin et al. (2017) and Nakamura-Thomas et al. (2023). Which align with PERMA models' on purpose as a component of well-being. Students are more likely to show interest and satisfaction when they see their educational experiences as relevant, according to Collie (2022) Li et al. (2023).

5. Academic achievement and accomplishment

Lastly, the PERMA model's accomplishments dimension is directly reflected in academic achievement. Yang et al. (2018) and Lee (2023) found a substantial correlation between academic achievement and positive school experiences, which are defined as having supportive connections, actively participating, and being in an inspiring atmosphere. Jørgensen et al. (2022) and Al-Bataineh et al. (2021) found that students' emotional well-being is influenced by academic performance and that students who are concerned with their school experiences often do better academically. Fostering an educational environment that stresses both intellectual and emotional growth is crucial, as this association shows.

Student-Teacher Relationships

In relationships between children and teachers, the social and emotional dimensions of our contacts fascinated me. These experiences demonstrated the value of building and enhancing relationships with these children. School and classroom contexts offer the child numerous relationship opportunities, and valuable relationships are formed between children and nonparental adults in these settings. These relationships provide children with emotional experiences and opportunities to learn social skills and self-regulatory capacities and to practice basic developmental functions, such as attachment, exploration, play, and mastery. These relationships serve as a "natural context" for the infusion of intervention efforts that may serve large-scale prevention goals to reduce risk. Theories of social development are used to understand how social processes in classrooms—relationships between teachers and children—can be enhanced Pianta, (1999).

According to Erikson's theory, students seek approval and acceptance while navigating their identity, deal with the role confusion period during this developmental stage, having supportive interactions with their teachers and peers, is important for developing a cohesive sense of self and improving emotional health, and according to Pianta's theory is based on the idea that ties between students and teachers have a big impact on how well they do in school and their personal lives. According to Pianta (1999), good connections that are marked by emotional support and high-quality education may greatly increase students' motivation and interest in what they are studying. According to research conducted by Hamre and Pianta (2015), students feel more connected to the classroom community and are more motivated to achieve academic success when teachers offer emotional and educational support. Personal relationships between teachers and students in high school become important when students face many assignments and social

problems. Relationships are more important in the first and second years of high school because of the increased academic pressures and social dilemmas that students face.

Pintas argues that the way students interact with teachers has a big influence on how well they perform in school in interacting with teachers. A good relationship characterized by emotional support and high-quality teaching can increase students' interest in learning, said Pianta. The results of Hamre and Pianta's (2005) study showed that students tend to be ambitious to achieve academic achievement and feel accepted in class if teachers provide support in both intellectual and emotional aspects.

Furthermore, the framework recognizes the formation of teacher-student relationships by the framework as important to form elements of teacher well-being and school environment. These factors such as teacher well-being and school climate can form a good relationship for teachers and students. A supportive school atmosphere is characterized by positive interactions between students and teachers forming and strengthening the quality of this relationship (Al-Yogan and Kulinier, 2016). The conceptualisation and operationalisation of "high-quality" student and teacher relationships are shaped by attachment theory and research, which can be seen in the way that academics study the relationship between teachers and students. following in the footsteps of studies on the bond between parents and children, attachment theory places a premium on the emotional nature of connections between educators and their charges (Mohd Noor et al., 2023). contrarily, students' accomplishments might take a hit if teachers, overwhelmed by stress and fatigue, are unable positive relationships with them (Remberg et al., 2019).

The theoretical framework based on Pianta's research emphasises the multifaceted nature of the students and teacher connection and its critical role in the creation of a positive school climate. To enhance the academic and social outcomes of senior high schools in Pinrang, teachers can prioritise emotional support, instructional equality, and teacher well-being in order to establish an empowering classroom. Teachers and students will benefit from this program.

Well-being in Education: Insights and Challenges

2.2.1 Case Studies or Examples from Similar Educational Contexts

Research from various educational contexts highlight the significance of wellness in creating a positive school climate. Research by Ford et al. (2021), demonstrated that comprehensive mental health programs enhance the well-being of both teachers and students, resulting in improved academic performance and a reduction in behavioural issues. Some studies demonstrated that schools that prioritized the development of positive school climate through welcoming practices and supportive relationships have experienced

increased levels of student engagement and satisfaction, as per the finding of Shim-Pelayo and Pedro (2018) and Nie et al.(2020). These curriculums highlight the need of schools looking at the health and happiness of teachers and students, in order to develop effective strategies that improve students' mental health and classrooms a positive school climate for all. Educations can utilise successful case studies (Reiki et al., 2016)

In the classroom interactions, the well-being of teachers and the students is reciprocal. recent study found that teachers` emotions are able to have an immediate impact on their interactions with students, which in turn influences the studies` academic and emotional out come (Harding et al., 2019). The teacher who are content and in excellent health, for example, are more likely to provide a positive school climate in their classroom (Kiltz et al., 2020). However, when the teacher is depressed or worried, it can impair how the class works and lower student motivation (Hagenauer et al., 2015)

The importance of protecting the students and teacher`s mental health and well-being in school atmosphere. A supportive environment that promotes learning and growth is produced by school that prioritise the well-being and health both teachers and students (Kiltz et al., 2020). To guarantee that students have positive school climate, school must improve their well-being culture.

2.2.2 Well-being and Positive School Climate

In order to describe a positive school climate, the first step should acknowledge the significance of well-being influencing students` perceptions on their learning environment. The study from Yam. (2022) stated that a positive school climate is characterized by opportunities for both academic and personal growth, a sense of belonging, and strong relationships. The research indicates that a helpful environment at school is mostly dependent on the students` stated or well-being (Nie et al., 2020).

In addition, the psychological aspects of the school play a significant role in determining how students feel and how they think about their mental health. The research by Forsberg et al. (2019) shows that favorable school experiences correlate with characteristics like positive mental health. body image, and engagement in physical activities. Therefore, underlining the need for a supportive school environment for the well-being of students. In line with this. Shamionov et al. (2021) argue that lowering school anxiety and promoting classroom adaptation- both of which enhance psychological health- depending on features of school well-being.

2.2.3 Challenges in Promoting Well-being in Senior High Schools

There are many things that make it hard to promote health and wellness in senior high schools, such as lack of funding and social culture problems. It is very uncommon for

schools to lack sufficient funds or assistance, which can make it challenging to implement well-being initiatives that are effective (Harding et al., 2019). Also, Segovia-Lagos et al. (2023) discovered that the social and cultural shame surrounding mental health is one of the factors that can make it harder to improve the health and wellness of students and workers. Lack of rules and problems with implementation make it harder to promote health in public schools. Researchers showed that schools might not put a lot of emphasis on wellness programs if there are not clear rules and help from school leaders (Harding et al., 2019).

Increasing well-being in senior high schools is a difficult task depending on many things, including how well policies are carried out, how much help teachers get, and students' mental health. A part of this problem is the need for a complete solution to mental health and well-being that includes teachers' and students' point of view in the leader school community. Support the idea that mental, social, and psychological, social, and emotional factors all play a role in well-being (Nohilly & Tynan, 2022).

Teachers play a crucial role in encouraging students to lead mental health. Conte (2024) notes, research has shown that teachers are able to deal with stress and build good relationships with students when they are properly equipped and supported. The responsibility, the burden of ensuring teachers' well-being is often placed on their shoulders, rather than being a collective institutional responsibility (Larsen, 2024). Due to this, it must collect methods that improve the mental health and safety of both teachers and students. There are also unique problems with promoting well-being in schools where there is a lot of cultural and ethnic variety. The teacher has to deal with students from a wide range of language, social and cultural backgrounds, which can be hard on both them and their students (Norozzi & Ness, 2023). Teachers must be well prepared to address the diverse needs of their students in light of this complexity.

One typical challenge to implementing well-being programs is the lack of adequate teacher preparation. Another is the connection between school policy and practice (Speller et al., 2010). For instance, many programs meant to improve students' well-being fail to make long-term changes because they are only partially put into action (Sukhera et al., 2022). The need to evaluate existing interventions for students and staffs well-being critically and commit to evidence-based practices that truly improve their well-being is highlighted by the disparity between rhetoric and reality (Svane et al., 2019). In addition to structural and legislative problems, stigma associated with mental health concerns remains a significant hindrance to promoting well-being in schools. Many teachers and students may be afraid of being judged or misunderstood if they ask for help, which can

make the circle of grief worse and make well-being programs less effective (Houghton et al., 2022). Mental health should be talked about in a normal way, and getting help should be seen as strength instead of a weakness this will help fight the shame (Sukhera et al., 2022). The integration of well-being into educational policies is essential for establishment of a supportive school environment. Schools can implement successful techniques and provide resources in accordance with well-being- focused policies (Higgin & Goodall, 2021). Building holistic well-being systems in schools can improve the mental health and resilience of both children and staff (Nohilly & Tyanan, 2022). The strategy can improve academic performance and wellbeing. External variables, such as socioeconomic position and community support, have substantial impact on the well-being of students and teachers. There may not be enough funding and help to make well-being programs work in schools in poor areas (McCalman et al., 2023) to make things even harder. Because of this, lawmakers need to think about these outside factors when creating and running wellness programs to make sure they are fair and available to all students (Phillipd-Howard et., al., 2010).

CHAPTER III

RESEARCH METHODOLOGY

This chapter explains about the study methodology, research paradigm, approach of data collection, method of data analysis, selection criteria, time and place selection technique, data analysis, ethical issues, and trustworthiness and credibility.

3.1 Research Approach and Research Design

Constructivism is an epistemology, a learning or meaning-making theory that offers an explanation of the nature of knowledge and how human beings learn. The real understanding is only constructed based on learners' previous experience and background knowledge Ültanır. (2012). The rationale behind selecting this paradigm was ascribed to the social problem of investigating and comprehending the significance of individuals and different groups (Cresswell. 2018). The main point of the research is to explore the approaches of classroom empowerment: how teacher and student well-being shape a positive school experience in senior high schools.

Constructivism is viewed as a practice that involves building on curated knowledge and engaging in collaborative activities to develop new understanding (Nawanao & Lopena, 2024). This approach is suitable for this qualitative research based on social constructivism. The pedagogical shift of mobile pedagogy is that teachers facilitate students to inquire about knowledge in a student-centered model for knowledge reconstruction Jie et al. (2020). It believes that qualitative study will be utilized to see the experience of teachers and students and how the environment shapes their well-being in educational settings based on their experience.

Additionally, there is ample evidence linking teacher happiness with study achievement. Students gain from instructors who are less stressed and tend to have more positive classroom attitudes; Carrol et al. (2021) discovered that students gain directly from the effort to increase teachers' well-being. This study found out how, by using open-ended question-empowering classrooms, teacher and student well-being shape a positive school experience in senior high schools. To gather comprehensive, in-depth data, the qualitative method makes use of a multi-site case study methodology.

3.2 One Case, Multisite Case Study

In a multisite case study, when sites are selected for the case, they might be at different geographical locations. The type of study is considered to be multisite. Alternatively, the case might be at a single location and considered a within-site study (Creswell, 2018). The case study approach is particularly beneficial for gaining a comprehensive understanding of a matter, event, or phenomenon within its authenticity in

real-world settings Crowe et al. (2011) The study utilized the qualitative to explore how teacher and student well-being shapes a positive school experience in senior high schools. specifically to focus on motivation, active participation, trust and support, shared goals, and academic achievement. Case study research has developed a reputation as an effective approach to exploring and comprehending complex issues in real-world settings. Case studies have been utilized over various disciplines, especially in the social sciences, education, business, law, and health, to address a wide scope of research questions Sitorus. (2021). According to Cresswell (2018), the key point of case identification is that it is bounded, meaning that it can be defined or described with some parameters.

This qualitative method is chosen because it fits the way to gain data through human experience and perspective about how teacher and student wellbeing shape a positive school experience in senior high schools to figure out the research question of the topic; therefore, the research tries to apply multisite case study.

A case studies in this research for deep understanding about teacher and student wellbeing. Based on Zunariyah's (2024) case study research, the aim is to provide comprehensive, extensive, and in-depth explanations of the phenomena researched by investigating and analysing one example or variant of a limited social phenomenon. According to Chirkova et al. (2021), case study research is a qualitative research methodology where researchers concentrate on a circumscribed system, such as a school, a classroom, and teachers.

In-depth interviews and open-ended questions were used in this case study to allow researchers to explore participants' opinions on their experiences serving as teachers and student's well-being perceptions of how positive schools shape them at senior high schools since the qualitative research begins with assumptions and the use of interpretive/theoretical frameworks that inform the study of research problems addressing the meaning individuals or groups ascribe to a social or human problem (Cresswell, 2018).

3.2.1 Rationale for Choosing the Method

Qualitative multisite case studies are ideal for studying complicated phenomena in real life. This approach lets researchers collect rich, comprehensive data from several sources, which is visual for comprehending complex topics. Using numerous data sources, a qualitative case study allows researchers to explore phenomena from one side of a multisite case study perspectives, according to Nigrum and Dewi. (2024). Researching complex social dynamics, methodological flexibilities, and contextual elements. Zainal et al. (2021) explain that qualitative case studies are ideal for health science resource research

and program assessment because they allow for context-specific analysis of linkages and interactions.

Additionally, the qualitative multisite case study technique provides data triangulation, which boosts credibility and validity. This approach allows for the integration of interviews, and document analysis, offering a holistic grasp of the study issue (Ginting et al., 2019). This is supported by Hidayat et al. (2019) The case study technique helps explore specific examples and synthesize multisite case study information sources to inform theory development and practical implementations. Researchers can answer complicated issues and get useful insight by using a qualitative multisite-case study technique.

Participants

3.3 Selection Criteria

The researcher conducted interviews with respondents who are students and teachers from three different senior high schools to gain the data. This research utilized purposive sampling. Purposive sampling is a non-probability sampling technique in which the researcher chooses participants according to predefined criteria pertinent to the study goals. Purposive sampling is different from random sampling in that it focuses on gathering detailed information from specific people who have specific knowledge or experiences related to the research topic (Palinkas et al., 2015). The depth of investigation and comprehension of phenomena is improved by this calculated discussion (Sebele-Mpofu, 2021).

The main justifications for using purposive sampling are outlined in the three senior high schools that were selected as subjects in this study. First, understanding purposive sampling increases the richness of qualitative data by allowing researchers to get in-depth information from people with patient experiences (Czernek-Marszalek & McCabe, 2024). The constructivism paradigm, which this method follows, holds that the viewpoints of the people involved are crucial for understanding social phenomena (Haki et al., 2024). The second Effectiveness of the approach because it allows for a more focused examination of important issues and resources (Remillard., 2023). The right students and teachers who are available to be participants will be selected by purposive sampling method. These schools have a tough task in their perspective, as indicated by insiders in these schools. As an illustration, students and teachers have an important role in creating a positive school experience to maintain their well-being in senior high schools.

3.3.1 Demographic Information

There are three senior high schools, which are the subjects of this research. Senior high schools, well known as “Sekolah Menengah atas negeri” (SMA), are government-funded institutions that provide education for 16- to 18-year-old students. According to Suryadi et al. (2020), one of the schools is best school in this regency because the number of enrollments in the new batch is the highest, the number of female students is 767, the number of male students is 525, and the teachers consist of 79. The second school has low enrolment in every batch, with female students 92 and female students 36; the third school is normal because there is not high competitive enrolment in every batch, with female students 195, male students 165, and the teacher 31. The participants consisted of three senior high schools in South Celebs. Research found that high performing senior high schools are consistently found to have strong leadership, excellent instruction, inclusive and students-centered pedagogy, a great school atmosphere and active community and parent involvement are characteristic of senior high schools. These schools often support all students fairly, promote students well-being and make good use of data to guide education (Wilcox and Angelis, 2011). Low performing schools, on the other hand, frequently face challenges like ineffective leadership, low teacher morale, strict curricula, and unfavorable school environments characterized by bullying and exclusion. The results of students and general efficacy of school generally impacted by the presence or absence of these elements (Hattie, 2009).

All the participants had a minimum of one year of study for the students and one year of experience in teaching in that school. Based on the data, one year of teaching and learning experience can provide a perspective or opinion about an educational school or educational institution (Brinkworth et al., 2009). This is equal because they have the same duration of time in senior high schools in South Celebes as well, so the number of teachers was taken 2 each school and also the students 2 each school. For the details, information about the demographics of the participants will be presented below:

Demographics of participant

According to the three senior high schools, they have different places, such as the district area, a suburban town, and a central city. There will be a variety of students if they answer the questions from the researcher about the teacher and student well-being in shaping a positive school climate based on their experiences. The age of the students who are participants is between 12 to 18 years old (Leahy et al., 2019), which is similar to the age of children who attend senior high schools, and the age of the teacher to be studied starts from the age of 25 to 35 years.

3.4 Data Collection

3.3.1 Interviewing with Teacher and Student

To address the first to the third research questions, it is necessary to conduct interviews with teachers and students in senior high schools. Teachers and students had a minimum one-year experience in those schools; they were interviewed to express their perspectives and insights regarding their experience and how positive school experience shapes their wellbeing. Our preference is for in-depth interviews since they allow us to better understand the participants' present situation.

The interview conducted offline to directly investigate these three senior high schools by investigating the teachers' and students' well-being in positive school experiences. To maintain objectivity and mitigate bias, I, as a researcher, solicit assistance from an individual who has no affiliation with the senior high schools to facilitate data collection. Before the individual conducts an interview, I, in my capacity as a researcher, provide a brief explanation on two occasions to ensure that the data gathered aligns with the objectives of this study.

3.3.2 Time and Place Selection Technique

This research will be conducted in three senior high schools in South Sulawesi. These schools have the same curriculum as the Ministry of Education, which is an independent curriculum. Furthermore, through a comparative analysis of the interviews implemented by three senior high schools in South Sulawesi, I was able to acquire valuable insights into effective practices that promote the well-being of both educators and students.

In terms of study time, I carried out interviews between March and April 2025. I visited the first school on April 09 and 16, 2025, followed by the second school on April 15 and 19, 2025, and the third school on April 14 and 17, 2025. On 25 April, 2025; moreover, I will analyze the data and finalize the results in May 2025.

