

Implementation 3 Signature Practices Of Social Emotional Learning to Improve School Well-Being of XIC Students on Physics Learning

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Abstract

The purpose of competitive education in this era is creating a good generation and character. The learnings are hoped individuals will have academic abilities, critical thinking skills, innovation, and be able to adapt to current developments. Character education will create good school well-being. Well-being means the psychological well-being of students in learning, including a sense of security, comfort and fun. There are four dimensions of school well-being such as having, loving, being and health. One of the school's efforts to realize school well-being is by implementing 3 signature practices social-emotional learning in class. The implementations of the 3 signature practices are 1) Inclusive Welcome, 2) Engaging Strategies, and 3) Intentional Close. The aim of the research is to improve the school well-being of XIC class in learning Physics. The method used is mixed method research, qualitative method by observation dan interview, quantitative research method with Likert scale instruments using google form. The result indicated there is an improvement towards the well-being of the students. The having dimension improve to 25.85%, loving dimension improve to 31.03%, being dimension improve to 34.87%, and health dimension improve to 39.24%. The result indicates that the implementation of 3 signature practices of SEL can improve school well-being of XIC students on Physics learning.

Keywords: School Well-Being; 3 Signature Practices; Social Emotional Learning

Introduction

Education is a conscious and planned effort in realizing structured and comfortable learning with the aim to creating a generation in excellence and character. Excellence is defined as learners obtaining high academic achievement or obtaining satisfactory grades. A generation with character is defined as students with noble values and polite ethics. A generation of students with excellence and character is an educational concept that focuses on the development of academic potential as well as the formation of students' moral character. In increasingly competitive world, it is not enough to rely on intellectual intelligence, students must also have good emotional and social skills. The young generation is the next generation of the nation.

Therefore, the importance in building the character of the younger generation in the global era is something imperative in education in an effort to form a superior generation with a national personality (Sudarsih, 2019). The become foundation for the creation of a superior generation and character, certainly children must have a healthy soul, a happy psychological and social soul. Children who have a healthy soul usually have good or positive characters, such as not getting angry easily, being able to communicate well, being more adaptable, and being able to have problem solving or rise from difficult circumstances. Education applies the principle of flexibility, which is an effort to develop the changing paradigm anytime. Education demands a balance between knowledge, skills, and character. So, it is importance of producing superior generation students, namely individuals who have academic abilities, critical thinking skills,

innovation, and are able to adapt to the times. Excellent students are also expected to be able to utilize technology wisely. Besides that, the character aspect is an equally important foundation. Students with character are able to demonstrate good moral values, such as discipline, responsibility, integrity, hard work, tolerance, and social care. Character education aims to create a reliable generation, not only successful in their careers, but also contributing positively to society and their environment (Senda, Silab, & Kosat, 2024). Character education includes learning positive values related to their role as individuals in relationships with themselves and others.

According to Astuti et al., (2023) character education has a major influence on moral development. Education is used as a printer to renew the morals of the Indonesian nation. The family environment and community environment affect the cultivation of student character education. In reality, adolescents are often experienced with a variety's problems, both in the school environment and outside of school. All the problems that occur will affect the daily behaviours of adolescents in carrying out activities. This makes adolescents depressed in everything they do, both in terms of physiological pressure, socio-cultural pressure, and pressure in terms of facing the rapid development of technology and science. All these pressures have an impact on adolescent self-adjustment in daily relationships both within the scope of school and society.

According to Blos in Bachri and Suharman (2014) development is essentially a self-adjustment effort, where individuals actively overcome stress and seek new solutions to various problems faced. Self-adjustment at the adolescent level of development is very important. Labil Adolescents who are senior high school level, so that all kinds of psychological problems faced at this time will greatly impact learning at school. Labil psychological state of learners refers to students' well-being at school. Students' well-being is a condition in which students feel physically and mentally healthy. This condition includes learners having self-confidence, having good relationships in every social relationship, and being able to overcome life's challenges.

In education, well-being is related to how students can develop their full potential in a supportive environment. In the social emotional learning courses of book Yerimadesi and Kusuma (2024), there are several definitions of well-being including, 1) According to the Merriam Webster dictionary, well-being is defined condition of being happy, healthy, or prosperous. 2) Meanwhile, UNESCO defines well-being as a positive condition experienced by individuals and society. Well-being includes the quality of life and the ability of people and societies to contribute to the world with meaning and purpose. 3) The first source defines learner wellbeing as, a positive emotional condition that is the result of balanced between the sum of specific context factors on the one hand and personal needs and expectations for school on the other (Engels et al., 2004). 4) Noble and McGrath (2016) define students well-being that optimal students' well-being is a sustained emotional state characterized by positive moods and attitudes, positive relationships among learners, and a positive attitude towards school.

