

DESIGNING A HAPPY SCHOOL: A LITERATURE REVIEW ON THE INDONESIAN CONTEXT

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Abstract:

Happy School as a holistic educational approach, places student happiness as a crucial indicator of school success. Schools function not only as institutions to transfer knowledge, but also as environments that support the development of children's mental, emotional, social and spiritual health. The purpose of the research is to answer the question of why happy schools are necessary. How to create a happy school? The method of this research is library research. This paper presents 20 articles published in Scopus journals related to the theme of Happy Schools (SB). Written sources other than Scopus-indexed journals are also used to complete the writing. The results of the research found that children's happiness is influenced by parents, teachers, staff, and principals so they must treat children with love, have a tolerant and fair school culture, prepare learning and sports facilities, and prepare a curriculum that develops children's emotional, social, and spiritual intelligence. Teachers, staff, and parents must work together in designing a fun school curriculum and program that develops students' soft skills and life skills. The implication of this study is the need for school policies that are orientated towards students' happiness and well-being, not just academic achievement.

Abstrak:

Sekolah Bahagia sebagai pendekatan pendidikan holistik, menempatkan kebahagiaan siswa sebagai indikator krusial keberhasilan sekolah. Sekolah berfungsi tidak hanya sebagai institusi untuk mentransfer pengetahuan, tetapi juga sebagai lingkungan yang mendukung perkembangan kesehatan mental, emosional, sosial, dan spiritual anak. Tujuan penelitian adalah menjawab pertanyaan mengapa sekolah bahagia diperlukan? Bagaimana menciptakan sekolah bahagia? Metode riset ini adalah library research. Tulisan ini menyajikan 20 artikel yang terbit di jurnal-jurnal scopus terkait tema Sekolah Bahagia (SB). Sumber-sumber tertulis selain jurnal terindeks scopus juga dipakai untuk melengkapi tulisan. Hasil riset menemukan bahwa kebahagiaan anak dipengaruhi oleh orangtua, guru, staf, dan kepala sekolah sehingga mereka harus memperlakukan anak dengan cinta, budaya sekolah yang toleran dan adil, menyiapkan fasilitas belajar dan olahraga, dan menyiapkan kurikulum yang mengembangkan kecerdasan emosional, sosial, dan spiritual anak. Guru, staf, dan orangtua harus bekerjasama dalam merancang kurikulum dan program sekolah yang menyenangkan sehingga mengembangkan soft skills dan life skills siswa. Implikasi dari penelitian ini adalah perlunya kebijakan sekolah yang berorientasi pada kebahagiaan dan kesejahteraan siswa, bukan hanya pencapaian akademik.

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INTRODUCTION

Indonesia has policies related to happy schools initiated by the government and the community, namely: fun school movement, green schools, healthy schools, nature schools, and child-friendly schools. But the data shows that instead of getting happiness, many children become victims of violence. Various violence against students at school such as sexual violence, violence against students with disabilities, verbal and physical violence (Aljabri et al., 2023; Nawas et al., 2024; Okagbue et al., 2022). The perpetrators of violence against students are teachers or classmates, inside and outside the school.

The 2017 Student Wellbeing Report distinguishes between "happy schools" and "unhappy schools", showing that among students who combine high performance and life satisfaction, northern European countries rank highest. Meanwhile, students in East Asian countries including Japan, China, Taiwan, Hong Kong, and Korea recorded the lowest "life satisfaction" scores among all participating countries (Rapple et al., 2020).

The 38th ASEAN + Korea Teachers' Council (ACT+1) Convention was held in Bangkok on September 6-8, 2024 with the theme: *Promoting Happy Schooling and Sustainability in Education*. This activity was attended by 8 countries, namely: Indonesia, Brunei, Singapore, the Philippines, Malaysia, Thailand, Vietnam, and South Korea. Schools should be places where students can not only nurture their physical development, cognitive abilities and various skills, but also a place where they feel safe, comfortable and happy (Muhammad Zuhdi, 2024). According to UNESCO, a school is a place where students, teachers, and parents feel happy during the learning and teaching process.

This research aims to answer three main questions: Why are happy schools needed? how to create happy schools? and what are the indicators of happy schools? the presence of various programmes such as Fun Schools and Child Friendly Schools shows the importance of designing happy schools for students as part of quality education. This research examines the factors that make a school happy and effective approaches to realising it.