3.4 Data Analysis

There are several strategies: the data, habituation (which is the process of becoming familiar with the data), coding, the formation of a theme, demonstrating trust and validity, and reporting are all several strategies that are involved in the process of data analysis. Coding and classification are used for all of the interview material to arrive at themes that are pertinent to the situation Zainal et al. (2021). The data is then analyzed manually. As the first step in the research, getting to know the data, which includes notes from interviews, focus groups, and are important. Sharpin-Lishchinskiy (2020) suggests that thematic analysis begins by immersing oneself in material to uncover first themes and patterns. Upon

acquaintance, I classified replies according to teacher well-being, student well-being, and senior high school experience.

After the coding phase, I utilized thematic analysis to examine the interrelationships among various codes and themes. The stage is consistent with the advice of Wildemann et al. (2020), who highlight the necessity of understanding the interaction of many components in qualitative research. Getting a better understanding of how the well-being of both teacher and student contributes to a positive school climate may be accomplished by analysing how various themes interact with one another.

3.5 Ethical Consideration

Considerations of ethics are of the utmost importance while doing qualitative research, particularly in educational settings such as senior high schools. This is because they serve to safeguard participants and maintain the integrity of the research process. Ethical guidelines function as a framework for researchers, enabling them to adeptly navigate complexities inherent in their work while ensuring that the rights and welfare of participants are prioritised throughout the study. As my concern, this encompasses the acquisition of informed consent, the safeguarding of confidentiality, and the management of power dynamics that are intrinsic to the relationships between researchers and participants. This study intends to give insights into teacher and student well-being in shaping positive school experiences while following ethical principles and using a rigorous qualitative research paradigm

3.6 Trustworthiness and Credibility

In the pursuit of establishing trustworthiness within this study, I adhered to several procedures delineated by Cresswell (2013), specifically:

1. I used data triangulation by gathering information from several sources. to validate and enhance the result, I conducted interviews with teachers and students from two other senior high schools.
2. Confirm the criteria, which is that both teacher and student have a minimum of one year experience in those schools, to keep on track and avoid any biases of the participants. I have also confirmed to advise the finding whether it is my research in the right path or not.
3. A short description. In articulating the findings, I had delineated the context and temporal framework of the interview process.

CHAPTER IV

RESULTS AND DISCUSSION

In the result and discussion section of this study, I provide a comprehensive account of the significant findings and the method employed by empowering classroom, exploring how students and teachers well-being shapes positive school climate in senior high school in Pinrang. Additionally, I examine the challenges of maintaining teachers' and students' well-being, the important role of shaping the positive school climate in senior high school, and the dimension of well-being that contributes in positive school climate.

4.1. Results

This section explained the findings of three senior high school data resources that were utilized in this study, including 12 participants. After presenting the data, translating into English, reducing it, and categorizing and grouping themes, some useful insights emerge from teachers' and students' perspectives

4.1.1 The Well-being of Teachers and Students and Positive School Climate in Senior High School.

The information in the sub-section addresses the initial research question: how do teacher and student well-being shape the school climate in senior high schools? I separated the shaping of the positive school climate into the fifth dimension based on PERMA: Positive emotion, Engagement, Relationship, Meaning, and Accomplishment and students and teacher relationship. The data was collected through in-depth interviews with participants from three senior high schools in Pinrang. There are multiple stories that members share during the interview. Regardless, I have established guidelines for which aspects of the narrative will help address the research problems. Following the data presentation, English translation, data reduction, coding, and theme grouping, some important ways to shape a positive school climate in senior high school in Pinrang faced by teachers and students may be drawn. Shaping positive school climate categories five dimensions by Seligman (2011), which are Perma: Positive emotion, engagement, relationship, meaning, and accomplishment. Each of those five dimensions has a distinct role in shaping positive school climate in three senior high schools faced by teachers and students as well as students and teacher relationship between these experiences explains the value of building and enhancing relationships both students and teacher (Pianta, 1999).

Based on the result of the interview, a positive school climate in senior high school is characterized by emotional and academic support from teachers as well as positive peers relationship. This aspects of the school climate contribute significantly to shaping the well-being both teachers and students. Especially in the dimension of teacher support in the

interactive learning process and varied learning methods are related to positive emotion. The next is the development of character, independence, and student participation to become independent in the learning process, which is related to engagement. Additionally, some participants referred to high facilities in the school environment. Two schools specifically mentioned these facilities. However, participants from other schools mentioned the aspects of the overall environment and the role of the counseling teacher in shaping a positive school climate. It showed that they have good well-being in the dimension of relationship with teachers and peers. Dimension of meaning which is related to student meetings conducted outside of school hours that discuss material that is associated with activities that are more contextualized and fun. The last dimension is accomplishment, students feel independent and participate in the learning process, and can manage their time well; besides that, students feel comfortable while learning. as well as students and teachers focus on relationships by Pianta (1996), a more detailed explanation of shaping positive school climate in senior high school in each dimension is provided below.

Positive emotion

The first finding is related to how students' and teachers' well-being shapes positive school climate in three senior high schools. The findings revealed several key factors that contribute to students' well-being. These include: teacher support for students to understand the material and emotional support, friends help each other who can strengthen self-confidence, out-of-school interactions between teachers and students that make students feel happy, students also feel successful when engage and can manage their time in the classroom, and the most important thing is school security and the role of counseling guidance teachers to create a sense of security, the last is a comfortable and supportive atmosphere that fosters enthusiasm for learning. This showed that the teacher' and students' well-being were shaped by feeling safe and comfortable in the school environment. Therefore, their positive school climate is created by the atmosphere.

One of the students responded when interviewed that he was very supported by the teacher during the learning process. When he was asked a question he could not answer it correctly. To make students not feel humiliated, the teacher guides students slowly and patiently. not immediately giving the answer, but directed until he got the answer. This support made the students feel respect and encouraged them to keep studying.

Another student also said that how friends are emotionally supportive can increase self-confidence. When she was in class, her friend was there to help and listen to her. She gave me the encouragement to speak up. This example of friend support contributes to a positive school climate.

The student's well-being shapes positive school climate in three senior high schools during the interview that became more positive regarding to positive emotion, especially in the initial period:

Students' Perspective

"Things that make me feel supported by the teacher in class when I am given a question or task, then I try to answer the question whether it is right or wrong, the teacher still gives a positive response. The teacher said it's okay to be wrong as long as you want to try. I also felt encouraged and supported by my friends. From there I feel that the attitude. Not only that, the teacher also gives appreciation to students who are active in the class, so that it increases happiness in the classroom, so that students feel valued, happy, and more enthusiastic. They spread is positive energy from the school environment. Not only that, the teacher also gives appreciation to students who are active in the class, so that it increases happiness in the classroom, so that students feel valued, happy, and more enthusiastic".

Source: School 1, Student A, 11 April 2025

"When I was asked a question by the teacher and I didn't understand how to answer it, the teacher was quick to help me. The teacher did not give me a direct answer or make me feel cornered, but gave me directions. I could understand. So I do not feel difficult when answering difficult questions. The teacher also make an emotional emphasis on the student, for example, when the student is struggling, the teacher will help provide solutions and suggestions. And I also feel happy when I am in the school environment because the teacher is friendly and smiles".

Source: School 2, Student A, April 15, 2025

"Teachers who understand their students and can train their students' ability to understand learning materials, and also friends who are always ready to help can also increase my confidence. And teachers who provide emotional security, for example by providing motivation and encouragement. I also feel comfortable during the learning process and not stiff. The last and most important thing is mutual respect between friends and teachers, I also feel happy when building strong relationships between my friends and my teachers".

Source: School 3, Student A, 20 April 2025

These schools indicated that the percentage of positive emotions is very important in shaping a positive school climate and motivating a classroom environment. Students mentioned that it is emotionally supportive when teachers respond to their efforts with encouragement, regardless of the answer. This response can help students to increase their confidence and create a safe place to learn. Which can also increase student enthusiasm. Positive emotions are also obtained through peer support, which is said to spread positive energy in the school environment. From school 2 students and teachers contribute to students' emotional well-being. This illustrates that the school atmosphere is fun and

friendly. It can be underlined that emotional support, encouragement, and appreciation play an important role in fostering positive emotions that contribute to a positive school climate.

“The teacher did not discriminate between one student and another, especially when I did not know the answer to the question. This makes me feel supported by the teacher when the learning process is taking place in class. The teacher also interacts well and openly, for example as a place to vent or share stories. And invite students to read the Qur'an on certain days and pray duha in congregation”.

Resource: School 1, student B, 09, April 2025.

“When I felt confused by problems in class, I felt supported during the learning process, I immediately asked the teacher, and the teacher explained patiently and until I understood. I also felt supported by my friends, when I wanted to join a competition outside of school. They gave me support. The teacher also did not compare one student with another, so, I felt valued and did not feel pressured. Then the thing that teachers do to increase student happiness in the classroom is to hold games so that the learning atmosphere is not boring”.

Resource: school 2, student B, 15 April 2025.

“Teachers who understand students and can train students' abilities to understand learning materials and understand the needs of my students. And friends who are ready to help and listen to me and friends who always motivate and support me to continue learning. Creating a conducive, cheerful environment makes the learning atmosphere more enjoyable. students also feel appreciated. If a question is answered incorrectly, the teacher corrects the answer”.

Resources, school 3, student B, 14 April 2025.

For the three students above, positive emotions at school were strongly related to feelings of emotionality, acceptance, and mutual respect between students' teachers and peers. Student B emphasized the importance of being understood by teachers and accepted by peers, which fosters students' sense of belonging and well-being. Student B reinforced this with how the teacher explained patiently, the support of friends during school activities, and avoiding comparisons between students, to make them feel more valued and less depressed. While student B focused on the emotional safety created through the teacher's openness. And the integration of religious and cultural practices in the school routine. This experience shows that a supportive relational environment through empathy, motivation, inclusion, and recognition has an important role in shaping a positive school climate.

The teacher's positive emotion in shaping a positive school climate in senior high school showed that based on the result of the interview, shaping a positive school climate in senior high schools is faced by the teacher is that in the positive emotion of the school environment that creates an atmosphere, students remain enthusiastic about learning. Then Engagement of student and teacher involvement in learning and meaningful in relationship

collaborative relationships and good communication encourage a positive climate, the next is meaning the intention of an educator to provide meaning in the teaching process, the last is accomplishment, namely the success of the teacher when measuring active participation and student independence. For more details, shaping a positive school climate in senior high school will be explained below.

Teachers' perception

The findings of teachers' perspectives on positive emotion, how well-being teachers shape a positive school climate in senior high school, had many multiples perspectives it shows below.

"I feel happy in the school environment because my peers and friends here are very kind and always support what I do. The school environment is also quite good, especially in terms of adequate facilities and buildings. What we need is always available. Also, the students are very pleasant. it makes the relationships in the school warm and meaningful".

Resource: School 1, Teacher A, 16 April 2025

"As a human being with feelings, the thing that makes me feel comfortable in the school environment is when my performance is appreciated. Whether from the principal, coworkers or students. For example, when I am given a task and I have maximized it, then they give a positive response, I feel appreciated and that makes me happy. Another small thing that makes me happy is when I arrive at school to be greeted with a smile by the school community, both from the principal and friendly students".

Resource: School 2, Teacher A, 19 April 2025

"I feel happy in the school environment because of all the interactions that occur, be it with students, colleagues or superiors. I feel happy when I see students enthusiastically following the learning process. Then, the facilities provided by the school, such as adequate learning media, also make me feel supported and comfortable. Other than that. Support from my colleagues is very helpful, especially when facing obstacles in learning, we discuss with each other to seek input. That really influences the positive climate at school. I think the role of the teacher is very big in creating a positive atmosphere because the teacher is like a driving force in the school. When teachers are able to build good communication with students, it makes students feel cared for and comfortable in class".

Resource, School 3, Teacher A, 17 April 2025

Based on interviews with teachers from the three schools above, we can find that positive emotions are formed through good social relationships, appreciation for performance, and adequate support facilities. Teachers also feel happy when they are in a sportive environment, whether from colleagues, principals, or students. As well as the availability of sufficient learning suggestions, are the main factors that build a positive

emotional atmosphere at school. this not only improves teacher well-being, but also forms a positive school climate.

There are different positive emotions from school 2, the teacher B described feeling supported by his peers at school. He gave an example from his time as the head of the Maulid activity committee: during that period, fellow teachers, even those in senior positions such as principals, actively assisted with fieldwork. This creates a family atmosphere and a sense of belonging. The role of the teacher at school is as a facilitator, liaison between students and students or teachers, and managing students' thinking patterns. The teacher also tried to make students feel valued, for example by memorizing their names, involving them in various activities, and giving them responsibilities. Even students who are naughty, he made them as personal assistant so that they feel needed in class. Finally, he provided feedback at the end of the lesson and provided space for students who are shy to speak to write their thoughts.

It showed that from school B, teacher B, a positive school climate is formed from warm social interactions, student empowerment, and strengthening a sense of belonging in school communication. Support from fellow teachers, including the vice principal, during the implementation of activities can strengthen positive emotions and close interpersonal relationships between educators. Teachers also try to manage students' way of thinking while providing experiences that humanize and appreciate the diversity of their students' characters.

Engagement

Students` Perspective

The second finding is about shaping how students' and teachers` well-being shapes a positive school climate in senior high schools in the engagement dimension. The engagement dimension is related to activities in the classroom, both the teacher and students in the school environment. It can be seen that the engagement dimension is affected by relationships with friends and teachers at school. Even the school environment or administrators. These aspects have an involvement to shape a positive school climate in senior high schools. There are several ways to shape a positive school that students mention below.

“I am not shy to ask questions, dare to perform confidently, ready to face challenges. In the learning process, the teacher uses a projector to watch learning videos or explanations so that it helps better understand the material. Friends also provide support. Attitudes such as spreading positive energy”.

Resource: School 1, Students A, 09 April 2025

“By doing ice breaking, students can have a high learning spirit and not be sleepy or bored while learning. Students will also feel more confident and active when given the space to ask questions. The teacher also emphasizes to students to stay focused when the teacher delivers the material, so that students understand and receive the material better”.

Resource school 1, students B, 09 April 2025

It showed that students engagement were fostered through supportive learning methods and a positive peer environment. Students expressed confidence in asking questions and performing, showing high active participation. And the use of learning videos can improve material understanding. By using this method in learning, students can have a high enthusiasm for learning and are not sleepy or bored while learning. Friend support also contributes to the learning environment where students feel confident, valued.

“The teacher doesn't immediately give me the answer or make me feel cornered, but gives direction in a kind and understanding way, so I don't feel difficult even though the answer is difficult. The teacher usually reflects with the students through a fill-in sheet from there. The teacher and students can evaluate each other and improve things that need to be improved for the next semester. I feel happy when I can give feedback when the teacher explains new material. When I get an assignment, I try to do it myself first. if it's difficult, I look for other references, such as in the library”.

Resource school 2, students A, 15 April 2025

The statement of student A above shows that the classroom environment where the teacher acts as a facilitator rather than an authority. Making students feel less pressured and guiding students with empathy and understanding. This approach fosters a safe and positive environment, and the reflection exercise also demonstrates a commitment to mutual evaluation and error correction. This practice can empower students to express their perspectives and sense of shared responsibility in the classroom.

Supported by School 2, Student B's view that teacher-student relationships are positive and learning practices support student well-being. When students experience confusion, teachers respond patiently and are willing to repeat until the students fully understand. In addition, teachers also try to create a fun learning atmosphere through games. This method is used to increase student involvement and also reduce student boredom in the learning process, in order to students are more comfortable. Students also said that positive behavior is completing assignments on time, not bullying, and maintaining cleanliness. This shows that there is an internalization of positive values in students which may be influenced by a positive school climate.

“When I was confused, I immediately asked the teacher, and he patiently explained again until I understood. In addition, the teacher organizes games so that the learning atmosphere is not boring. That way, students don't feel pressured and enjoy the learning process more. I do my assignments on time, refrain from bullying, and keep the class clean”.

Resource school 2, students B, 15 April 2025

“Teachers also create a non-rigid atmosphere so that students feel comfortable. I feel comfortable during the learning process and do not feel stiff. When teachers create varied and interactive learning. Meeting activities outside of school allow students to interact with teachers outside of the classroom setting. When I participate more to teachers and students and contribute”.

Resource school 3, students A, 14 April 2025

It is argued that different teaching methods will make students feel comfortable learning in class, and that learning outside the classroom can strengthen the social bonds of students and teachers. This can foster trust and better communication between teachers and students, form good communication and mutual respect.

Teacher's Perspectives

This statement reflects the teacher's deliberate and comprehensive approach to fostering students' development not only academically, but also emotionally and socially. Teachers emphasize the need to create a fun and supportive learning environment as a way to develop students' skills, critical thinking and development.

“I have to try to make them grow, become more creative, and be able to think well through a fun learning atmosphere. After they have completed the assignment, I can insert a small game to keep the class atmosphere lively. I also always try to motivate them before the lesson starts and if there are students who are facing problems, I am ready to be a good listener not only as a teacher, but also as a parent figure when they need it”.

Resource School 1, teacher B, 16 April 2025

By inserting small games after students have completed the task, the teacher maintains a dynamic classroom atmosphere and makes the classroom environment fun, helping students to maintain their motivation and participation. This practice shows that the emotional environment has an impact on learning, and that a balance between focus and relaxation is key to maintaining effective learning.

“Support from colleagues comes in the form of collaboration. My colleagues, for example, often discuss the learning module-from the materials that should be used to the most suitable method. From this, there is active communication between me and them. It makes me feel that my fellow teachers feel comfortable working with me, and in turn, I feel comfortable to continue interact and share experiences with them”.

Resource School 2, teacher A, 19 April 2025

Peer support plays an important role in creating a positive working environment for new teachers. The most helpful form of support is through collaboration, especially in lesson planning, such as discussions about the most effective modules, lessons and methods in the classroom. This collaboration can encourage active and open communication with teachers. The goal is to strengthen their personal and professional relationships.

And the sense of comfort teachers feel in working with colleagues is a result of a positive school climate that is supportive and trusting. When teachers feel that their coworkers value their every opinion and presence. This creates a sense of belonging, engagement, and motivation to continue contributing to the school community.

“So, support from peers will certainly have a positive impact on learning in the classroom. Because when there is no support from them, the teacher will be confused. Especially when we are novice teachers or new teachers”.