Konu and Rimpela (2002) mentioned four dimensions of school well-being, as follows.

1. Having, which is the views and feelings of individuals or learners towards school conditions. This dimension is related to the physical environment of the school. The things that are mentioned are comfort, feeling safe, noise level, air exchange, open learning spaces, and others. Other factors of school conditions relate to learning conditions, such as curriculum and class size. Other aspects in terms of student services while attending school, such as healthy unit school, canteen, teachers, and counselling teacher services.

2. Loving refers to social interaction during learning. This includes student relationships with teachers, classmates, and group interactions at school. The loving dimension refers to the climate or atmosphere at school. Good relationships between students and their friends, teachers and students, and other school members will create a comfortable and harmonious environment.
3. Being refers to the feeling of being valued. In interactions at school both inside and outside of learning, it is expected that teachers can appreciate their role. By viewing the role of each individual, students will feel confident and happy to get an education at school. Being can also mean how the school is able to involve students in activities, which can explore the child's creativity.
4. Health, is student health. This refers to both physical and mental health of students in relation to other learners, teachers, and school members.

If related with learning in the classroom, having is a feeling that is formed from circumstances or conditions that affect learning activities. Loving is a feeling formed by students in their learning environment, namely at school, both between students and between students and teachers or educators. Being is a feeling that is felt with the possibility of students learning according to their own interests and abilities. Health is emotionally students do not feel pressured when doing learning activities in class (Rahma et al., 2020). Seeing this understanding, it can be seen that the happiness/well-being of students is strongly influenced by the conditions in which students learn, namely in their school, such as every learning plan, school culture, infrastructure, facilities, educational orientation, classroom conditions, and support from educators and non-educators as well as school management.

Based on the research results, it shows that good well-being contributes positively to improve learning motivation, engagement in school activities, and academic achievement. Instead, learners who experience psychological distress, stress or emotional disturbance tend to show a decrease in motivation and learning achievement. Factors such as academic pressure, lack of social support, bullying, and family problems can have a negative impact on student well-being. The supporting research includes, 1) Research by Sholihah on (2022), entitled School well-being in high-achieving students in mathematics (case study in elementary school). The results showed that the research subjects, namely students, felt comfortable in learning at school because they were able to adapt to all conditions in the school environment.

They feel that all the shortcomings in school are not an obstacle in learning. The feeling of being able to adapt makes students feel prosperous and comfortable in learning, so they enjoy learning, and has a good impact on student achievement. 2) Research conducted by Hamdana and Alhamdu on (2015), entitled Subjective Well-Being and Learning Achievement of Accelerated Students of MAN 3 Palembang. The results showed that there was a very significant correlation between subjective well-being variables and student learning achievement. Problems refer well-being students as dilemma felt by teachers. Therefore, there is a need for learning that can be applied in the classroom to build student well-being.

That learning is called Social Emotional Learning (SEL). SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions (Casel, 2021). The application SEL is very necessary to create a peaceful atmosphere for their self and both others. In education, especially in the school environment, integrated learning SEL has begun to be implemented. It doing by include SEL in the syntax of the learning model that has been

designed. This is expected to be able to help students to maximize social emotional learning in the school environment. SEL helps students to improve self-awareness, empathy, and communication skills to build a healthy and inclusive learning environment. Through social emotional learning, students are expected to be able to resolve conflicts, collaborate effectively, adapt to change and be responsive to various problems. Rohmawati et al., (2019) stated in her research that the integration SEL in the learning process in favour of students will create a learning environment that supports student learning, is inclusive of each individual, and pays attention to the needs of each individual. SEL integrated learning will help students develop social and emotional skills that will be needed in facing life's challenges (Maryuni, 2024).

Social Emotional Learning integrated with the learning model will create a learning atmosphere makes students feel comfortable and fulfil their learning needs. According to Avandra et al., (2023) in their research mentioned that an effective social emotional learning program can help students in developing social and emotional skills to they have high confidence and enthusiasm in participating in learning. The implementation of Social Emotional Learning can be done by applying 3 signature practices in classroom learning. According to Yerimadesi & Kusuma (2024), three signature practices of SEL is the media to develop an environment that supports and promotes social emotional learning. These practices intentionally and explicitly help build habits where learners and educators can improve their social emotional skills.

While not a curriculum, these practices are one concrete example of a way to help communities understand and practice the goals of an overall systemic social emotional learning implementation plan. Three Signature Practices os SEL are research-backed facilitation tools designed to foster a supportive environment and help learners of all ages practice and reflect on social and emotional skills. These flexible practices offer a concrete way to help people begin to implement SEL and see the impact it can have as a tangible first step toward the goals of a systemic plan for SEL implementation (Casel, 2024). Three Signature Practices is one media to develop a supportive environment for social emotional learning in the classroom.