RESEARCH METHODS

This literature study research analyzes existing written sources, such as books, articles, journals, and other documents. Systematic reviews are expected to contribute to a view of knowledge which is both practical and conceptual (Gough et al., 2012). Literature research is carried out by collecting information and data such as reference books, the results of previous similar studies, and related journals (Mukarromah et al., 2021). The researchers use theories related to "happy school" in order to develop strong conceptual frameworks. This process is carried out by literary analysis of pertinent scholarly sources.

The main data of this research is scopus articles, there were 20 scopus

articles analyzed. The goal is to gather information, analyze data, and develop an understanding of a specific topic without conducting primary data collection directly. Some of the steps in this literature study research include: topic identification, source collection, source analysis, information synthesis, and report writing. Secondary data is the source of data in this study. Secondary data is data collected in research sourced from literature and other documentary materials (Jannah et al., 2024). Data collection techniques characteristic of library research may include documentation, which involves seeking information about specific variables through notes, books, articles, journals, and other relevant materials (Romadhon et al., 2024). This method allows researchers to create a high quality theoretical framework as it integrates many sources of relevant findings and thoughts, resulting in a more comprehensive understanding of the topic under study.

To maintain the quality and relevance of the data, this study applied inclusion and exclusion criteria in the selection of sources. Inclusion criteria included: articles from Scopus indexed journals, data sources addressing happiness, happy schooling or well-being, written in English, and containing relevant empirical data or theoretical studies. Exclusion criteria included: non-academic sources, articles without full text access, unclear methodology. The application of these criteria ensured that only credible and relevant literature was analysed. Data synthesis was conducted through thematic analysis by identifying and categorising the main themes of the articles reviewed. This process involved reading the articles thoroughly, coding important ideas and grouping them into categories such as the role of teachers, student well-being, emotion-based curriculum and positive school culture. The results were used to create a conceptual framework that focuses on happy schools.

RESULTS AND DISCUSSION

Why Are Schools Happy?

Realizing a happy school is important because students experience psychological stress, Distance Education (PJJ), single parents, and caregivers. In addition, there are many other factors that cause students to be unhappy such as poverty, parental busyness, large classes, incompetent teachers, hot classrooms, and a fat curriculum.

Students' learning outcomes are influenced by their happiness in the classroom, in the school environment, when with friends, and when teachers teach. However, one study stated that there was no positive relationship between children's well-being and achievement (Clarke, 2020). This means that children need to fulfill their innate and inner needs.

First, post-transition, youth reported significantly lower subjective well-being (SWB), which was reflected in less life satisfaction and more psychological distress. Psychological distress is higher in adolescent girls. They experience more executive function challenges adolescents (EF), and adolescents with weaker social

relationships (Wasif, 2022). Unlike men, some women who experience menstruation experience physical and psychological pain, so schools and educators must understand this so that they can provide special services to female students.

Second, high school students who attend school remotely report lower levels of social, emotional, and academic well-being than classmates who attend in-person (Duckworth et al., 2021). Similar conditions can occur to students who study online, due to unstable internet network factors, no special study rooms at home, and weak student motivation to learn. The lack of internet facilities can cause boredom, disappointment, and decreased student learning outcomes.

Third, children (10-15) consider themselves relatively happy and satisfied, and they understand happiness. Happiness is much lower if children do not feel accepted by their caregivers and are raised in single-parent families. As children age, their happiness levels decline (Pivarč, 2023).

Every school must have data on children with single parents, to use in their coaching and development. The teacher's task is not easy, in addition to educating students, teachers also develop students' character. Data from the Central Statistics Agency (BPS) in 2022 shows that the number of single mothers in Indonesia reached 7.9 million people and the number of single fathers was 2.7 million, out of a total population of 275.77 million people.

How to Be a Happy School?

Several studies answer how to be a happy school, namely: love, respect, tolerance, justice, restorative practices, well-being, facilities, recreation, sports, training, and family. Most of the factors come from the principal's leadership, and external ones such as family support.

Internal factor

First, it is impossible to build a peaceful school without love, respect, and tolerance. The most basic need for teachers is to feel valued. Students want a fun school environment. Teachers and students alike think that respecting differences and different ideas is an essential element of a peaceful school (Calp, 2020). Schools must be able to eliminate the tradition of violence through various approaches because this will cause students to feel uncomfortable at school. Schools that allow violence will be abandoned by society because parents will not let their children be the next victim.