Resource School 3, teacher B, 17 April 2025

It was also mentioned from school 2 and school 3 that peer support had a positive impact on the learning process. Conversely, when there is no support between teachers, teachers feel alone, and there is no place to discuss. Therefore, collaboration between teachers is very important to support the learning process in the classroom and create a positive environment so that teachers' well-being is formed.

Relationship

Students' Perspective

Strong relationships between students and teachers build positive relationships, but also create a comfortable learning atmosphere. When students interact both inside the classroom and outside the classroom it strengthens emotional connections, builds student confidence, and opens up good communication. Such activities provide an opportunity for students to see the teacher as supportive and easy to communicate with friends and teacher.

One of the students stated *“Strengthens friendships, creates opportunities for students to interact with teachers, and promotes good communication”.*

Resource School 3, student B, 14 April 2025

Thus, good relationships and effective communication between teachers and students not only strengthen friendships, but also serve as a foundation in shaping a positive school climate.

“Teachers who help students when they do not understand the material. Teachers who provide emotional security, for example by providing motivation and encouragement. Meeting activities outside of school allow students to interact with teachers outside of the classroom environment. The material presented can also be related to activities outside of school, making it more enjoyable and contextualized”.

Resource School 3, student A, 14 April 2025

As a teacher who helps students to understand the material, this shows that sensitivity and concern for students' learning needs, which in turn aims to make students feel valued and not ashamed to ask questions or admit their mistakes. In addition, teachers also create a sense of emotional security through positive motivation and encouragement. This is a concern for creating a positive school climate at school. Where students do not feel judged and are supported to move forward. Teachers provide a source of encouragement, increase confidence, and create students' emotional well-being.

“A teacher's role in creating a positive atmosphere in the classroom is to provide explanations that are clear and easy to understand. The teacher's role in creating a positive environment at school is to invite students to work together to keep the school environment clean and comfortable. There can be joint activities, such as eating together, so that the school environment becomes more comfortable without the impression of differences or comparisons between students and teachers”.

Resource School 2, student B, 15 April 2025

“Teachers' efforts to invite students to work together in various activities in the school environment. Students can find solutions or talk about them with teachers, whether it is a class teacher or a teacher they trust at school, including counseling teachers. Can increase student happiness in the classroom by continuing to give appreciation for what students have done”.

Resource School 1, student B, 09 April 2025

It is clear that students' B from school 1 & school 2 said that teachers deliver explanations that are easy to understand, it can reduce students' anxiety and confusion, make the learning process more enjoyable and less stressful for students. This creates a sense of security within the academy. Turns out outside the classroom, teachers also provide a friendly and respectful school environment by involving students in responsibilities such as keeping the school environment clean or engaging in activities such as eating together. This is done to reduce the gap between teachers and students.

In addition, open communication, where students can communicate with teachers they trust provides social security. When students feel heard and valued, students' well-being and happiness in the classroom will increase. This is furthered by teachers who

regularly acknowledge and reward student efforts, reinforcing student behavior and motivation. The essence of these findings confirms that the role of the teacher is not only as an educator but also has many roles such as motivator, collaborator, and source of emotional support, which have an important role to play in creating a positive, inclusive, and emotionally safe school atmosphere.

Teachers` Perspective

Emotional bonding and a supportive work culture between teachers. Not only as professional colleagues but also as family and caring for each other within the school, teachers will feel emotionally safe, trust each other, and be willing to help each other, whether it is in the scope of learning or daily activities at school. When teachers have considered students as their children, this shows that their teachers have a sense of responsibility, and a deep love for their students. it will be the foundation for forming positive relationships at school.

One teacher noted “We support each other and build a good relationship. We're not just coworkers, we're like family. Think of students as our own children”.

Resource School 1, teacher B, 16 April 2025

It was also mentioned that from school 3, teacher A, the exchange of ideas of teachers giving each other criticism or suggestions can improve the quality of teaching continuously. When teachers receive feedback from peers, this shows that there is also a reflective culture and is not individualistic. And teachers also give attention to students so that students feel valued, heard, and cared for. We can see how the role of the side teacher is to create a positive school climate and a mutually supportive relationship between teachers and students.

“We can collaborate with teachers in other subjects. We need criticism and suggestions from others. we should also pay attention to students. So that all students in the class feel valued and cared for”.

Resource School 3, teacher A, 17 April 2025

From School 2, Teacher A to create a positive relationship, it is necessary to have positive interactions from all parties, be it teachers with teachers, students with students or teachers with students, this collaboration allows active communication and sharing of learning methods that can improve the quality of learning in the classroom. Teachers do have many roles such as being students' friends and role models for students.

“The support from peers came in the form of collaboration. From there, there is active communication between me and them. Teachers must be able to position themselves, not only as educators, but also as friends for students. Teachers need to set a good example, because that's how students learn and imitate positive behavior”.

Resource School 2, teacher A, 19 April 2025

Thus, teacher cooperation and positive relationships have a direct impact on the learning atmosphere in the classroom. When students feel comfortable and productive in the classroom, the teacher provides a good role model and is present as a friend with whom the teacher can share. Students will not only be academically literate but also socially and emotionally intelligent.

Meaning

Students` Perspective

Social support from peers. When in the classroom, students feel that friends are ready to help and listen; with this, students will increase their confidence and comfort in the learning process. In addition, schools 1 and 3, and students B said that the teacher also has a very important role when students feel confused they do not understand the learning material. The role of the teacher is needed to re-explain the material.

Ono student noted, *“Friends who are ready to help and listen to us in class can boost our confidence. Teachers who help students when they don't understand the material”.*

Resource School 3, Student B, 14 April 2025

Another student mentioned, *“When I was confused about a problem in class, and teacher immediately explained patiently until I understood”.*

Resource School 1, Student B 09 April 2025

“Support from peers and direction from teachers creates an inclusive, supportive classroom atmosphere and active involvement of students in the learning process. Positive cooperation between teachers and students as well as between students is one of the keys to establishing a healthy school climate and promoting students' overall well-being. Teachers who understand their students and friends who are ready to help and listen to us”.

Resource School 3, Student A, 14 April 2025

“The teacher did not compare me to other students, especially to students I knew before, which made me feel supported by the teacher during the learning process in class”.

Resource School 2, Student B, 14 April 2025

In addition, teachers must also look in terms of student abilities. When students do not have the same abilities as other students, teachers do not need to compare the abilities of these students because this will make students feel inferior, lack of confidence so that teacher support is very influential on student interactions in the classroom.

Teachers` Perspective

“I deliver material that is still in accordance with the curriculum guidelines, but adapted to the interests of the students. We also insert fun things like small games or quizzes to make learning more interesting. If a student can answer correctly, I will give him/her chocolate, candy, or even a pen as a reward”.

Resource School 1, teacher A, 16 April 2025

On the other hand, the teacher uses learning that is relevant to the curriculum but still fun and motivating. The teacher delivers the material in a fun and non-rigid manner so that students feel interested and actively involved in the learning process by inserting small games and quizzes into the real form of an interactive and non-boring learning approach. This creates a more fun and lively learning atmosphere.

“All teachers must be of one voice to enforce so that discipline can be maintained. one technique for people to feel valued is to remember their names. Teachers also emphasize the importance of assigning roles and responsibilities to students”.

Resource School 2, teacher B, 19 April 2025

From school 2, teacher 2 said that it focuses on consistent attitudes to the agreed school rules. In forming a positive culture in the school environment when teachers have the same commitment to the rules that have been set together then the rules must be obeyed and if anyone violates will get the sanctions that have been agreed upon so as to create a sense of security and certainty. The teacher also mentioned that remembering the student's name is a form of respect for them because their name can be remembered. Small things like this can create a warm relationship and make them feel recognized as students.

“When there is a problem, maybe from the school environment, teachers, teachers or coworkers, of course, provide motivation to get out of the problem. Especially when we become novice teachers or new teachers. So the cooperation of support between peers will produce motivation, then increase knowledge in the field of education. Not showing too much behavior as if we are leaders, but how can we be friendly with them. Because teachers are a reflection for students when there is no sense of discipline and it is instilled by the teacher, then it will be imitated by students”.

Resource School 3, teacher B, 17 April 2025

School, 3 teacher B mentioned that emotional and professional support from peers. This is especially important for a new teacher. When facing challenges at school, whether it is related to learning materials or with students. This support is needed by teachers and solutions. In addition, teachers must also build relationships that are not authoritarian but rather take on the role of becoming friends with students to build good emotional relationships. This approach will create a positive environment at school.

Accomplishment

Students` Perspective

One of the teacher's methods in improving student happiness in the classroom is when the teacher presents games or fun activities in the classroom. Games are not entertainment but a means to reduce excitement and increase focus during the teaching process. So that students feel happy and entertained, they become more active and participate, and more easily accept the lesson material. This method not only focuses on the academic approach but also students who are sleepy or bored will pay attention to the lesson.

One student noted, *“To increase student happiness in the classroom is to organize games or games so that the learning atmosphere is not boring”*.

Resource School 2, student B, 15 April 2025

Another opinion from school 2, student A said that they will feel successful or happy when they can continue to college and can participate in activities after graduation. This is different from school 2 student B, who focuses on the learning process in class and the games provided by the teacher.

The student mentioned that, *“well-being at school can influence student motivation, for example, by fostering aspirations such as wanting to go to college or participate in activities after graduation”*.

Resource School 2, student A, 15 April 2025

School 1, student A said differently that I feel appreciated when I can answer questions correctly in class. But when the student can do all these things. Students feel more confident and motivated. Despite getting it wrong this approach creates a supportive learning environment where students feel safe and not afraid of being wrong. Thus, the rewards given to students are not only focused on the final result but the process and the courage of students to try even though they are not necessarily right.

Last student stated that, *“Students feel valued not just when they get the answer right, but when they dare to try. This boosts confidence and motivation”*.

Resource School 1, student A, 09 April 2025

A comfortable, supportive and cheerful atmosphere makes the learning process more enjoyable for students. When a teacher shows a positive and energetic attitude. That way the teacher will transfer positive energy to students, encouraging them to be more actively involved in learning activities.

“The role of the teacher is to create a comfortable classroom atmosphere and to be cheerful so as to make the learning atmosphere more enjoyable. Create a safe, supportive, and motivating school atmosphere that encourages students”.

Resource School 3, student B, 14 April 2025

In addition to a comfortable, fun, and safe atmosphere, teachers indirectly build students' confidence.

Teachers' Perspectives

Based on the school 1, teacher A said that teachers showed efforts to improve students' well-being by influencing the emotional atmosphere in the classroom. It also said that students think that mental comfort and a calm learning atmosphere is one of the ways to improve students' mental health and keep them interested in learning.

“In the classroom, to increase student happiness, I usually try to create a comfortable atmosphere. I want the learning atmosphere to be relaxed, not tense, so that students feel that learning is not a burden. So they can enjoy the process without feeling pressured by the material I deliver. That way, I hope they can feel at home in class and feel comfortable while learning”.

Resource School 1, teacher A, 16 April 2025

This method is effective according to teachers that emotional cognitive learning. It can reduce stress levels and increase student happiness in the classroom, teachers create a positive school climate that increases student well-being.

“I think it should start with the teacher first. Teachers need to show a happy attitude in front of their students. When teachers look happy, whatever they say and do in front of students will have a positive influence. Teacher happiness can be contagious and create a pleasant learning atmosphere for students”.

Resource School 2, teacher A, 14 April 2025

School 2, Teacher A said that emphasizing efforts to create student happiness in the classroom must start with the teacher himself. According to him, the happy attitude shown

by the teacher in front of the students has a great influence on the students' learning atmosphere. Teachers also have an emotional role in the classroom.

“When the teacher wants to increase student happiness in class, of course, we choose an interesting learning model, maybe it will be inserted with games, games and so on”.

Resource School 3, teacher B, 17 April 2025

On the other hand, it is mentioned that the importance of using interactive learning models as a strategy to increase students' joy in the classroom. Teachers incorporate games into the learning process to create a fun and interactive environment that fosters a positive school climate.

The findings show that from three schools where the student from the first school mentioned that she/he feel supported by the teacher when given an assignment or question, and still get a positive response even though their answer is wrong, and support from friends also strengthens self-confidence. In addition, the teacher from the first school mentioned that she/he felt supported in the school environment by my peers. Students from the first school stated that teachers who interact and are open to being a place to vent, invite students to read the Qur'an and pray Duha together. Ice-breaking activities and the use of projectors help students to get excited about learning. The students from the second school stated that students will feel comfortable when teachers provide clear directions and solutions when explaining learning materials that do not make students depressed, and teachers also do not compare students in terms of ability. The teacher from the school mentioned about the things that make me feel comfortable in the school environment when appreciated, both from the school principal, colleagues and students. This will shape students' well-being so that a positive school climate is formed. Furthermore, the student from the third school mentioned student self-confidence, where students and teachers help each other provide motivation, and create a sense of emotional security. Teachers who create an interactive and conducive learning atmosphere, and good relationships are established both in the classroom and outside the classroom. This will build the well-being of students and teachers so that a positive school climate is formed. Meanwhile, teachers from school 3 mentioned that they feel comfortable when interacting with students and teachers, because the support of colleagues is very helpful, especially in terms of dealing with learning obstacles. teachers discuss with each other to seek input. This greatly influences well-being to create a positive school climate in senior high school.

4.1.2 Teachers and Students Face Various Challenges in Maintaining their Well-Being within the Classroom.

This sub-chapter will explain the findings to answer the second research question about teachers and students face various challenges in maintaining their well-being and shaping positive school climate in senior high school. The theory that is still utilized is PERMA to classify strategy still relies on the five dimensions. After that, the strategies are classified into positive emotion, engagement, relationship, meaning, and accomplishment. Various dimensions have already been classified during the interview with the teacher and students. The findings from this report provide insight into how teachers and students face various challenges to maintain their well-being, which consists of the students being unable to do assignments on time and the students are not able to understand their friends' feelings. The students also mentioned bullying in the school, while the teacher mentioned the principal was not involved in the event in the school, and the student mentioned the teacher counselor is less. This sub-chapter will explain in detail the students' and teachers' challenges faced in maintaining their well-being and a positive school climate.

Positive emotion

As described in this part on fostering a positive school climate in senior high schools, one of the most important aspects that positively influences the school environment is the equality of the relationships, whether between teachers and students or among students. Therefore, each role at school has its role to support the creation of a positive school climate.

Students' Perspective

“When I made a presentation, the teacher appreciated the material. It's very important to understand friends, because sometimes there are selfish friends, and that needs to be understood. Able to manage time in doing tasks and able to be disciplined. Able to manage time in doing tasks and able to be disciplined”.

Resource: school 3, Student B, 14 April 2025

One of the moments that makes a student feel proud of himself is when he gives a presentation and receives positive feedback from the teacher. This showed that student B had prepared the material well and delivered it with confidence. On the other hand, the students learned how important it is to understand and cooperate with friends, including if there is someone selfish who needs to be understood. The students try to understand their point of view and find ways to collaborate in a good way. Time management is also very important in disciplining students. Students organize their tasks well and respect their allotted time. This can help students be more productive and reduce project stress, helping students succeed in academic and group projects.

“In my opinion, the teacher appreciated every task or problem that I do. This is important to understand feeling of friends because there may be friends out there who feel underappreciated or under-appreciated. As fellow students in the school environment, we can provide support or motivation so that everything is well-maintained at school. My role to be a successful student is, first, I am not shy to ask questions when there are things I don't understand. Second, I dare to perform with confidence. Third, I am ready to take on challenges, whether they are successful or not, because I believe that trying first is an important step, because we will not know what happens next”.

Resource: school 1, Students B, 09 April 2026

It was also mentioned by school 1, student B, that teachers do the best one of them is when appreciating student assignments, this can motivate students to do their assignments well. Students also believe that appreciation is something that is important in the learning process not only from teachers but also from friends, sometimes there are friends who feel less appreciated when we give appreciation to friends or teachers who give appreciation will reduce students' motivation and confidence. Students can also help a positive environment by encouraging and motivating their peers.

“The teacher did not compare me with other friends. So, I feel more valued and don't feel pressured. I think it's important because it really affects the learning process. Doing assignments on time, guiding against bullying, and keeping the classroom clean”.

School 2, student B, 15 April 2025

Above mentioned about giving school2 appreciation, students A mention about respecting the students no compare. This is what makes students feel valued by the teacher and not feel pressured, students are more focused in learning. Here it can be believed that a supportive environment like this is very important for students. Being a good student means not only completing assignments on time, but contributing to a positive classroom atmosphere such as resisting bullying and helping to keep the classroom clean These small actions show responsibility and concern for the positive school climate in the school.

Teachers` Perspective

“Previously, there were students who were quite closed or difficult to communicate with me regarding learning. But after I tried a more gentle and caring approach, I saw them become more open and welcoming. This change can be seen in their mental aspect. In addition, I also often emphasize to students not to wait for others to do something before they do it. Why don't you start first? You must have the courage to start and be ready to bear all the risks involved. Therefore, from now on you must learn to be responsible. So, when you graduate from high school, you will be ready to face the challenges and interactions with people out there. I usually

go around the whole class, because I know that many students feel shy or hesitant to express their opinions”.

Resource: school 2, teacher A, 19 April 2025

Based on School 2, teacher A said that paying attention to some students is quite introverted and they are very difficult to communicate with the teacher, especially in terms of learning. Instead of forcing them to interact, teacher A chose to approach them with a gentle approach. Over time the teacher saw positive changes. Students began to open up and interact more comfortably. The teacher believes that this is a process of emotional engagement. Showing patience. The teacher also emphasizes that responsibility is not something that comes suddenly, it has to be learned and practiced from now on. The teacher realizes that the rest may be shy or hesitant to ask questions making it difficult to express their thoughts. This step can create a space for them to be seen and heard. We can learn that positive change starts with kindness, honesty, and responsibility.

“I have to follow the rules set by the leadership, in this case the principal, including the discipline of coming to teach according to the schedule. I also try to set a good example to the students, for example, I try to come to class before them. Before the lesson starts, I make it a habit for them to clean up the classroom first - tidying up the desks, chairs, everything must be well organized. The students must be able to work, show what they can do, of course with positive things and in accordance with classroom learning. Their creativity is important, because it can encourage them to develop further. They should encourage each other, and as much as possible, learners should not be grouped together. For example, if they feel that only that group of friends is suitable, and don't want to join the others, that's not good. They should keep in touch and think of their friends in the class as brothers and sisters. So, if they already feel like brothers, they should support each other in positive things”.