The method follows, 1) inclusive welcome. Every time a lesson is about to begin, teachers should inclusive opening. Offered at the beginning of a session or engagement, the Inclusive Welcome brings everyone together, ensuring that all participants are ready to engage. Inclusive opening can be done by giving a good greeting, asking how they feel about starting the lesson and make sure by calling their name. Inclusive opening will build a good learning community, a feeling of being accepted and heard, make each good learner, and make connections with each other. The more learners feel accepted, the safer and more comfortable the learning atmosphere will be. 2) Engaging Strategies. It can do by implementing attractive learning so the students feel challenged and interesting to learning. Engaging strategies encourage participants to more fully grasp content and connect learning to their lives. They balance interaction and reflection to meet the needs of all participants and your intended outcomes for the time together. Examples of engaging activities include doing a Think, Ink, Pair, Share activity, which involves reflection, writing, paired discussion, and group sharing or using a jigsaw strategy when reading. This strategy involves individual and group learning at the same time. 3) Intentional Close. Every lesson should end with a planned close. This emphasizes meaningful learning of understanding gained during the lesson. Intentional close can also be done by asking about the mood again after the learning activity ends.

Teachers can see the difference in mood before and after learning, so that teachers can reflect on learning activities. SMA Negeri 2 Bangli is the one of school in Bangli. The students are teenagers having various unique characters in studying. XI.C students

are unique class. XI.C is students' class of physics class. When starting a new period of learning, many students still confused about their own choices, and even there are some students who change classes, its means out of physics class. It indicates students still do not have self-confidence about the decisions they make. The results of an interview with the teacher of XI.C, I Gede Kembar, revealed that there were still some students who were still confused about the choice of subjects taken in class.

This causes students to feel uncomfortable learning in class. The sense of discomfort by some students certainly has an impact on other students. He also revealed that undirected students have several contributing factors, one of which is the influence of the environment. The child's social environment greatly affects the child's psychology in learning in the classroom. The results of initial observations by pretest show that students well-being in XI.C class is still in not good category. Based on these findings, the researcher was able to identify several causes of these problems, namely, First, academic pressure. Demands for good grades, lots of assignments and constant exams can cause prolonged stress. Based on the interviews results with students in XI.C class revealed that in each subject many assignments were given.

This makes him depressed in participating in every lesson in class because during the lesson he thinks about tasks that have not been done. Second, lack of emotional support. Students will feel isolated and anxious if they feel they lack support from their family, teachers, or friends. Problems experienced by students in the family can also cause students to lack support. Third, students' creativity is not contributed feel. This can occur because teachers do not provide challenging activities and limited students learning in creativity. Fourth, poor physical health, poor health conditions, such as chronic illness, malnutrition, or lack physical activity can also affect well-being overall students. Based background described, the researcher applied 3 Signature Practices of Social Emotional Learning in Physics learning. The implementation is expected to improve students' school well-being getting learning takes comfortably and effectively. The learning implementation with an emotional approach can directly improve students' academic achievement.

Method

This research is mixed method research. Quantitative methods by analysing survey data using a Likert scale. Qualitative methods by observation and interviews, research by directly observing a symptom using a sampling system. Quantitative research approach class survey in questionnaire using google forms. The research subject is XI.C class SMA Negeri 2 Bangli with a total of 24 female students and 2 male students. The object of research is school well-being of students in XI.C class SMA N 2 Bangli. Data sources are questionnaire results and interview results. The instrument uses a questionnaire instrument with a Likert scale displayed in google form. Data collection techniques by implementation of 3 signature practices of social emotional learning in XI.C class. The research steps are as follows:

1. Conduct interviews with teachers and students as an initial observation.
2. Giving pretest school well-being students. This is doing before one topic learning is implementing.
3. Giving non-cognitive diagnostic assessment test to the class. This was done before the one-topic learning was implemented.
4. Implementing three signature practices Social Emotional Learning on Kinematics topic material. The learning steps are:

First, implementing inclusive welcome, where every learning session or activity in the classroom. Inclusive welcome such as:

1. Asking for students' condition
2. Asking about students feeling before the learning begins and asking students to explain why.
3. Before starting the activity, the teacher invites students to do the STOP method (Stop, Take a Breath, Observe, Proceed).
4. Ask students to express their feelings on sticky notes. They write about the students' feelings when starting the lesson, as well as exploring the weaknesses and strengths found in the students.