Second, a keen interest in implementing restorative justice and practices in schools clearly emerges (Perrella et al., 2024). Schools experience conflicts between students and students, students with teachers, teachers with teachers, and teachers with principals. Conflict resolution is carried out through legal or familial channels. The Legal Consultation and Aid Institute (LKBH) of the Teachers Association of the Republic of Indonesia (PGRI) always assists teachers who have experienced legal cases, by prioritizing a familial or restorative approach.

Third, lower incomes and environmental inequality that lower global happiness; unemployed and retired urban dwellers are more likely to feel unhappy;

policies should be aimed at urban retirees and unemployed who feel unhappy, and areas of public transport intensive and their inhabitants who are the least happy and more distracted by air pollution (Mavruk et al., 2021).

The welfare of teachers, health facilities, school environment, and learning facilities play an important role in the happiness of teachers and students. The number of school libraries in Indonesia is less. Based on Basic Education Data (Dapodik) as of June 18, 2023, out of 443 thousand schools, only around 199 thousand have libraries with 54 thousand librarians.

The happiness of Brazil's population depends on factors such as income, education, social, security, and health that are equally important in other countries, such as China, the United States, South Africa, and some European countries (Jabbour et al., 2018). Economic (i.e., income, employment status, inflation and economic policy) and non-economic factors (i.e., health, education, terrorism and friends, family and relationships) factors are responsible for individual happiness (Khawaja & Mehmood, 2018).

Fourth, perceptions of recreation, academic and recreational balance, and public recreation spaces have a very important impact on adolescent well-being (Kim et al., 2024). Some schools have a policy of no homework (PR) according to the mastery learning method. At home, children can play according to their own interests. Some schools implement five-day learning or two days off, so that children can be with their parents when they are off work. Co-curricular and extracurricular activities that are well prepared can be recreational activities for students.

Fifth, teens who exercise frequently become more socially proficient, which in turn can make them happier. Therefore, policymakers and stakeholders, including educational institutions and parents, must promote adolescent participation in sport (Cheon, 2021). Physical activity is significantly linked to life satisfaction and happiness in young, middle-aged, and older adults. In addition, life satisfaction and happiness increase with age (An et al., 2020). Adequate facilities and infrastructure such as comfortable classrooms and sports fields can help students achieve their learning goals (Nabhan et al., 2024).

Student sports in schools are constrained by the lack of land, teachers, and sports coaches that suit the diverse talents of students. As a result, students' talents in the field of sports do not develop. Some children who excel in certain sports, are not the result of school efforts, but parents.

Sixth, children who received *mindfulness* training showed significant improvements in *mindfulness*, *positive outlook*, and life satisfaction. The Mindful Living Basics program can be delivered by school staff, enjoyed by children and can significantly improve certain components of well-being (Amundsen et al., 2020). Schools should regularly provide seminars on emotional intelligence, social intelligence, and spiritual intelligence because these three are the foundation of a happy and calm life even when times of boredom, tiredness, difficulty, and many problems. Academic intelligence does not guarantee that children will be resilient when facing personal problems or academic problems.

Seventh, people engage in a variety of prosocial behaviors (e.g., charitable giving, volunteering, donating blood/organs, offering advice, sharing food) that can trigger positive emotions (Aknin & Whillans, 2021). The school implements a sharing program for students, teachers, and education staff, because the act of sharing gives birth to the happiness of the giver.

External factor

Eighth, family influence and support, student work, and academic satisfaction are positively significant in terms of career processes and happiness (Koçak et al., 2021). Students, teachers and parents must work together because a happy classroom is a shared responsibility between teachers, students and parents (FİDAN, 2023). Family support for children is influenced by maturity, marriage, and education.

BPS shows that 33.76% of youth in Indonesia recorded their first marriage age in the range of 19-21 years in 2022. Then, as many as 27.07% of youth in the country married for the first time at 22-24 years old. There are also 19.24% of young people who get married for the first time when they are 16-18 years old. The National Population and Family Planning Agency (BKKBN) suggests that the ideal age of marriage for men is at least 25 years old. Meanwhile, the ideal age for women to get married is at least 21 years old.