Resource: school 1, teacher A, 16 April 2025

As a teacher, it is important to follow the rules made by the school principal, especially on discipline such as arriving on time to teach according to teaching hours. This is not just following the rules, but being a role model for students. One way to do this is by arriving on time at school ahead of students, showing that the teacher is punctual and better prepared. Before starting the lesson at school, the teacher makes a routine for students, namely cleaning and organizing the classroom, setting up tables and chairs so that the environment becomes conducive. The teacher also motivates students not only to be responsible but also to take the initiative to show their abilities in positive ways related to learning. The teaching done by the teacher not only builds character and classroom culture but also makes them discipline and makes them feel creative and forms a positive environment at school.

“I think of course we have to see the main object is to pay attention to how the students in the class. I don't feel successful if the students that I teach maybe there are some who don't pay attention to the learning process or even some who might be lazy to come in when our teaching hours have started. we must also need to pay attention to students who may be in the learning process. Less active or less enthusiastic by asking questions. Of course, all the interactions that occur within the school such as the interaction of participants to teachers to superiors or to students. Of course, all the interactions that occur within the school such as the interaction of participants to teachers to superiors or to students”.

Resource: school 3, teacher B, 17 April 2025

The view of school 3, teacher B is that one of the responsibilities of teachers is to be close to their students in the classroom not only academically but also in terms of participation and behavior in the learning process. Because teaching is not just about delivering material but also ensuring that students are engaged in learning. A teacher does not feel successful if students are uninterested, distracted or absent from learning. This shows that, as a teacher, you need to pay more attention to students' needs and emotional states. Because it is very important to see which students are active and inactive when learning. Especially for students who rarely ask questions or engage in discussions. They may need support or a different approach. In short, teachers can help to create a positive school climate to maintain students and teachers' well-being by continuing to support and being responsive to the students.

Engagement

Students' Perspective

The student who is able to manage their time at school, especially when participating with teachers and friends, by following the learning process, students not only stay organized but also become more active and responsible for their assignments. The students are able to manage their time well at school.

One student stated that, *“I can manage my time well at school when I participate more to teachers and students and contribute to learning process”.*

Resource: school 3, student A, 09 April 2025

“Doing assignments on time, speaking out against bullying, and keeping the classroom clean”.

Resource: school 2, student B, 15 April 2025

As mentioned above, responsibility not only leads to academic achievement but also contributes to a positive school climate. Students strive to complete assignments on time,

stand up to bullying and help keep the classroom clean. By doing this consistently, it can lead students to create a safe, supportive and productive classroom at school.

“I do my assignments on time and am able to describe the content of the assignments given by the teacher after I have completed them, teachers are good to interact with and are open in various ways, for example as a place to vent or a place to share stories”

Resource: school 1, student B, 09 April 2025

In school 1, teacher B also mentioned how students were helped by teachers to develop academic skills and build strong connections with teachers. This shows that students do not only need to complete the task. What does it mean to complete the task? The students felt comfortable with teachers who were open and easy to interact with. Having a supportive and accessible teacher helps students be more confident, which creates a positive environment at school.

Teachers' Perspective

School 1, teacher B, stated that effective instruction also depends on motivation, while some schools do not have enough textbooks. But for this school, each student has one book, thus increasing the efficiency of teaching. However, it should be noted that motivating students is very important, therefore, teachers play a role in creating a positive and interesting classroom to increase students' interest and participation. The teacher's ability to establish a supportive and enjoyable classroom environment is essential to maximize the learning process. Such as material and emotional support.

“Simple things like the availability of textbooks are very influential. In some large schools, there are still cases where one book has to be used by three students because the number is limited. But in my high school, thank God, every student gets one book, so the learning process becomes more effective. No matter how good the facilities and the ability of the teacher, if the students have no interest in learning, it is still difficult to achieve optimal results. Therefore, the role of the teacher is also very large in creating a conducive and pleasant classroom atmosphere so that students are more motivated to learn”.

Resource: school 1, teacher B, 16 April 2025

When it comes to self-confidence and student engagement, it can be fostered through dynamic teaching strategies. For example, motivating and using varied learning models such as group discussions can help students become more confident and more active. These methods can create a positive environment at school.

“In a way, maybe during the learning meeting we always provide motivation. Then maybe we can hold a kind of debate between groups so that it will create their

attitude more confident, then fight in front of the class with the learning model that we apply that varies”.

Resource: school 3, teacher B, 17 April 2025

School 2, teacher B mentioned about classroom management is also an important part when there are students who are labeled as naughty or troublesome. Some are actually just hyper active or need more attention. Therefore, I involve these students as classroom assistants to give them responsibility and a sense of belonging. This does not reduce disruptive behavior but builds the confidence of these students.

“Sometimes, there are some students who can actually be said by people in general as naughty children. Even though according to us they are just children, yes. Hyperactive. Lack of attention precisely by making them the children who are said by people to be naughty children who ruin the atmosphere of the class, we make them as personal assistants as people who have responsibilities in the classroom. I always give feedback to them at the end of each lesson approximately. What is lacking in our learning process today if there is something missing, please convey it verbally. If there are some children here. When it comes to speaking, he still stutters but has an advantage in writing. They are conceptualizers. So if they are embarrassed to complain verbally, then I give them the opportunity to write all their unek unek in their notes”.

Resource: school 2, teacher B, 19 April 2025

At the same time, it gives students space to express their expressions and thoughts, either through writing or speaking. Giving responsibility to hyperactive students can encourage their inclusion and involvement in the classroom, creating a positive school climate.

Relationship

Students` Perspective

A supportive learning environment is shaped by teacher guidance and peer interaction. When teachers provide help and a good response builds students feel safer and more open. This also encourages students to understand each other. Emotional states such as positive happiness can influence learning and even influence peers. Therefore, such an environment is needed to create a positive school climate.

“We were assisted by the teacher, and if there was a mistake, the teacher would tell us and give us the solution. we can also better understand our friends in the learning process. That way, we can share with each other. For example, when I feel happy, I can study well and share that positive energy with others. We can also better understand our friends in the learning process. That way, we can share with each other. For example, when I feel happy, I can study well and share that positive energy with others”.

Resource: school 2, student A, 15 April 2025

Collaborating teacher and peer support not only improves comprehension but also emotional well-being. when students feel happy and supported, they learn better.

“As fellow students in the school environment, we can provide support or motivation so that everything is well-maintained at school. The thing that makes me feel happy when I am in the school environment is when I feel appreciated by the teachers. In addition, I also have good friends in organizations”.

Resource: school 1, student A, 09 April 2025

One of the things that makes students feel happy at school is when they feel appreciated by their teachers. When a teacher notices a student's effort or says something positive about the student's learning. Little things like this make students feel valued and respected. This kind of appreciation boosts students' confidence and motivation to do well. Having good friends in fun activities and moments can create a positive environment at school.

One student noted, *“I can build strong relationships with my friends and teachers. This is very important because it relates to mutual respect between friends and teachers”.*

Resource: school 3, student A, 14 April 2025

Similar to school 3, student A builds strong relationships with fellow teachers through communication, cooperation, and understanding. When we trust and support each other, it becomes easier to solve problems together, working in groups. These positive relationships help reduce conflict and increase comfort in the classroom.

Teachers` Perspective

In a school environment, having a support system of principals and coworkers plays an important role in increasing productivity and maintaining a positive atmosphere.

“The most important is the role of the supervisor or principal. If the principal has a good and supportive attitude, as I felt in my high school, where our superiors always mingle and support our every move, then it greatly affects the increase in work productivity. Then, coworkers are also an important factor. Here, we support each other and build good relationships. We're not just coworkers, we're like family. Even outside of school hours, we often get together or organize small events to strengthen relationships. I think that feelings are very important. But we must not also be what is now called a people pleaser. Yes. Although sometimes if friends ask for help, we help as much as possible as long as it does not harm our company. Again, don't be a people pleaser”.

Resource: school 2, teacher A, 19 April 2025

One important role is that of supervisor or head master. When a leader has a supportive and approachable attitude, it can significantly improve teachers' morale and performance. As experienced by school 2, teacher A during her time at this school our head master often joined us in activities and supported every rare that we took. Supportive leadership and strong relationships with co-teachers greatly increase productivity and well-being in a positive environment at school.

“We need communication. Communication is very crucial. If we don't maintain communication or friendship, I don't think we will be able to understand each other's feelings. So, for that, we must respect each other, maintain relationships with our teacher friends, and of course, good communication must be maintained. Don't be picky about your friends, for example, only hanging out with A, B, or C. That's what sometimes makes it difficult for us to maintain feelings for each other”.

Resource: school 1, teacher A, 16 April 2025

School 1 teacher A mentioned that the importance of communication as an aspect that builds and maintains healthy social relationships in the school environment. One student emphasized that without good communication, relationships between friends and teachers or coworkers tend to become tenuous. Open communication is believed to be able to help individuals understand each other's feelings, needs and each other. Thus creating a sense of empathy and a positive school environment.

“You have to understand how a teacher feels, because it will carry over to the classroom when you have problems. Maybe when we bring problems from home that are not resolved and then enter teaching a teacher it will have a negative impact on learning. Yes, it is very important to understand the feelings of colleagues or peers, because it is one way to be more enthusiastic about working more organized work like that. Cooperation between colleagues and then students have good ethics or discipline so that teachers will feel that the learning that I have been pouring is of positive value”.

Resource: school 3, teacher A, 17 April 2025

School 3, Teacher A had similar views about understanding colleagues' feelings and maintaining harmonious relationships between teachers being important to create a more organized work atmosphere and positive spirit. In addition, collaboration among teachers as well as the disciplined and ethical attitudes displayed by students will strengthen teachers' beliefs that their efforts in teaching have a positive impact. This shows that a positive school climate greatly influences teachers' motivation and performance activities at school.

Meaning

One of the things that makes school fun is that students have the opportunity to interact socially directly. This was mentioned by students who mentioned that at school, they can meet friends and teachers and the funny thing is when students said that they get extra pocket money.

Students` Perspective

One student noted. *“You can meet your friends and teachers, and earn pocket money”*.

Resource: school 2, student B, 15 April 2025

School thus becomes a meaningful social and economic space for these students. Interaction with friends and teachers creates a sense of community and supports students in their daily activities at school.

“I think it's important because when we can understand our own feelings, we can also better understand our friends in the learning process. That way, we can share with each other. For example, when I feel happy, I can study well and share that positive energy with others”

Resource: school 1, student A, 09 April 2025

School 2, student A emphasized the understanding of self-emotion management as an important aspect in the learning process. Participants said that the ability to understand their own feelings can shape and build good relationships with friends during the learning process. By recognizing and managing personal feelings, students become able to transmit positive energy to the surrounding environment.

One student mentioned that, *“When there is a fence and security the B.K. teacher (B.K. is a conseling teacher) also contributes to the school”*.

Resource: school 3, student A, 14 April 2025

The physical environment and personal support of the school contribute to creating a sense of security and comfort for students. Participants mentioned the existence of school fences and security guards and the role of BK (Guidance and Counseling) teachers to be important from the support system. In the school environment, BK teachers not only handle student problems, but also play an active role in maintaining engagement and supporting student well-being. This shows that physical safety and emotional support are equally important in creating a positive and conducive school climate.

Teachers` perspective

Appreciation of teacher performance is a factor in creating a sense of comfort and happiness in the school environment. School 2, teacher A said that while teachers who play the role of mothers and also teachers express appreciation for the efforts made, they have seen an impact on students' emotional well-being.

“The first thing that makes me feel comfortable in the school environment is how my performance is appreciated. As a mother and teacher, I feel appreciated when my performance is appreciated, whether by leaders, colleagues or students. For example, when I am given an assignment and I have tried to do my best, then I convey it to anyone - be it leaders, colleagues, or students - and they respond with positive sentences, there I feel appreciated. It makes me feel that I am capable and appreciated, and of course that makes me happy”.

Resource: school 2, teacher A, 19 April 2025

This feeling of being valued not only increases happiness but also strengthens self-confidence and motivation in carrying out the role of an educator. Thus, appreciation is an important element in building a positive school climate and teacher well-being.

“Communication is very crucial. If we don't maintain communication or friendship, I don't think we will be able to understand each other's feelings. I am also happy to see the scenery at school, which I think is quite beautiful, especially now that many flowers have been planted in this senior high school. The clean environment, without garbage, also makes me feel comfortable”.

Resource: school 1, teacher B, 16 April 2025

Well-maintained communication helps students and teachers understand each other's feelings, which in turn forms healthy social relationships. In addition to this, a beautiful school environment such as a flower garden and a clean environment without waste are also factors that increase the comfort and happiness of different schools. This shows that well-being at school is influenced by social and environmental factors according to school 1, teacher B.

“I think it's important to understand your own feelings and also the feelings of your colleagues at school. We can convey these feelings to our colleagues. So I think understanding feelings is certainly necessary. But we also have to think that good or bad feelings. We should not bring bad feelings into the school or the classroom”.

Resource: school 3, teacher B, 17 April 2025

The ability to understand and manage one's own and other people's feelings is considered important by participants in creating a healthy working atmosphere in the school environment. School 3, teacher B emphasized that emotional awareness plays an important role in maintaining relationships between colleagues in the learning process. The archivist

also conveyed the importance of managing negative feelings so that they do not carry over to the school environment or the classroom, as this can have a negative impact on learning, therefore it is an important skill for educators in creating a positive and productive school climate.

Accomplishment

Students' Perspective

Students' views on success reflect how they perceive the learning process and their active role in achieving their goals. One participant said that learning is the main path to success, and the active role of students is crucial in the process. To be a successful student means not being afraid to ask questions when you don't understand something, having the courage to appear confident, and being willing to face challenges without fear of failure.

"I see that the path to success for me is through learning. My role to be a successful student is, first, I am not shy to ask questions when there are things I don't understand. Second, I dare to perform with confidence. Third, I am ready to take on challenges, whether they are successful or not, because I believe that trying first is an important step, because we will not know what happens next".

Resource: school 1, students A, 09 April 2025

One student noted. *"My feeling of being a successful student is when I can learn public speaking"*.

Resource: school 2, students B, 15 April 2025

The ability to speak in public gives students confidence and satisfaction because it shows that they are able to express ideas and communicate effectively in front of others. This reflects that success in learning also includes the achievement of social and communication skills, which are important in academic life.

The student stated, *"I can manage my time well at school when I participate more with teachers and students and contribute"*.

Resource: school 3, students A, 14 April 2025

Good time management is one of the indicators of students' success in carrying out activities at school. One participant said that his ability to manage time was closely related to his involvement in activities with teachers and students. By actively participating and contributing to school activities, participants feel more organized and able to use time effectively.

Teachers' Perspective

One of them is the importance of the teacher's role in designing tasks or learning programs that are project-based, because this approach is considered more effective in encouraging student independence and student creativity. This shows that project-based learning not only increases student participation, but becomes a means of developing more meaningful innovations and encouraging students' interest in working individually or in groups.

“The teachers must be smart in giving students assignments or programs that are more project-based. Thus, they can become more independent, more creative, and of course there will be innovations that they have not previously obtained or tried. For example, when we give students project assignments, we can direct them to do certain things. Whether it's individually or in groups, they will find project work more interesting than regular learning that only focuses on material, writing, or answering questions. With projects, students can be more active, because they can do activities according to their interests - some prefer visuals, some like kinesthetic activities that involve movement. By assigning projects, I think it is very effective to build students' creativity and innovation”.

Resource: school 2, teacher A, 19 April 2025

Warm relationships and a caring approach are considered important in creating a positive school climate. It has been emphasized that teachers have a moral responsibility to build rapport with students as part of meeting parental expectations and establishing a comfortable learning environment. Engage students well, and create a learning atmosphere that is fun and free from pressure. Positive reinforcement such as giving small prizes to students who answer questions correctly is one strategy to increase student motivation and engagement so that the objectives of learning are achieved.

“We need to make a special approach in a caring way, because students are our responsibility, and we also have to fulfill their parents' expectations. Of course, we want students to feel close to us. Therefore, establishing good communication and treating them with respect is very important. In addition, we should also create fun, less tense learning, and avoid the violence that may have occurred in learning methods in the past. Based on my experience, I used to give small rewards to students who successfully answered quizzes or questions. For example, if there is a student who can answer correctly, I will give him chocolate, candy, or even a pen as a reward. Other than that, the most important thing is communication. The main key is not only inside the classroom, but also outside the classroom”.

Resource: school 2, teacher A, 19 April 2025

“we must also need to pay attention to students who may be in the learning process. Less active or less enthusiastic by asking questions. I feel happy when I meet children who are always enthusiastic or happy to follow the learning process”.

In the learning process, the teacher's attention to the diversity of student characters and their enthusiasm for learning is important. It has been mentioned by school 3, teacher A. that the teacher needs to pay attention to students who are less active when learning, because this can be an indicator of obstacles that are not directly visible. it can be concluded that the success of building a positive school climate does not only depend on the method.

The finding showed that the student from the first school noted that doing assignments on time and being able to describe the content of the assignments, as well as the students' mention about understanding our feelings and their friends' feelings, can bring his/her happiness and positive energy in the learning process, moreover the well-being students can be maintained, while the teacher said that following the role of the leader including discipline of coming to the classroom on time, and attempting to set a good example to the students, moreover communication and relationship with peers is crucial to maintain their well-being in the school environment. So, after fulfilling all aspects, the senior high school's positive school climate is shaped. The students from the second school focus on speaking out against bullying and keeping the classroom clean are able to maintain well-being students. The teachers noted that the crucial part is the role of supervisor and principle, where both thus are mingled and support every event, then great effects the improve of work productivity in senior high school. In fact, co-workers are an important factor that supports each other and builds a good relationship to create teacher well-being. The student from the third school mentioned BK (teacher counsellor) who is in charge of students' mental health, like support and guidance the student feels safe in the school, where the well-being of the student is maintained. The teacher noted that understanding of students in the class in important because there some students are lazy when the class is started. Therefore, the students less active or less enthusiastic to ask a question. Cooperation between teachers and students in both ethics and discipline so that teachers feel that learning has a positive value to maintain well-being and form a positive school climate.

4.1.3 Certain Dimensions of Well-Being Contribute most to Positive School Climate in the Classroom.

In this sub-chapter, the result of the third research question, which investigates which aspect of well-being has contributed the most positive school climate in the classroom. The analysis utilizes PERMA, which includes five dimensions: positive emotion, engagement, relationships, meaning, and accomplishment. Based on the analysis from students and teachers, the most prominent relationship and meaning, when teachers do not compare

students' abilities, and the support from teachers, the teacher relates to work ethic, adequate salaries, and spiritual needs. Students mention that when teachers provided opportunities for students to ask questions and apply reflections each semester on their learning, and the collaboration between students and teachers, and considering the students' varieties of learning in the classroom, as well as the teacher mentioning that teachers have good intentions in teaching.

According to the interview data, a positive school climate was found to be greatly influenced by a few aspects of well-being, most notably emotion, relationships, and engagement. For instance, teachers and students were more likely to participate fully in class activities, instruction, professional performance, and mutual respect. These aspects helped to create a classroom environment that was open, motivating, and caring.

The data were gathered through interviews with instructors and students, which were directed by a planned questions targeted at showing how this aspect emerges in their lives. Following data collection, the transcripts were condensed, coded, categorized into emergent themes, and translated to English.

The findings are valuable information on the essential elements of wellbeing that seem to have the greatest impact on creating a positive school climate in the classroom. Although each PERMA component contributes indicates that some dimensions are more prominent in influencing, as seen by both teachers and students.

This section will thus use thematic analysis of the participants' replies to expound on the particular aspects of well-being that are thought to most directly contribute to a positive school climate.

Positive emotion

One of the students emphasized the importance of using diverse learning media to support student understanding. As stated, the use of projectors in my opinion, learning media and books is very influential on the effectiveness of learning. This statement reflects the teacher's efforts to create interesting learning experiences through the use of appropriate media. By using tools. Teachers not only improve understanding but also encourage engagement. Which in turn helps to create a positive school climate.

Students' Perspective

As I mentioned earlier, it is to provide various learning media that make it easier for students to understand the material. For example, such as the use of projectors. In my opinion, learning media such as projectors and books are very influential on the effectiveness of learning, because they can help students more easily understand the material being taught

Resource: School 1, student A, 09 April 2025

In an interview, we highlighted the relationship between well-being and student motivation. The response emphasized how student aspirations are seen as a key outcome of well-being, especially in terms of encouragement to teach and participation in future-oriented goals. These statements play an important role in shaping student motivation. When students have clear goals-such as pursuing higher education or engaging in meaningful activities after school-then this gives purpose to their current learning. A sense of aspiration can increase their enthusiasm to engage in academic activities, as they see their school experience as directly linked to their personal growth and future enjoyment. Well-being is not just about feeling good but also about having direction and purpose that sustains motivation over time.

“I think that well-being at school can influence students' motivation, for example, by having aspirations, such as the desire to go to college or participate in various activities after graduation. Motivation like this is very important to encourage their enthusiasm for learning”.

Resource: school 2, student A, 15 April 2025

One student stated, *“When teachers create varied and interactive learning”.*

Resource: school 3, student A, 14 April 2025

This shows that students find the use of diverse and interesting learning methods useful for their learning experience. These approaches can be in the form of group discussions, games, learning media tools, or hands-on activities, which can foster and maintain student interest in the classroom. This strategy contributes to a positive school climate.

Teachers` Perspective

One teacher stated how their work ethic is closely linked to their overall well-being. Teachers perceive well-being as a combination of financial, physical and spiritual aspects that support a strong work ethic contributing to the school community. This statement illustrates how the dimensions of well-being contribute to teachers' motivation and professional performance. About salary, physical, and spiritual needs reflect it.

“The work ethic of teachers includes welfare obtained from adequate salaries, physical needs, and also spiritual needs. With a high work ethic, teachers can improve the quality and quality of education. In addition, teachers who have a high work ethic also have the potential to produce various achievements that are beneficial, both for themselves, students and society”.

Resource: school 1, Teacher B, 16 April 2026

School 2, teacher A emphasizes the importance of feedback and communication in the learning process. The teacher also provides stimulus before teaching related to the strategy. This suggests that classroom well-being is linked to how teachers interact with students through supportive, mutually responsive dialogue and learning that feels relevant and connected to students' real lives.

“Maybe it's more about the importance of feedback, yes. If there is no mutually supportive feedback, it can affect the learning process in the classroom. For example, if the teacher is just teaching without getting feedback from the students, the learning will go on without any progress. In addition, collaboration between teachers and students is also very important. Good communication between the two must be maintained. Without communication, the teaching process in the classroom will be disrupted. For example, if the teacher just enters the class, immediately provides material without providing stimulus or stimulation to students first, it can affect learning. From my experience, when I teach without providing a stimulus first, the results are very different compared to when I provide a stimulus. Students will feel more prepared and more open to receiving learning, especially if the stimulus I provide is related to their daily lives. That is very influential”.

Resource: school 2, teacher A, 19 April 2025

“I think as an intention from the beginning because the intention to become an educator is very big. Whatever we do, if we really have the intention to improve ourselves or to become a teacher, of course that is now increasing. So I think the most influential thing in work ethic is our intention from the beginning so as a teacher we need to have a great intention to educate or direct or teach students”.

Resource: school 3, teacher A, 17 April 2025

One teacher explains how a teacher's intention and motivation from the beginning when teaching plays an important role in shaping teacher performance. This very dimension of teacher engagement refers to being deeply and deeply absorbed in tasks that are aligned with an educator's strengths and values. It is also related to the commitment of an educator that sustains their enthusiasm and dedication. which leads to active involvement in the teaching process, where teachers do not just do the work, but are fully involved in the directed war.

It is this kind of engagement that makes for a positive school climate, as teachers who are truly committed and intentional in their work tend to foster meaningful learning experiences that inspire students. And try positive attitudes towards growth and responsibility.

Engagement

Students' Perspective

One of the students from school 1 mentioned the school's initiative to enable students to engage in experiences through entrepreneurship or P5 (Pancasila student project). This activity gives students a place to express their creativity and apply practical skills in a real-life context.

“There is the P5 activity (Pancasila Student Profile Strengthening Project) with the theme of entrepreneurship, where students are given the opportunity to be creative and sell their work, for example during the moment of receiving report cards”.

Resource: school 1, student A, 09 April 2025

Increase students' self-confidence and happiness, and create a comfortable and safe classroom environment. One of them is by using fun learning methods, so that students feel comfortable and many can understand it.

“Views from learners on how to support student well-being and learning engagement in the classroom. It is argued that a "comfortable and safe classroom environment" supporting engagement is closely linked to emotional safety and psychological well-being. When students feel safe and are encouraged through engaging activities, they are more likely to take risks in learning, ask questions and participate actively. This increased confidence and overall happiness at school strengthens their academic engagement but also contributes to a positive school climate”.

Resource: school 3, student A, 14 April 2025

“Emphasize to students to stay focused when the teacher delivers the material, so that students can better understand and receive the material better”.

Resource: school 1, student B, 09 April 2025

In addition, School 1, student B emphasized the importance of encouraging students to stay focused during the learning process. In this context, the teacher's ability to teach and pay attention to students' attention is important to create an interesting learning experience. Not only does it support cognitive understanding but also builds habits of active participation and responsibility in the classroom. This engagement contributes to a positive school climate.

“In my opinion, the way teachers teach in order to create a creative and innovative environment in the classroom”.

Resource: school 2, student B, 15 April 2025

In addition, learners expressed the importance of the teacher's teaching style in shaping a positive classroom environment. When teachers adopt creative and innovative teaching methods, they can stimulate students' curiosity and maintain their interest during the learning process. Such methods may include interactive activities, problem-solving tasks, project-based learning or the use of technology where all students are involved to actively interact rather than passively relax. This type of engagement is crucial for students' academic success but also for students' overall well-being, as it includes confidence and a sense of achievement during the learning process.

Teachers' Perspective

Engagement is also influenced by a teacher's personality, social environment, and life experiences. A teacher who thinks positively and is not afraid of failure tends to enter flow more easily because they are open to challenges and are more likely to channel their creativity.

By creating an environment that supports and encourages positive thinking, we can help individuals, especially students, to be more engaged in the learning and working process. When they realize their inner abilities, have constructive friends, and are able to reflect naturally, this is an important basis in realizing psychological well-being through the dimension of engagement.

“So, first in terms of personality, someone who thinks positively and is not afraid of failure tends to be more creative and innovative. Then, in terms of environment, socialization also plays an important role; they should hang out with friends who can improve their intelligence and enthusiasm for learning, not those who make them lazy. Furthermore, the life experiences they have can also influence their creativity, create a creative imagination, and help them develop ideas to create various works. I will also try to open their minds and train their self-awareness so that they can take note of ideas that they can develop”.

Resource: school 1, teacher B, 16 April 2025

In addition, in the context of education, engagement does not only mean that students are present in person in class, but also emotionally involved in the learning process. One of the ways to increase engagement is by creating interactive, co-competitive learning that is healthy and fun. The use of quizzes is a concrete example of how teachers create an engaging learning experience. When students feel calm, it triggers students' competitiveness positively, and can see the results in learning. This supports the achievement of engagement, which contributes to students' psychological well-being and good learning quality.

“Well, this is the same as earlier that in teaching, one of the tools that I use is an application called quizzes. In quizzes, I create questions and students answer the questions, their answers will be displayed on the monitor on the projector. There will appear rank 1, 2, and so on based on the correct answers. The answer that has the most correct answers, then he is ranked first and so on”.

Resource: school 2, teacher B. 19 April 2025

“So, this is especially the first how a teacher gives students encouragement or lure so that curiosity arises to students. Of course, if a student feels curious, it can lead to student creativity or innovation. So. In my opinion, the first is how the teacher builds student curiosity so that student creativity and innovation are formed so that the learning process in the classroom or outside the classroom can run positively”.

Resource: school 3, teacher A, 17 April 2025

Besides, a teacher's active involvement in activities that provide both challenge and fun. The curiosity that arises will encourage them to be more active in finding out, thinking critically, and engaging in the learning process both in the classroom and outside the classroom.

By creating learning that makes students curious about learning. Teachers are indirectly building meaningful engagement in the learning process. When students feel interested and curious they will flow where they are completely immersed in the learning process. It encourages creativity and innovation, but also shapes positive and sustainable learning experiences.

Relationship

Students' Perspective

In the school environment, the relationship between teachers and students, as well as between the students themselves, is an important foundation in the learning process. One way to build this positive relationship is to create a safe, comfortable and fun classroom atmosphere, so that students feel valued, accepted and supported in developing.

When students feel emotionally comfortable and safe in the classroom, they are more likely to build confidence and open up to the learning process. Engaging learning not only makes the material easy to understand but strengthens the emotional connection between teacher and student. This is the purpose of the relationship dimension to build positive relationships to support academic growth and the formation of a positive school climate.

“Increase students' self-confidence and happiness, and create a comfortable and safe classroom environment. One of them is by using fun learning methods, so that students feel comfortable, and many students can understand the lesson”.

Resource: school 3, student B, 15 April 2025

As well, the quality of warm and supportive relationships between teachers and students is an important factor in creating positive learning experiences. The interactions that take place in the classroom aim to convey material, and the emotional bridges that reinforce trust, comfort and connectedness between teachers and students. One effective way to build this relationship is through teaching methods that encourage two-way communication, such as interactive question and answer. This leads to positive social relationships that play an important role in creating a healthy, supportive and energizing learning atmosphere.

“In my opinion, one of the efforts made by teachers and influencing learning activities in the classroom is by applying the question and answer method interactively between teachers and students”.

Resource: school 2, student B, 15 April 2025

In addition, school 1, student A refers to the importance of positive, empathetic and supportive relationships to create psychological well-being. Healthy relationships with peers and teachers play a major role in shaping student morale and motivation. When students feel accepted without exclusionary social groups and encourage emotional support from those around them, feelings of security, happiness, and motivation naturally grow.

“In my opinion, prosperity comes from the support of teachers and friends. friendships that do not see the existence of certain gangs or circles, so that we feel enthusiastic about learning. if a friend is grieving, we can help by donating or giving goods. Teachers who don't compare one student to another, create an atmosphere that supports our motivation to continue to be enthusiastic in learning”.

Resource: school 1, student A, 09 April 2025

When students are surrounded by positive relationships, be it from fair and supportive teachers or caring friends, they will feel more energized, secure, and motivated to thrive. This kind of social support only strengthens emotional connections, and is an important foundation for building overall well-being. Warm and supportive relationships are key to creating a positive school climate.

Teacher's` Perspective

Warm and supportive relationships are not only important among students but also among coworkers and school leaders. Positive social relationships in the school environment can create a collaborative atmosphere, increase the sense of belonging, and strengthen the spirit to work together to create a positive school climate. When individuals

feel valued, supported and emotionally connected to their surroundings, wellbeing naturally grows.

Positive relationships are established at various levels between teachers, leaders and students, creating a school ecosystem that supports each other and fosters mutual growth. A sense of family among colleagues, supportive leadership, and teachers' sensitivity to students' needs are powerful in creating a healthy and inclusive learning environment. Strong relationships built on empathy, support and togetherness are key to the well-being that shapes a positive and sustainable environment.

“Coworkers are also an important factor. Here, we support each other and build good relationships. We're not just coworkers, we're like family. Even outside of school hours, we often get together or organize small events to strengthen relationships. If the principal has a good and supportive attitude, as I felt in my high school, where our superiors always mingle and support our every move, Teachers need to understand the needs of each student, and provide space and support for their creativity to flourish”.

Resource: school 1, teacher A, 16 April 2025

Furthermore, relationships emphasize the importance of positive, mutually supportive, and caring social relationships as the foundation of well-being. good relationships between teachers and students are important in creating a productive work culture and a pleasant learning atmosphere. the care and collaboration that exists not only builds a sense of community, but also encourages innovation in the teaching and learning process.

Teachers must care about the environment. Then how they can work together so that it will have an impact on the productivity at school. learn more about how to create an interesting classroom atmosphere so that they will also feel challenged to learn with new innovations taught by the teacher.

“When teachers care about each other, the classroom atmosphere becomes healthier, more productive and energetic. Positive relationships not only create a conducive work environment, but are also reflected in an interactive and engaging classroom atmosphere. Students also become more motivated to learn because they feel valued and challenged by the teacher's new approach. Strong and supportive relationships can shape productivity, innovation and shared prosperity in the school environment”.

Resource: school 3, teacher B, 17 April 2025

In addition, “collaboration between teachers and students is also very important. Good communication between the two must be maintained. Without communication, the teaching process in the classroom will be disrupted. Then, the second is the relationship between teachers and leaders. there are no differences,

all are equalized, so I feel appreciated and comfortable. Currently, in my school, the relationship between seniors and juniors is very even, we accept and respect each other. the policy from the local government (governor) that prohibits teachers from gossiping or talking about negative things with each other has also had a positive impact”.

Resource: school 2, teacher A, 19 April 2025

As well as, well-being is strongly influenced by the quality of social relationships they have both at work and in the learning environment. In schools, positive relationships between teachers and students, between teachers, and between teachers and leaders determine the positive atmosphere and climate of the school. Healthy collaboration and mutual respect are key elements in creating an environment that supports psychological well-being and learning effectiveness.

Relationships of equality, mutual respect and freedom from negative gossip are the foundation for building a positive school climate. When communication is well established between all parties - teachers, students, leaders - the learning and working atmosphere becomes harmonious. This is the deep meaning of relationship. Relationships built on the basis of respect, collaboration and care can strengthen the welfare of all people in the school and create a positive environment.

Meaning

Students` Perspective

Meaning refers to what is done that has a purpose and students will feel more connected to the learning process when they understand the reasons behind the learning activities, and are able to improve with their personal values or goals. one way to establish this meaning is to invite students to reflect on their learning experiences regularly.

“Learning process in the classroom is to hold a reflection every semester. Through this reflection, each student can identify the things that motivate them to learn as well as the obstacles they face. With a comfortable and beautiful environment and a supportive atmosphere, students become more motivated to learn in class”.

Resource: school 2, student A, 15 April 2025

Statements regularly help students find personal meaning in their learning process. When they are aware of their motivations and obstacles, and are supported by a comfortable and positive learning environment, the learning process no longer feels like an obligation, but as part of a meaningful journey, therefore providing space for students to find purpose, value and meaning in every experience.

“When the teacher explains the material in a way that is easy to understand, friends who already understand the material can help other friends who do not understand”.

Resource: school 3, student A, 14 April 2025

In addition, students will feel more energised and emotionally connected to learning when they feel that classroom activities have value, both to themselves and others. One form of meaningful experience occurs when there is cooperation between classmates in the classroom.

Students help each other in understanding learning, they gain knowledge and feel the meaning of the learning process itself that learning is not selfish, but can also benefit people around. This kind of togetherness and collaboration creates a humanized, empathetic and meaningful learning atmosphere. Meaning can grow from actions carried out with good intentions and care so that a positive environment is created at school.

“For the cultural aspect, for example, there is an assignment from the cultural arts teacher that invites students to paint in parts of the classroom or school environment, so that it becomes a place to channel student creativity”.

Resource: school 1, student B, 09 April 2025

Furthermore, the importance of engagement in activities that are perceived as meaningful and valuable. In a school context, meaning will grow when students feel that learning activities are not just academic tasks, but a means of expressing themselves, contributing, and connecting with their surroundings. Cultural and arts-based activities can be a powerful medium to help students find that meaning.

Doing art activities such as painting in the school environment, students channel their creativity and feel part of the space they inhabit. They contribute tangibly to the school environment and form emotional skills that deepen a sense of ownership and responsibility. These activities are able to shape students' well-being and enthusiasm for learning so that a positive school climate is formed.

Teachers` Perspective

Meaning and purpose become an important foundation for one's well-being, including in the world of education, when a teacher has strong intentions and clear goals from the start to become an educator and guide students, then all activities carried out at school will feel more meaningful. Sincere intention is the starting point for the formation of a high work ethic and enthusiasm to continue to develop in carrying out the role of an educator. Working with meaningful goals can improve welfare, enthusiasm and dedication in the world of education.

“I think as an intention from the beginning because the intention to become an educator is very big. Whatever we do, if we really have the intention to improve ourselves or to become a teacher, of course that is now increasing. So I think the most influential thing in work ethic is our intention from the beginning so as a teacher we need to have a great intention to educate or direct or teach students”.