Indicators of Happy Schools

Happy Schools can be realized through fulfilling national education standards, creating a culture of quality, teacher welfare, and educated parents. Children develop according to their respective talents. The teachers are masterful and skilled in delivering material. The school environment is comfortable for learning and playing. Happy School was born for the happiness of students, teachers, and staff, so that educational goals are achieved. According to (Mukarromah et al., 2021) to produce quality learning, good management is needed that can support the achievement of educational goals.

According to the theory, happy schools have four indicators, namely: educational philosophy, which is how students have a happy mind and healthy mental skills; positive teachers and quality of learning; the quality of the learning environment; Curriculum that develops students' academics and personal (My et al., 2024). What was described earlier is in line with this theory.

There are three components of the happy school programme, namely self-care, care for others and society, and care for the environment and nature (Vinh, 2022). Students know what is good and bad for them. Students can focus on learning or not be distracted by gadgets, for example. Students value differences, love their friends, and care about social issues. Students have concerns about the environment such as planting trees, throwing garbage in place, paperless, and using paper bags.

Another theory of Happy School is Happy School 365 which states that there are six indicators, namely: happy head, happy senior leadership team, happy teaching staff, happy non-teaching staff, happy kids, and happy parents (Ogunyemi,

2020). Happy Schools are created as a result of a Happy mindset, Happy leaders, teachers, staff, children, and parents. This theory is not much different from the previous one, only it adds a few key things. First, leadership that accepts differences and is able to carry out good teamwork. Second, the role of staff is often forgotten even though without them the infrastructure is dead. Schools should teach teachers and students appreciate them.

According to Seligmen's Happiness theory known as PERMA theory, happiness indicators consist of five, namely: Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment (Seligman, 2011). In education, PERMA theory is used as a positive education approach. In an educational context, this model emphasises creating enjoyable learning experiences. This approach aims to combine academic learning with character building and students' emotional happiness. Students will be more motivated to learn and develop into better individuals when they are in a happy environment.

The findings of this study are in line with previous studies that emphasise the importance of a positive learning environment in shaping students' well-being. Research (Waters, 2011) in its study of "*positive education*" showed that the integration of academic learning and strengthening students' emotional well-being can increase students' happiness and psychological resilience, and academic achievement. Research (Ovalle et al., 2024) on "*happiness at school*" highlights the importance of happiness at school as a factor that affects students' academic achievement, the findings reveal that students who have feelings of happiness at school tend to perform better academically. Both (Waters, 2011) and (Ovalle et al., 2024) emphasise the importance of creating a happy atmosphere at school, thus this study confirms how important it is to create a pleasant school environment that develops students' soft skills and life skills.

Tabel 1 Happy School Design Table

N0	Variabel	Indicator	Example	Implications
1	Why are schools Happy?	Psychological Distance Education (PJJ), Single Parents, Caregivers, Poverty, Parental Busyness, Large Classes, Incompetent Teachers, Hot Classrooms, and a Fat Curriculum	Students experience anxiety due to academic pressure, social problems, family problems, physical and psychological pain	The school provides counselling services and a safe space for students experiencing mental distress
2	How to become a Happy school?	Love, Respect, Tolerance, Justice, Restorative Practices, Wellness, Facilities, Recreation, Sports, Training, and Family	Teachers greet and treat students warmly every day	The school instils a culture of caring and positive personal relationships between teachers and students
3	Indicators of happy	Happy Mindset, Positive Teachers, Learning	Students are taught positive thinking,	The school provides positive

NO	Variabel	Indicator	Example	Implications
	schools	Environment, Curriculum, Principal, Staff, Parents, Students	recognising emotions, and writing gratitude journals	mindset training in daily learning or special classes

CONCLUSION

Children's happiness is influenced by parents, teachers, staff, and principals so they must treat children with love, a tolerant and fair school culture, prepare learning and sports facilities, and prepare a curriculum that develops children's emotional, social, and spiritual intelligence. Teachers, staff, and parents must work together to design a fun curriculum and school program so as to develop students' soft skills and life skills. To design Happy schools, educators and policy makers need to build a warm and inclusive school culture. Happy schools place student happiness at the centre of all policies and programmes, involving teachers, staff, principals and parents in treating students with compassion and respect for diversity. The curriculum is developed collaboratively to develop emotional, social and spiritual intelligence, supported by comfortable facilities and fun programmes to foster students' soft skills and life skills. Future research should use quantitative methods and longitudinal approaches, involve children's participation, and combine quantitative and qualitative methods to make the results more comprehensive and applicable.

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