Resource: school 3, teacher A, 16 April 2025

In addition, it refers to the feeling that our actions serve a greater purpose and have a positive impact on others. Meaningfulness often arises when a teacher carries out his or her teaching duties and is always present at school activities. Feeling needed and contributing to the school community is one of the main sources of meaning and satisfaction in the teaching profession.

Teachers take on roles beyond their formal obligations, showing that work has become part of their calling. Voluntary actions such as guiding extracurricular activities, repairing school facilities, or assisting technicians show a strong sense of ownership and commitment to the school. That their role is needed in contributing in a real way can give a deep meaning in carrying out the teaching profession.

“I not only teach, but also guide students, for example I replace the time to go home by guiding extracurricular students, repairing school facilities, installing fans, and doing other technical work without being asked or paid. I did it because I felt needed and had more role in school”.

Resource: school 2, teacher B, 19 April 2025

Furthermore, it is important to feel that what one is doing has greater value. For students, finding meaning in the learning process can occur when they feel that learning provides opportunities to grow, recognize their potential, and illustrate creativity and innovation. When students realize their unique strengths, the learning process becomes more personal and meaningful.

“I think they need to be creative and innovative, and have the ability to highlight their own strengths. They can't just wait to be fed by the teacher, Their creativity is important, because it can encourage them to develop further”.

Resource: school 1, teacher B, 16 April 2025

When students are encouraged to not only passively receive information, but also actively create and innovate, they will be more connected to learning emotionally and intellectually. Students realize that what they learn and do has meaning for their future.

Accomplishment

Student's Perspective

The accomplishment dimension is concerned with personal achievement, progress, and the pursuit of meaningful goals. Helping students track their own progress. Both academically and non-academically, it is important to foster self-confidence and motivation.

“One effective way to foster achievement is through regular reflection. Through this reflection, each student can identify the things that motivate them to learn as well as the obstacles they face”.

Resource: school 3, student A, 14 April 2025

By reflecting, students can understand the factors that encourage enthusiasm for learning and recognize the obstacles that may hinder the process, this awareness is important to help them design more effective and realistic learning strategies. So that they can achieve better.

One student stated, “by having aspirations, such as the desire to go to college or participate in various activities after graduation”.

Resource: school 2, student B, 15 April 2025

Related to achieving meaningful goals and personal aspirations that encourage a person to keep going. For students, having goals such as the desire to go to college or participate in various activities after being a strong source of motivation to try and achieve success in the learning process. Having clear aspirations helps students focus and commit to achieving their goals. at the same time providing a satisfying sense of achievement encourages academic achievement and self-development to achieve success, forming their well-being.

“There is the P5 activity (Pancasila Student Profile Strengthening Project) with the theme of entrepreneurship, where students are given the opportunity to be creative and sell their work”.

Resource: school 1, student B, 09 April

Furthermore, through the entrepreneurship-themed P5Pancasila Student Profile Strengthening Project), students not only learn theory, but also experience first-hand the process of creating and tasting their own products. This opportunity makes students feel a sense of achievement and motivates them to continue to innovate and develop. This is the essence of accomplishment-success and progress as an important part of student growth and well-being.

Teachers' perspective

Optimal achievement in the learning process is greatly influenced by various factors, ranging from adequate facilities to the quality of teachers who teach. All these elements work together to create conducive learning conditions so that students can achieve the best results. With adequate facilities and competent teachers, the learning process can run well and effectively. However, it should be noted that the success of student achievement is their own motivation and interest in learning. Without internal drive from students, optimal achievement is difficult to achieve even though facilities and infrastructure are available. There is a strong connection between the facilities, the quality of teaching, and the students' enthusiasm for learning so that a positive school climate is formed.

“The first is the fulfilment of facilities and infrastructure. Simple things like the availability of textbooks are very influential. every student gets one book, so the learning process becomes more effective. If the teacher has an appropriate educational background, is comfortable in teaching, and understands the material well based on a strong theoretical foundation. No matter how good the facilities and the ability of the teacher, if the students have no interest in learning, it is still difficult to achieve optimal results”.

Resource: school 1, teacher A, 16 April 2025

In addition, student achievement and progress are greatly influenced by teaching methods that motivate and encourage active participation. Providing a stimulus before teaching can prepare students materially and emotionally, so that they are more open and ready to receive the material.

Providing stimulus and challenging projects, enabling students to understand the material well, opens up space for them to develop creativity and innovation in a real way. Gives students confidence in completing the task and strengthens their achievement and motivation to continue learning and developing. Encourage meaningful achievement through active and creative learning experiences. So, that a positive school climate is formed.

“When I teach without providing a stimulus first, the results are very different compared to when I provide a stimulus. Students will feel more prepared and more open to receiving learning. By assigning projects, I think it is very effective to build students' creativity and innovation. When we give students the opportunity and trust them to complete this task, we provide space for them to develop”.

Resource: school 2, teacher A, 19 April 2025

One participant mention, *“How we are able to pour the knowledge we have into our students. Because, that is the goal of a teacher”.*

However, school 3, teacher B mentioned that achievement is not only about the results achieved by students, but how teachers can channel knowledge and skills to them. This success is the main indicator of the effectiveness of the teaching and learning process and the main goal of an educator. The ability of teachers to deliver material effectively and motivate students to understand the material is a very meaningful achievement. This not only reflects the success of the teacher but also lays the foundation for academic progress and the development of students' potential. Therefore, success is highly dependent on teachers realizing student-student goals in educating and developing students.

The most important thing is that a teacher needs to prepare himself or needs to make careful preparations because everything in the classroom is of course influenced by the preparations that we have made. In addition, we also need to make a plan a, b or another plan. So, we need to prepare to make preparations and also prepare for things that might happen outside of our plans. So I think the most influential thing in work ethic is our intention from the beginning, so as a teacher, we need to have a great intention to educate or direct or teach students.

The findings show that the first school indicates the well-being of students comes from support from teachers and friends, such as friends having no gangs or circles, as well as teachers not comparing the students' skills. The enthusiastic learning process of students will run well in classroom settings, these aspects shape a positive school climate. The teacher indicated that the work ethic of teachers includes the well-being of teachers and adequate salaries, and spiritual needs. The teacher who has a high work ethic has the potential to produce various achievements that are important to both teachers and students. The second school was stated by the students that the teacher applying question and answer in the classroom that will engage the students' activities such as learning process in classroom is to hold a reflection every semester. Through this reflection, students find it helpful to identify what motivates them and learn to overcome their problems in the classroom. The teacher stated that collaboration between the teacher and students will maintain the well-being of the teacher in teaching. The teacher provides a stimulus at the beginning of the class that will affect learning progress. The students feel more prepared and more open to learning, which also helps to shape a positive school climate. The last school noted by the students when teachers create a variety of interactive learning, students will feel more secure and encouraged through engaging activities, which will safeguard students' well-being. Students are also more likely to take risks in learning, ask questions and participate actively, for sure to shape a positive school climate. The teachers noted that

the intention of teaching in the classroom influences work ethic and maintains the well-being of the teacher. The teacher who has good intentions will give the students encouragement, and curiosity arises in the students so the the creativity and innovation are formed, the learning process run well both inside the classroom and out side the classroom these will shape positive school climate in senior high school.

4.2 Discussion

This discussion section of the study explains that the results of shaping the positive school climate and teachers' and students' well-being collected from participants in three research questions connect with the theories and prior research. How do teacher and student well-being shape the school climate. What are the key challenges faced by teachers and students in maintaining well-being, and which aspects of well-being contribute most to a positive school climate.

4.2.1 Teacher and Student Well-Being Shape a Positive School Climate

The first topic concerns how the teacher and students' well-being shape a positive school climate. As explained in the findings section. Fostering the well-being of teachers and students creates a positive school climate. falls into the following category:

1. Social relationship

As the interview revealed. The most frequent emerging social relationship is with classmates. It showed positive emotions and the relationship of PERMA. Peers are crucial in boosting their self-confidence. Students who receive social support from friends, such as encouragement, acknowledgement, and help, feel more comfortable taking on social and academic tasks (Amelia et al., 2014). It can be determined that the dimension of positive emotion is that strong social ties can help students be more resilient and do better in school (Franco et al., 2023). A key part of total well-being is academic well-being, which includes how students feel about their academic skills and accomplishments (Yam, 2022). Good relationships characterized by emotional support and high-quality education may significantly boost students' enthusiasm and interest in their study by Pianta, (2015).

Empowering teachers' and students' well-being is similar to the result of some research, the study demonstrates that well-being of both teachers and students, which is defined by a sense of belonging, harmonious relationships, and positive student interactions, significantly shape the positive school climate (Aziz et al., 2024). As well, teacher and student well-being foster positive student outcomes, including motivation, academic success, and a positive school climate, to increase general student involvement and decrease disruptive behaviours (Emslander et al., 2023). The study result indicates that the participants mostly mention that the social relationship between teacher and student can

nurture their well-being, shaping a positive school climate in positive emotions, which could increase academic success and students' self-confidence. This is in line with the study conducted by Blegur et al. (2019). That peer support has a vital role in shaping students' self-confidence.

Building the well-being of students from the first school mention about through peer support can be reasonable to shape a positive school climate. Friends helping other friends can strengthen self-confidence, and teacher-student interaction can make students feel good. As well as the teacher from the first school stated that that support from teachers also contributes well to building the well-being of students because teachers still provide support and respect to students when students do not understand the lesson well and also teachers encourage to continue learning, which is an example of support that contributes to maintaining the student well-being in shaping a positive school climate in senior high school.

2. Learning environment

Maintaining students' well-being through supportive learning methods, students showed confidence in asking questions, and showed high active participation. This is related to Engagement. This includes interactive teaching methodologies that significantly enhance student engagement in the classroom. By encouraging students to share their personal experiences and knowledge, they become active participants in their learning process (Sachan, 2022). The students are enthusiastic about learning and are not bored or sleepy, making them feel less stressed, therefore a positive school climate is shaped.

The students from the second school stated that the methods that are utilized by the teacher can empower students to express their perspective and sense of belonging, to share responsibility in the classroom aligning with research on the importance of learning styles in fostering engagement. The study indicates that teaching styles significantly impact classroom engagement, enhancing students' participation and expression during discussions. Adaptable teaching methods can stimulate interest and encourage active involvement (He, 2024). The research by Swargiary (2022) identifies active learning behaviors, such as participation and inquiry, as crucial for enhancing student initiative and academic performance. Supportive environments further contribute to fostering engagement, leading to improved learning experiences and overall well-being among students.

Learning environments can yield various effects in maintaining their well-being. First, the engagement in the classroom, which can be seen that students' engagement is influenced by the relationship between teachers and students in the school environment or

administrators. Secondly, students' enthusiasm in the learning process which contributes to students' self-confidence, where students feel confident and valued. These aspects have involved in shaping a positive school climate in senior high schools. In addition, teachers provide fun learning games that can create engagement and also reduce boredom in the learning process so that students feel comfortable, and the important thing that must be appreciated is that students can manage time well, so that they can complete assignments on time. This shows their well-being as teachers and students are created, which has an impact on a positive school climate and good well-being for students and teachers.

3. Strong emotional connection

Another way to create the well-being of teachers and students through relationships can also be shaped by good communication between students and teachers, which is related to relationships. According to the research, fostering stronger connections and having open communication might result in more good social interactions, which in turn boost happiness. In turn, this creates a network of support, which enhances general well-being and resilience in trying circumstances (Viveros and Schramm, 2018). Strong teacher-student relationships improve students' wellbeing, boost their self-esteem, and provide a nurturing learning environment in the classroom – all of which contribute to a healthy school climate (Zhang, 2024).

The result of Zhang, (2024) found that a strong teacher-student relationship is positively correlated with students' self-confidence, mental well-being, and effective communication between home and school. Conversely, negative teacher-student relationships are closely linked to teachers' attributes and prevailing social norms. In light of these insights, this paper proposes several recommendations aimed at cultivating a healthy modern teacher-student relationship. As stated by the participant, the student from the third school stated that the teacher who helps students to understand the material shows sensitivity and concern for the students, which in turn aims to make students feel valued and not ashamed to ask questions and admit mistakes. The teacher creates a sense of emotional security through positive motivation and encouragement. The teacher from the third school mention about it also stated that it can reduce students' anxiety and confusion, make the learning enjoyable and less stressful. These lead to the well-being of teachers and students and shaped a positive school in senior high school.

Many studies talk about how a strong teacher-student relationship is positively correlated with students' self-confidence, mental well-being. The students who have positive interactions with their teachers are more confident and mentally healthy, which improves their academic performance and social connections. As a result of these

connections, students feel appreciated and accepted, which lowers stress and loneliness and promotes well-being (Suryani, 2018). To improve mental and emotional wellness, school atmosphere elements like feeling secure, connected, and supported by peers are essential (Lester and Cross 2015).

In this case, good communication must be considered by teachers and students so that a sense of security in the classroom and outside the classroom can be created properly. Teachers should also create a friendly and respectful school environment by involving students in responsibilities such as keeping the environment clean or conducting activities that can reduce the gap between them. The essence of these findings confirms that the role of teachers in schools has a multiple role, namely as motivators, collaborators and emotional support. It is possible to significantly boost students' enthusiasm and interest in their studies through positive relationships characterized by emotional support and excellent instruction. Research conducted by Hamre and Pianta (2015) indicates that when educators offer emotional and intellectual support, students exhibit increased motivation for academic success and a heightened sense of belonging within the classroom environment.

4. Teacher` guideline

The teachers and students well-being is related to teacher guidelines. Teacher from the first school stated that when the students do not understand the lesson well, the teacher plays a crucial role to establish the foundation of a comprehensive understanding of the student for the lessons which are not clear which is related to meaning. Therefore, the positive school climate should be favorable in order to guarantee that both teachers and students are at ease in the classroom, which will facilitate the teaching and learning process (Ottman and Kasuma, 2017).

Therefore, teachers need to look at students' abilities when they cannot grasp the lesson quickly. Teachers should not give the same perception that makes students uncomfortable and feel compared to others. students' academic involvement by meeting their fundamental requirements for competence, autonomy, and relatedness. Students feel less academic pressure and more social support when teachers provide them clear guidance and assistance, which boosts their self-esteem and comfort. On the other hand, students who feel unappreciated and unsupported by their teacher may become less confident and uneasy, which may ultimately limit their ability to express themselves academically (Liu, 2024).

The teacher must understand students` capacity to successfully handle variety traits and learning styles. This insight allows individuals teaching strategies that meet students`

requirement, improving learning style Alannasir, (2020). The teacher has a paramount role when the students do not understand the lesson well. It should be reexplained by the teacher so their well-being is maintained. Research by Ottman and Kasuma, (2017) indicates that teachers' professional dedication is impacted by the sort of school they work for; highly devoted instructors can be successful instructional leaders as they learn the things they taught, demonstrating effective teaching. Teachers' capacity to successfully apply social-emotional learning is greatly influenced by their professional and personal experiences. Feeling empowered and encouraged helps instructors better meet the different needs of their students, which in turn promotes a positive school climate (Gerics, 2019).

5. Variety methods of learning style

The students feel happy when the teacher provide any games that will increase students' activities and increase focus in the learning process which is related to accomplishment that boosts well-being. The teacher from the third school stated that teachers are able to implement a variety of teaching strategies by having a comprehensive comprehension of the various learning styles. This approach ultimately enhances academic achievement and reduces the boredom associated with monotonous study methods, as well as increases student interest and efficacy in the learning process (Kannan et al., 2021).

Good relationships characterized by emotional support and high-quality education may significantly boost students' enthusiasm and interest in their study Pianta, (2015). To increase the student's happiness in the classroom is to organize game learning that does not make them feel bored. Positive classroom dynamics have a big influence on students' happiness with their education. Students are more motivated and engaged in a supportive atmosphere, which suggests that senior high school climate may be improved by recognizing students and appreciating their achievements (Wu et al., 2014).

Supportive and cheerful environment makes the learning process more enjoyable for students. According to the students from the second school, a pleasant mood was produced when teachers showed passion by smiling and extending a warm greeting. Students felt joyful and inspired as a result of this emotional contagion, demonstrating how much instructor zeal affects students' attitudes toward learning (Palmer, 2020). As a result, instructors need to be able to handle unforeseen circumstances and regulate student conduct. They may also implement efficient classroom management techniques, which will significantly lower the number of inappropriate classroom appearances (Wu et al., 2014).

4.2.2 The Teachers and Students Face Various Challenges in Maintaining their Well-being.

The second research question is about the teachers and students who face various challenges in maintaining their well-being in the classroom. Assessing from the interview results. There are a lot of challenges faced by the teachers and students to maintain their well-being to shape a positive school climate in senior high school. In detail, it can be categorized into several points:

1. Time management and responsibilities

In finding this research found that the students who organize their tasks well and respect their allotted time this leads the students more actively and helps the students succeed in their learning process. The study by Rashid et al. (2020), the students from the first school mentioned who know how to handle their time well do better in school and feel less stressed. Good time management, like turning in tasks on time, makes students less stressed and improves their well-being. Time management makes the students disciplined this is in line with PERMA dimension which is accomplishment, where students are able to manage their time well and complete their assignments on time. Based on the evidence from this research, the student feels proud of himself when he was able to finish the presentation well and get feedback which means the teacher gives the students gifts. Based on other research, it was found that time management techniques have an impact on the students well-being and academic performance (Nasrullah & Khan, 2015). It showed that students prepare well for their subject and manage their time. Another example also mentions that being a good student by completing assignments on time can contribute to their well-being. The study found that completing assignments punctually and effectively meaning time contributes to the overall well-being of students, underscoring the significance of time management skill in achieving academic success (Rashis et al., 2020).

The students also believe that appreciation is something crucial in the learning process from teachers and friends can lead to a positive school climate and this part related to the relationship of dimensions of PERMA, where the teacher from the first school mentioned about giving appreciation to the students will increase motivation and confidence. The research showed the students that they appreciate them has a good effect on their mental health, making them better and more interested in learning Singh (2017). This leads to maintaining their well-being and shaping a positive school climate and. For example, the students who got respect from the teacher will feel valued and focus on learning, they feel confident and supported. The study by Yusuf et al. (2023), focusing on learning is easier when the teachers make the classroom a happy place by showing that

teachers care about the students. This shows that teachers value them, which makes them more interested in learning and helps them grow. Conversely, the students who are always comparing themselves with others will feel less confident and feel pressure. It will lead to a negative impact on their well-being, and the environment will not be conducive to a positive school climate. The research by Chen (2024) negative thinking patterns, like comparing yourself to others too much, can make you feel less confident in yourself and more anxious, which can hurt your drive and success in school.

In addition, the teacher tried to make a different approach with the students who are not active in the classroom. By utilising an open and welcoming approach with their students to change their mental aspect. The research conducted by Mufarihah et al. (2024), the teacher from the first school, stated that understanding students better is possible with the friendly teacher method, which stresses open communication and sensitivity. This is related to dimension of PERMA which is engagement this knowledge helps overcome communication obstacles, boosting students' engagement and learning results by addressing their content comprehension issues. Teachers encourage students to start something without having to wait for their friends to do it because many students are shy and hesitant to express their ideas. This shows that teachers have a sense of responsibility towards their students when a student is less active in class. It also mentions that a participant who faces introverted students finds it very difficult to communicate, especially in the learning process. It showed by the research of Le et al. (2023), introverted students may need extra help and motivation, especially when it comes to improving their speaking skill, since they often feel nervous when they have to speak in public. The teacher also realizes that responsibility does not come suddenly, but should be learned and practiced directly. The teacher said that some of the students feel shy to ask questions or express their opinions. Therefore, they should change with kindness, honesty, and responsibility.

Furthermore, the teacher comes to the school on time, tries to discipline and follow the rules of the school leader. It showed that the teacher is punctual and better prepared. The teacher also motivates the students in a positive way related to the learning process. Motivating students to always be active and take part in the learning process in class is one way to help them learn effectively Yusuf et al. (2023), teachers also build character and culture in the classroom to make students disciplined and more creative. Then the well-being of teachers and students is created through these ways. One of the responsibilities of teachers is also the participation and learning process in the classroom. This shows that teachers should pay attention to students' needs and emotional state, as it will lead to their well-being.

2. Students' ability and open communications

The next various challenges faced by teachers and students are to maintain their well-being and shape a positive school climate. The teacher from the second school mentioned having good academic ability in completing tasks at school can make students more active and creative. A student's social skills will also be better when they have a strong connection with others. Based on the research by Khuziakhmetov (2016), Student well-being is greatly improved by constructive, open, and supportive relationships between teachers and students. Encouraging communication in the classroom builds peaceful connections, which are essential for improving students' psychological health (Aziz et al., 2024).

The teacher from the second school stated that the teacher asked for feedback at the end of the class from the students, which is related to relationship of PERMA. What was missing and lacking in the learning process, the students can convey verbally, whether written or spoken. This helps students to communicate with the teacher, whether it is to convey their opinions or provide feedback to their teacher, which will improve the learning process. The research found that open communication encourages students to openly express their ideas and feelings, which in turn creates a pleasant school atmosphere. This safety promotes conversations about their issues, allowing instructors to offer assistance and direction, which eventually improves the teacher-student bond and increases students' desire to learn Suryani, (2018). In addition, fostering bonding, safe-reliance, and trust. Encouraging open discussions and sharing stories can strengthen this relationship, reducing distance and enhancing the educational process through emotional support and connection (Noor et al, 2023).

At the same time, the teacher from the second school mentioned giving students a chance to express their thoughts can encourage their inclusion and involvement in the classroom to maintain their well-being that leads to shaping a positive school climate. One study found that there is a relationship between open communication during class discussions, open communication and classroom discourse create a secure, cooperative learning atmosphere that improves student involvement and well-being. This has a favorable effect on learning outcomes for both teachers and students (Hardman, 2016).

3. Supportive environment

The various challenges contribute to the students' and teachers' well-being, showing that peer support influences positive happiness and emotional well-being. According to the findings, having good friends in fun activities well-being of teachers and students. Research by Bond and Castagnera (2006) showed peer support affects students in the classroom by creating a space where they feel comfortable asking for and receiving assistance. This

cooperative method improves comprehension since students are more at ease asking for help from classmates who understand the material better. By nurturing meaningful interactions, providing guidance, and appreciating students' efforts, teachers are instrumental in improving student wellbeing. Students' happiness and general development are enhanced by this nurturing atmosphere, which is crucial for both academic performance and future readiness McCallum. (2022).

Teh teacher from the second school stated that the coworker in the school plays a crucial role in maintaining teachers' well-being where the teachers feel comfortable asking for help this related to positive emotion of PERMA. As well as support from the supervisor and principal, they have a good attitude, always mingle and support every movement that increases work productivity. According to research by Hanuliaková and Barnová (2015), the students from the first school stated that to cultivate a positive school environment, instructors must demonstrate mutual respect, regardless of their qualifications or status this in line with meaning of PERMA, which is respect fosters emotional balance, job satisfaction, and teamwork—all of which are necessary for establishing a secure and encouraging learning environment. Because to achieve teacher well-being, there also needs to be cooperation between all school parties from all aspects. Cooperation among all school stakeholders is indispensable for the promotion of teacher well-being, as it generates opportunities for shared responsibility and assistance. This all-encompassing strategy improves teacher retention and satisfaction while cultivating a healthy school culture, which eventually improves student results McCallum. (2022).

4. *Social emotion*

Another challenge faced in maintaining well-being teachers and students recognize and manage their personal feelings, which is related to positive emotion of PERMA. The teacher from the third school stated that the students can transmit positive energy to the surrounding environment. when students effectively utilize their emotions, it improves their environmental comprehension. Better interpersonal interactions, safety, and general well-being are all facilitated by this emotional intelligence (Martinsone et al., 2023). Another study also found that, in addition to fostering deeper connections and well-being, it is also beneficial to comprehend and share the sentiments of others. It emphasizes the benefits of empathetic communication in supporting people through trying circumstances, even while it doesn't expressly address enjoyment from organizing feelings (Husain, 2021).

The ability to understand people's feelings is considered important by participants in maintaining well-being. Emotional awareness plays a crucial role in maintaining relationships between colleagues in the school environment. (Belmonte et al., 2022)

Teacher's emotional well-being has a direct impact on their instructing abilities and, as a result, students' learning and well-being. It's critical to manage teachers' emotions since stress at work might result in mental health problems. The participant mentioned managing negative feelings in the classroom as this can ruin learning, therefore, the teachers have to handle their mood and behave in terms of keeping the school positive. Supported by research of Tsang and Kong (2015), when teachers are upset, it can cause them to act in a way that isn't appropriate or in line with their feelings. This can break the ties between students and teachers in the classroom. Teachers' capacity to foster a supportive learning environment may be hampered by this emotional strain, which might eventually affect student achievement.

4.2.3 Certain Dimensions of Well-being Contribute to a Positive School Climate

The third research question is about certain dimensions of well-being that contribute in a positive school climate in the classroom. Evaluates the results of the investigation. Several dimensions contribute to well-being teachers and students shape a positive school climate. In greater detail, it can be divided into the following categories:

1. Being professional

Work ethic is linked to their overall well-being. The teacher from the first school mentioned perceives well-being as a combination of financial, physical, and spiritual aspects that support a strong work ethic, contributing to a positive school climate, which is in line with positive emotion of PERMA. (Paralta et al., 2023) the internal ethical context positively influences workers' subjective well-being, indicating that ethical leadership strengthens this association. Consequently, a robust work ethic, shown in ethical actions, correlates with enhanced overall well-being among employees. (Anis, 2024). The problems of limited resources and time restrictions in teacher professional development underscore the necessity for customized techniques. Financial well-being is essential for educators, influencing their capacity to adapt and succeed in the changing educational environment.

The result also supports that a high work ethic has the potential to produce various achievements that are beneficial for both teacher and student, which is related to accomplishment of PERMA. (Bergman,2018) teachers are expected to serve as moral agents and role models for their students, fulfilling responsibilities such as maintaining consistent work hours, familiarizing themselves with their students, and constructively resolving conflicts. Consequently, they are expected to demonstrate ethical conduct in their professional lives. Conversely by other research has found that A positive school environment can be undermined by negative behaviors, such as a lack of professionalism,

which can have a detrimental impact on the well-being of both students and teachers. Teachers' professional connections and emotional reactions to work situations have a big impact on their occupational health (Nwoko,2023).

Another finding the teacher in the third school stated that the intention of the teacher to teach the students has an impact on the students' well-being, which is in line with meaning of PERMA. As found in the participant, the teacher's intention and motivation for starting teaching play a crucial role in shaping teacher performance. It is also related to the commitment of educators that sustains their enthusiasm and dedication. Furthermore, (Palmer,2020) teacher excitement has a substantial impact on the learning and motivation of students. Positive excitement cultivates an effective learning environment, whereas a lack of enthusiasm adversely affects students' motivation to study, so underlining the value of teacher intention and action in the educational process.

2. Classroom tools and project-based learning aids

As previously stated lack of enthusiasm and motivation in the learning process, the teachers' and students' well-being are impacted of creativity and practical skills as found on participant, which is in line with engagement of PERMA. The students from the first school mentioned that the research found that technology facilitates active engagement and makes the learning process interactive, thereby increasing students' comfort and enthusiasm in the classroom. When teachers adeptly use appropriate learning aids, it enhances students' motivation and general well-being within the classroom (Roy, 2019). Another research found that project the Pancasila Student Profile Strengthening Project (P5) enables students to develop and market goods, therefore enhancing their commercial acumen and inventiveness. This practical experience significantly improves their well-being by augmenting their talents and fostering active community engagement (Hadi et al., 2023).

The students from the first school stated that the teacher's teaching style maintains well-being. When the teacher adopts creative, innovative teaching methods such as interactive activities, problem-solving tasks, and project-based learning that use technology. Supported by researchers, the utilization of diverse digital technologies fosters exploration and engagement, mitigating boredom and enhancing well-being. This methodology allows practical activities and real-world contexts, improving the educational experience for both learners and educators Mucundanyi and Woodley, 2021). Personal attitudes and motivation substantially impact teacher wellbeing. Effective teaching strategies and varied educational resources can improve work satisfaction and mitigate burnout, so favorably impacting overall teacher wellbeing and promoting a nurturing educational atmosphere (Zhou et al., 2024).

Besides, creating learning fun and engaging the students creates an environment where students will flow immersed for the learning process. It encourages creativity and innovation and shapes a positive school climate. (Hidayat, 2023), Using educational games that encourage collaboration, interactivity, and timely feedback is essential for developing engaging and enjoyable learning experiences. Permitting students to select games fosters ownership, while educators' favourable dispositions towards games can markedly elevate student motivation and engagement. In addition to promoting two-way contact with students, the teacher is in charge of overseeing learning and establishing a playful environment. This contact cultivates a conducive classroom environment, promoting student involvement and optimal growth, crucial for attaining educational objectives and improving well-being (Yusuf et al., 2023).

3. Mutual respect

Another finding from student from the third school stated that the importance of positive, empathetic, and supportive relationships to create psychological well-being which related to relationship of PERMA. When the student feels accepted without exclusionary social groups, they are encouraged to receive emotional support from their surroundings. Research found that the social aspect of the school environment is essential in developing students' well-being, highlighting that polite relationships among students profoundly affect their personal growth and general pleasure within the school community (Tapia-Fonlle 2020). In addition, student from the third schools stated that the interaction both teacher and student aims to convey an emotional bridge that reinforces trust, which is related to relationship. The research conducted by Haldimann et al (2023), teacher-student interactions greatly impact teacher well-being, since strong emotional connections diminish stress and enhance work satisfaction. Educators indicated experiencing greater happiness and motivation when they established robust connections with their pupils, therefore establishing a supportive educational environment.

The importance of well-being is strongly influenced by social factors, relationships among teachers, students, and administrators. Healthy collaboration and mutual respect are the key elements in shaping a positive school climate in a senior high school. The available evidence indicates that Strong social networks and ties with teaching staff increase student engagement and resilience in difficult times, making the educational experience more conducive to achievement, resulting in a more engaging and comfortable atmosphere (Hardy and Bryson, 2016). Therefore, collaborative teacher-student connections have a major influence on teacher well-being, with favourable interactions encouraging emotional

support. Teachers stressed the value of respect and collaboration, arguing that cultivating these connections might improve general well-being in the classroom (Haldimann., 2023).

Furthermore, the first school focuses only on managing emotions and the role of teachers as regulators of students' emotions, very strong in the dimensions of positive emotions and accomplishment through work ethic, while the second school shows synergy between teacher motivation and student participation through contextual learning, prominent in competing and engagement. The third school strongly emphasizes social relations that are inclusive and stands out on relationships and engagement through a fun and collaborative learning atmosphere.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In the conclusion and suggestions section, I present the findings and examine the experiences shared by the students and teacher well-being to shape a positive school climate in senior high school. Furthermore, this section will offer researchers concepts and future concerns regarding potential areas for advancement, as it is anticipated that numerous additional studies on well-being methods will be released. Even the most remarkable methods require refinement and advancement.

5.1 Conclusions

5.1.1 Research Summary

The study primarily relied on student and teacher well-being to shape a positive school climate as its major data source. I have developed three narrative frameworks centred on these study questions: the teacher and students' well-being shape a positive school climate in senior high school, the teacher and the students' various challenges in maintaining their well-being, and certain dimensions of well-being contribute to a positive school climate. Stories about the perspective of teachers and students' well-being shape a positive school climate were obtained from the stories of 12 participants from three different schools that emotionally supportive teacher-student relationships (TSR) are essential to encouraging participation, happy feelings, and a feeling of community in the classroom. These relational elements are in line with important aspects of wellbeing, particularly relationships, engagement, and positive emotion. Furthermore, even though participants noted difficulties sustaining their well-being, such as workload and academic pressure, these were frequently mitigated by deep connections made in the school setting. As a result, wellbeing actively contributes to the development of a positive school climate rather than just being a result of it.

The first finding related to students' perception revealed that all participants had a social relationship regarding their well-being to shape positive school climate. This shows the teachers' and students' well-being, like positive emotion, and the students' and teachers' experiences stated that peer support had boosted self-confidence. Even the social relationship between teachers and students can nurture their well-being, which increases the academic success of students. Engagement, the students are participating in the classroom with confidence to ask a question; in addition, the teacher provides fun learning games that can create engagement. The relationship which is related to a strong emotional connection fostering open communication might result in a good social relationship. Which is increasing happiness and enhancing general well-being. Moreover, the teacher provides

a sense of emotional security through motivation and encouragement. Meaning the teacher provides guidelines for the students to establish a comprehensive understanding of learning. And also, the teacher must know the student's capacity for success in the learning process. Accomplishment related to the teacher, who implements a variety of teaching strategies, can enhance the academic achievement of the students.

The next theme of finding is about the challenges of teachers and students' well-being, time management, and responsibility, students from schools 2 and 3 stated that doing an assignment on time is very important. While the students from school 1 stated that the appreciation of the teacher is crucial, it can motivate them to do the assignment. The teacher from school 1 mentioned that coming to school on time, following the principal's rules and being a model student can maintain well-being. While teachers from school 3 focus on how the students catch up on the subject and pay attention to the lessons which are more related to responsibility, the teacher from school 2 noted that paying attention to introverted students is difficult to communicate with their teachers.

In addition, a supportive environment, the students from schools 2 peer support not only improves comprehension but also emotional well-being. Students from school 1 support and motivation come from the environment, which will maintain the well-being of students. The same point as the last school built a strong relationship with friends and teachers leads to mutual respect. The teacher from school 2 mentioned the importance of a supervisor or principal, the superior who had a supportive and good attitude, can improve teacher morale and performance, leading to their well-being, related to the teacher from school 1 who fostered communication as an aspect that builds and maintains healthy social relationships. The last teacher highlighted about understanding colleagues' feelings and maintaining harmonious relationships between teachers being important to create a good atmosphere in the school.

The last theme is the dimensions of well-being that contribute to a positive school climate, being professional from the results of the interview that was conducted. From teacher school, 1 stated work ethic link to overall well-being. Which is the combination of financial, physical, and spiritual aspects. The teacher from school 2 noted that they emphasised the responses of the students in the learning process. The third school focuses on the intention of the teacher when it comes to teaching and learning in the classroom because work ethic is also influenced by a teacher's initial intention to teach their students to maintain well-being and shape a positive school climate. The students from the first and third schools mentioned that the teacher who provided various learning media, such as projectors and books, was effective in the learning process. The students from the second

school stated that the well-being of students was influenced by motivation because this is important to encourage their enthusiasm for learning.

Furthermore, the other dimension of teachers' and students' well-being is mutual respect, a teacher from school 1 noted about establishing support for each other and fostering mutual growth, such as a sense of family among colleagues, supportive leadership, and teachers' this powerful to shape positive school climate, in addition from school 2 noted that relationship between teachers and leaders. There are no differences; all are equalised, so the teacher feels appreciated and comfortable. While the last school mentioned that from local government (governor) stated that the teachers must respect with coworkers, therefore they can shape a positive school climate in senior high school. The students from the first school stated that the students had a good atmosphere in the school, like supportive and fair teachers and caring friends, they feel more energised to study, secure, and motivated to thrive. The student from the second school stated that the students feel accepted without exclusionary social groups and encourage emotional support from those around, they feel secure, happy, and motivated. While the last school focuses on the relationship between teachers and students is crucial for creating a learning experience that leads to well-being and shapes positive school climate.

5.1.2 Research Findings

The findings of this research foster several elements. First, the well-being of teachers and students plays a crucial role in shaping a positive school climate in senior high school. Second, There are various challenges faced by teachers and students in maintaining their well-being in the classroom, Lastly, There are certain dimensions of well-being that contribute most to positive school climate in the classroom.

All study participants admitted that the teacher and the students' well-being are challenging to shape positive school climate social relationships are mentioned in three senior high schools. Both teachers' and students' well-being are influenced by this. It mentions social support from friends and coworkers, for example, encouragement, acknowledgement, and help, feel more comfortable taking academic tasks. Building the welfare of students can be supported by peers shaping a positive school climate. Helping other friends is also strengthening self-confidence, and teacher-student interaction can make students feel good in the classroom.

In addition, a learning environment the students' and teachers' well-being through supportive learning showed confidence in the students to ask questions, and showed high active participation, while the teacher utilised different methods that can empower students to express their perspective. A strong emotional connection both teachers and students

build good communication, like open communication can result in good social interactions that lead to well-being and shape a positive school climate.

Another finding is that time management helps students to be disciplined. The student feels proud of themselves when he/she was able to finish the presentation well and got feedback means the teacher gave appreciation like a gift. In addition, the teachers have a sense of responsibility towards their students when a student is less active in class for example, teachers encourage students to start something without having to wait for their friends to do it because many students are shy and hesitant to express their ideas. Furthermore, the teacher comes to the school on time, tries to discipline and follow the rules of the school leader. It showed that the teacher is punctual and better prepared

The last finding, which is related to a certain dimension of well-being, contributes to a positive school climate. Being a professional is linked to the work ethic that influences the teachers' well-being. A high work ethic has the potential to produce various achievements that are beneficial for both teacher and student. Conversely, the well-being of teachers and students can be undermined by negative behaviours, such as a lack of professionalism, which can have a detrimental impact on a positive school climate in senior high school. Mutual respect from participants is the importance of positive, empathetic, and supportive relationships to create psychological well-being. When the student feels accepted without exclusionary social groups, they are encouraged to receive emotional support from their surroundings. It is also supported by the importance of well-being is strongly influenced by social factors, relationships among teachers, students, and administrators. Healthy collaboration and mutual respect are the key elements in shaping a positive school climate in a senior high school.

5.2 Suggestion

5.2.1 Implications

The research seeks to understand the use of stories of participants' experiences as teachers' and students' well-being in senior high school, and see how they shape a positive school climate. The research has two implications;

5.2.1.1. Theoretical Implications

The findings of this study have a broad perspective on how teachers' and students' well-being plays a crucial role in shaping a positive school climate, and how teachers and students face various challenges in maintaining their well-being, and the last is the dimensions of well-being that contribute most to a positive school climate. The conclusion of this study explores students' perceptions by highlighting the dimension of well-being and the students' and teachers' relationship. The study told stories about shaping positive

school climate, the challenges, and the dimensions that contribute to their well-being. The findings obtained from this study are full of great significance and authenticity. These stories, created by teachers and students, were truly experienced and based on real life. The findings showed that the experiences of teachers and students' well-being are something to be proud of, but also challenge the teacher in the classroom. The stories obtained from participants were then grouped and analysed according to the selected theory of PERMA and teacher and students relationship. This method is based on the theoretical principle.

5.2.1.2. Practical Implications

The findings of this study can serve as empirical evidence on the prevalence of phenomena of teachers' and students' well-being. It can also serve as a source of information and consideration in senior high schools for teachers, leader of school, and government to safeguard from negative impact in the school environment and to shape a positive school climate. In addition, the findings provide insight into actions or interventions needed to address the challenges faced by teachers and students. Thus, their well-being is maintained, and a positive school climate is established. Finally, the result of this study underscores the importance of teachers' and students' well-being in choosing the right strategy in overcoming their duties as teachers and students in senior high school.

The well-being of teachers and students, especially in senior high school, is an important point in shaping a positive school climate. I propose a recommendation so that the teacher and students, and government can be in good unity:

1. Consider a teacher to keep good communication among coworkers, the leader, and supervisors to maintain their well-being and shape a good atmosphere in the senior high school.
2. Establishing management time with students to ensure their assignments are submitted on time. based on the interview results, student management is still less, so this needs to be highlighted.
3. The governments need to improve the financial situation of the teachers; some of the teachers still lack of salary according to the interviewers.
4. The teachers need to keep maintaining the various methods they utilised in the classroom because it helps the students engage more and participate actively in the learning process, this is leads to good well-being and shapes a positive school climate.
5. Guidance and counseling teachers need to have more concern for the students because I found that almost all schools do not care about the mental health of students.

It should be remembered that being teachers and students has a big responsibility to maintain their well-being in the learning process, especially in the classroom. They have challenges and various characteristics of students that should be faced and understood by the teacher.

5.2.2. Limitation

The limitations of this research are related to the data collection process that focuses on interviews which the research is better to conduct also survey all the stakeholders in the school not only see the teacher and students but also leaderships and staffs. Because it focuses on the experiences that the teachers' and students' well-being have gone through. Another prominent limitation of this study is that the research period overlapped with the middle of semester exam schedule for students who had served as teacher and student members in senior high school, where students were mainly focused on exam preparation.

On the other hand, the recommendation for further research is better explore more with the all aspects who are involving in the well-being of students and teachers in the senior high schools for example, leaders and staffs. Another suggestion is that future researchers could expand the time as a longitudinal study. It is useful to track the teachers' and students well-being to shape a positive school climate.

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APPENDICES

Appendix 1 Basic Information of Principals

Assalamualaikum Warahmatullahi Wabarakatuh!

My name is Nasrullah, a student majoring in Education who is currently in his final semester at the International Islamic University of Indonesia. For my research, I am focusing on "Empowering the Classroom: Exploring How Teacher and Student Wellbeing Influence Positive School Climate at senior High Schools in Pinrang." This qualitative research aims to understand how teacher and student well-being contribute to creating a positive school climate. The research will explore how these factors influence the overall learning environment and the broader educational experience at the high school.

Ethical Considerations: Data collected from interviews will only be used to support the research thesis. To maintain the privacy of participants, pseudonyms will be used in all reports.

Demographic Information:

Age: _____

Gender: ☐ Male ☐ Female

Level: _____

Role: Teacher

Focus Area: Teacher and Student Well-being

Research Questions:

1. What makes you feel supported by the school environment during the classroom teaching process?
2. What makes you feel supported by your fellow colleagues at school, and how does that affect the positive school climate?
3. What do you think is the role of teachers in interacting to create a positive atmosphere in the classroom?
4. What do you think is the role of teachers in creating a positive environment in schools ?
5. What do you think needs to be done to strengthen the relationship between teachers and students so that a positive environment is created in the school?
6. What do teachers do to improve student happiness in class?
7. How do you see yourself as a successful teacher when it comes to classroom management?

8. How do you see your role as a successful teacher in empowering students to be more independent, confident, and active in the learning process?
9. What do you do as a teacher to make students feel valued in class?
10. Do you think it's important to understand how you feel and how your colleagues feel at school?
11. What makes you feel happy when you are in the school environment?
12. What efforts do you think teachers make that affect the effectiveness of the teaching process in the classroom?
13. In your opinion, what aspects affect the work ethic on the welfare and productivity of teachers in the classroom teaching process?
14. In the teacher's opinion, what aspects shape students' creativity and innovation so as to form a positive environment in the classroom?
15. What aspects are provided by the school that make you feel safe?

My name is Nasrullah, a student majoring in Education who is currently in his final semester at the International Islamic University of Indonesia. For my research, I am focusing on "Empowering the Classroom: Exploring How Teacher and Student Wellbeing Influence Positive School Climate at Senior High Schools in Pinrang." This qualitative research aims to understand how teacher and student well-being contribute to creating a positive school climate. It will explore how these factors influence the overall learning environment and the broader educational experience at the high school.

Ethical Considerations: Data collected from interviews will only be used to support the research thesis. To maintain the privacy of participants, pseudonyms will be used in all reports.

Demographic Information:

Age:

Gender: ☐ male ☐ female

Class:

Role: Student

Focus Area: Teachers` and Students` well-being

1. What makes you feel supported by the teacher during the learning process in the classroom?
2. What makes you feel supported by your peers at school, and how does that affect the positive school climate?

3. What do you think is the role of teachers in interacting to create a positive atmosphere in the classroom?
4. What do you think is the role of teachers in creating a positive environment in schools?
5. What do you think can be done to strengthen the relationship between teachers and students so that a positive environment can be created in schools?
6. What do teachers do to improve student happiness in class?
7. What do teachers do to make you feel valued in class?
8. Do you think it's important to understand how you feel and how your friends feel at school?
9. What makes you feel happy when you are in the school environment?
10. How do you see yourself as a successful student when it comes to classroom management?
11. How do you see yourself as a successful student to be independent, confident, and active when it comes to learning?
12. What aspects are provided by the school that make you feel safe?
13. What efforts do you think teachers make to affect the effectiveness of the learning process in the classroom?
14. What do you think is the welfare that the school provides so that it affects the motivation of students to learn in the classroom?
15. What aspects do you think form a creative and innovative environment that creates a positive classroom environment?

Appendix 2 Interview Questions for Participants

Teacher's answers

1. What makes you feel supported by the school environment during the classroom teaching process?

I feel supported by the school environment during the teaching and learning process in the classroom with adequate facilities and infrastructure. The existence of a projector. The existence of electricity plugs and so on.

2. What makes you feel supported by your fellow colleagues at school, and how does that affect the positive school climate?

I feel supported by my fellow teachers, for example, yesterday I was the chairman of the committee for an activity. The activity was called Maulid, the commemoration of the maulid and my fellow teachers. Let alone ordinary teachers, teachers who have additional duties as wakasek also help in the field and this I think creates an atmosphere that is full of positivity with full kinship and we feel we belong to each other.

3. What do you think is the role of teachers in interacting to create a positive atmosphere in the classroom?

Both the teacher's role in interacting to create a positive atmosphere in the classroom is that the teacher becomes a facilitator to become a liaison between students and other students between students and teachers and how the teacher becomes a facilitator in managing the mindset that they will present and so on.

4. What do you think is the role of teachers in creating a positive environment in schools ?

The role of the teacher in creating a positive environment at school is good. One example is when the teacher has to be one voice. For example, if there is a rule that says that students must put their clothes in their pants, then all teachers without exception, whether they are close friends of the student or relatives of the student's complaint, all teachers must be one voice to enforce so that discipline can be maintained.

5. What do you think needs to be done to strengthen the relationship between teachers and students so that a positive environment is created in the school?

To strengthen the relationship between teachers and students, there are only two of them, the first is interaction, the second is communication.

6. What do teachers do to improve student happiness in class?

That is by memorizing all the names of the students' names because one of the techniques for people to feel appreciated is by remembering their names. There's something else? Increasing student happiness, yes. By involving them in all activities and giving them their own responsibilities.

7. How do you see yourself as a successful teacher when it comes to classroom management?

Actually, class management will be created by itself if all students already have a good mindset. However, sometimes there are some students who can actually be said by people in general as naughty children. Even though according to us they are just children, yes. Hyperactive. Lack of attention precisely by making them the children who are said by people to be naughty children who ruin the atmosphere of the class, we make them as personal assistants as people who have responsibilities in the classroom. so that they feel. what yes feel valued feel needed and that is very important.

8. How do you see your role as a successful teacher in empowering students to be more independent, confident, and active in the learning process?

Good at empowering students so that they can be more independent, confident and active. One of them. I always give feedback to them at the end of each lesson approximately. What is lacking in our learning process today if there is something missing, please convey it verbally. If there are some children here. When it comes to speaking, he still stutters but has an advantage in writing. They are conceptualizers. So if they are embarrassed to complain verbally, then I give them the opportunity to write all their unek unek in their notes.

9. What do you do as a teacher to make students feel valued in class?

If this time it is the same as the previous one, namely by memorizing his name often calling by name Then sometimes I also make problems and examples of problems that I put his name in there.

10. Do you think it's important to understand how you feel and how your colleagues feel at school?

Yes, I think that feelings are very important. But we must not also be what is now called a people pleaser. Yes. Although sometimes if friends ask for help, we help as much as possible as long as it does not harm our company. Again, don't be a people pleaser.

11. What makes you feel happy when you are in the school environment?

What makes me feel happy is when I am needed. I have only been a teacher here for one year. But if there are things that cannot be solved by other teachers, then I am the one who is sought after. If there is an electricity problem, I am the one who is sought after. If there is a leaking water pipe, I replace it. If there is a computer error I am the best. Almost all of this I do even though it is not part of my duties and functions. I am the student affairs department. Now work like that is the work of the facilities and pre-sarana section. Sometimes friends also ask for help with this problem with my account, who wants a report card, how do I help and that makes me feel happy because I am needed.

12. What efforts do you think teachers make that affect the effectiveness of the teaching process in the classroom?

All my life as a teacher, I have never brought a textbook, so I display all my material through the projector either through Power point or through canvas and quizzes. The quizzes application. Then one of the things that makes it interesting. And it turns out that after I. asked the students I was the only teacher. who had a 4-color marker. so I used black, red, green, blue all of them to distinguish to be specific in words that were considered important. I think that.

13. In your opinion, what aspects affect the work ethic on the welfare and productivity of teachers in the classroom teaching process?

One of the things that affects work ethic is the presence of. Students who attend class. With the maximum quota. It is one of the pride for a teacher when both students are good, naughty students who are smart. All of them are present in one class because sometimes we get a class that. There are students who do not want to enter if he says this teacher. And it is a happiness for me because I teach almost 98% of the class quota, whether naughty or smart, they come. Because I emphasize it to them. You may not know this lesson, but at least you are present to listen. I am sure by just listening to opinions get even if only a little knowledge.

14. In the teacher's opinion, what aspects shape students' creativity and innovation so as to form a positive environment in the classroom?

Well this is the same as earlier that in teaching, one of the tools that I use is an application called quizzes. In quizzes, I create questions and students answer the questions, their answers will be displayed on the monitor on the projector. There

will appear rank 1, 2, and so on based on the correct answers. The answer that has the most correct answers, then he is ranked first and so on.

15. What aspects are provided by the school that make you feel safe?

One of the aspects that makes me comfortable and safe at this high school is freedom. The freedom I mean is that I sometimes come late. But I'm the slowest anyway. If the teachers come at 7:30 they go home at 3:00 15 zero. I usually come at 8:00 10:00, but I stay until 5:00 in the afternoon. And I replace it with guiding students. In extra-curricular activities in the afternoon so team 1 is 2. maybe because. Because I am needed here. So when I ask for permission, it's made easy. Or when I don't have any news at all, I'm not sought after, unlike the other teachers, they only come to teach without guiding without thinking about how to facilitate the school. I'm not a teacher. I guide my students to repair the school facilities. I install this fan. So I do all the work of a handyman, so maybe that's my advantage so that the school might think that I have what else. Of course, I have a special place compared to my other friends, because I work without having to be paid without having to be asked without being told that this is what you do. When I see something there that is odd, I immediately execute it. Without having to be asked, maybe that's one of the benchmarks seen by the public school principal from the wasir wakasek curriculum student affairs sarpras. a little bit of me even though I was outside the area like yesterday. I was in the village during school hours. I have asked permission I went out not during my teaching hours. I underline that it is not teaching hours, but free which hours an ASN must be required to be in the school environment 8 hours per day. But I was teaching to. I went out outside of teaching hours, but the next day on another day I changed to being at school outside of the usual home hours until 5:00 to 6:00 quite.

Student`s answers

1. What makes you feel supported by the teacher during the learning process in the classroom?

What made me feel supported by the teacher during the learning process was when I was presenting, for example during the citation survey lesson. When I was asked a question by the teacher and I didn't understand how to answer it, the teacher patiently helped me. She didn't give the answer directly or make me feel cornered, but gave direction in a kind and understanding way, so I didn't feel difficult even though the answer was difficult.

2. What makes you feel supported by your peers at school, and how does that affect the positive school climate?

I think welfare at school can influence students' motivation, for example by fostering aspirations such as wanting to go to college or participate in activities after graduation. This can be an encouragement for students to be more enthusiastic about learning.

3. What do you think is the role of teachers in interacting to create a positive atmosphere in the classroom?

In my opinion, the role of teachers in interacting to create a positive school atmosphere can be seen at the beginning or end of the semester. Teachers usually reflect with students through a fill-in sheet. It contains questions about the good things, challenges or obstacles experienced during the learning process in that subject. From there, teachers and students can evaluate each other and improve things that need to be improved for the next semester.

4. What do you think is the role of teachers in creating a positive environment in schools?

By making a good and emotional approach to students, for example when a student is having difficulty, the teacher will help provide solutions and constructive suggestions.

5. What do you think can be done to strengthen the relationship between teachers and students so that a positive environment can be created in schools?

As I said earlier, one of the ways is to approach. We still consider the teachers as teachers and mentors. When we need advice, we can directly convey it to her, and usually the teacher will provide advice as well as solutions.

6. What do teachers do to improve student happiness in class?

When. a fun learning method, yes, it is a fun learning method so that it is also happy when learning like that.

7. What do teachers do to make you feel valued in class?

During the presentation, my friends respected each other, including when someone got a question wrong. We were assisted by the teacher, and if there was a mistake, the teacher would tell us and give us the solution.

8. Do you think it's important to understand how you feel and how your friends feel at school?

I think it's important because when we can understand our own feelings, we can also better understand our friends in the learning process. That way, we can share

with each other. For example, when I feel happy, I can study well and share that positive energy with others.

9. What makes you feel happy when you are in the school environment?

What makes me feel happy in the school environment is that the teachers and students are friendly and smiley. Especially when we meet, they greet us with a smile, not a frown. The social environment is also pleasant, the friends are all nice. Things like that make me feel happy.

10. How do you see yourself as a successful student when it comes to classroom management?

I feel happy when I can have a good discussion with my friends, especially when doing group work. I am happy because I can encourage my friends to discuss and work together.

11. How do you see yourself as a successful student to be independent, confident, and active when it comes to learning?

I feel happy when I can give feedback when the teacher explains new material. When I get an assignment, I try to do it independently first. If I have difficulties, I will look for references or other sources, such as in the library.

12. What aspects are provided by the school that make you feel safe?

The aspect that the school provides and makes me feel comfortable is the supportive facilities and infrastructure, such as the facilities in the classroom. One of them is the presence of fans that make the learning atmosphere cooler and more comfortable.

13. What efforts do you think teachers make to affect the effectiveness of the learning process in the classroom?

learning process in the classroom is to hold a reflection every semester. Through this reflection, each student can identify the things that motivate them to learn as well as the obstacles they face. For me, this is what makes the learning process in the classroom more effective.

14. What do you think is the welfare that the school does so that it affects the motivation of students to learn in the classroom?

With a comfortable and beautiful environment, and a supportive atmosphere, students become more motivated to learn in class.

15. What aspects do you think form a creative and innovative environment that creates a positive classroom environment?

In my opinion, the aspects that make the classroom atmosphere more comfortable and positive come from a beautiful and comfortable environment, as well as supportive teachers and friends.

Appendix 3 The pictures of the participants