Second, implementing engaging strategies, it is done by using learning attractive strategies and activate thinking and learning processes. This is done by doing group learning. Each group is given worksheet. Learning is with differentiation method. Students choose their own way to find information and how to submit the resulting report according to their learning ways. In the middle of learning is given by ice breaking. Third, implementing intentional close. It is close learning experience in planning. An intentional close is not necessarily a cheerful ending, but focus to individual and class understanding of the importance of what has been learned, to provide a sense of accomplishment and support forward thinking. The teacher asks the students about their feel after the lesson and writes the reflection on the Padlet.

1. Giving school well-being post-test. It applied after the topic done.
2. Doing the data analyse. The analyse searching the compare pretest and post-test students' well-being. Then analyse the percentage improvement.

Results and Discussion

This research was conducted in class XI. C SMA Negeri 2 Bangli in 2024/2025 academic year, with 26 research subjects consisting of 24 female students and 2 male students. The object research is students' school well-being in physics learning with the topic presented is Kinematics of Motion. The following are the steps taken during the research, as follow:

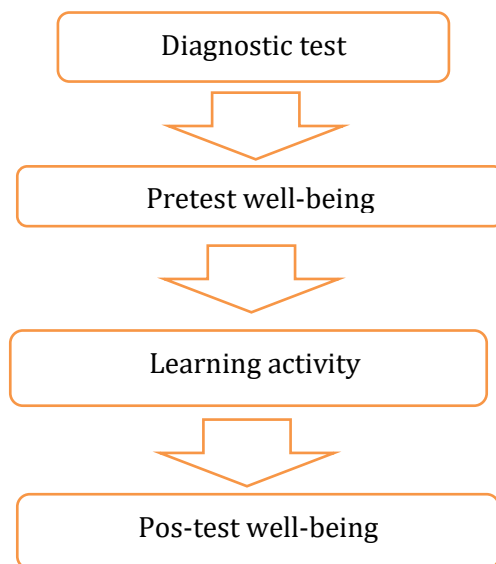


Figure 1. Research Steps

Based on Figure 1, the research begins by conducting a diagnostic test to determine groups according to students' learning styles and abilities. The next step is given pretest of students' school well-being, then implement learning activities and conduct post-test of school well-being. The steps of the 3 signature practices of social emotional learning that are applied are as follows.



Figure 2. Steps of 3 Signature Practises of SEL Casel (2024)

1. Diagnostic Assessment Test

This assessment test is conducted prior to learning. This test is form of several non-cognitive diagnostic questions to determine groups according to children's learning styles. Based on the diagnostic assessment test research has been done, it is found that the learning styles of XI.C students SMA N 2 Bangli consist of three type, such as auditory, visual, and kinesthetics, which are displayed in the following table.

Table 1. Result of Non-cognitive Diagnostic Assessment Test

Learning style	Male	Female	Total
Auditory	10	1	11
Visual	12	1	13
Kinesthetics	2	0	2
Total			26

In XI.C class found that 11 students have auditory learning style, 13 students have visual learning style, and 2 students have kinesthetics learning style. Group formation according to learning styles is the implementation 3 signature practices in engaging strategies of learning activities. The result is able to answer the researcher's problem about students' creativity that is not channelled. Teachers provide challenging activities and do not place restrictions on how students learn. Differentiated instruction is a teaching approach that instruction to students' different learning needs. It lets students show what they know in different ways. Learning is designed in differentiated way to meet students' needs (Tomlinson, 2000). Wa'alin & Munandar (2024), in their research mentioned that differentiated learning is able to realize students' school well-being.

2. Results of School Well-Being Data Analysis

Research data of school well-being using Likert scale base on survey analysis with score categories as in Table 2. The Likert scale is a research scale used to measure the perceptions, attitudes or opinions of a researcher or group regarding social phenomena or events (Pranatawijaya, 2019). The research instrument is rating scores, which consist of Strongly agree =5, Agree=4, Doubt=3, Disagree=2, and Strongly Disagree=1. School well-being criteria fulfil the following table.

Table 2. Score Criteria of School Well-Being

Criteria	Percentage	Category
1	0 - 25 %	Not Good
2	26 - 50 %	Less Good
3	51 - 75 %	Good
4	76 - 100 %	Very Good

Source: Fernandez et al., (2021)

The pretest was conducted to determine the dimensions of students' school well-being before the implementation of the 3 signature practices of social emotional learning. The results obtained are as follows.

Table 3. Result of Pretest School Well-Being Dimension

School Well-Being Dimension	Percentage (%)	Category
Having	50 %	Less Good
Loving	56,92 %	Good
Being	50,26 %	Less Good
Health	50,38 %	Less Good

The table shows that four dimensions are still less than 60%. It indicates students don't have school well-being can be integrated into learning. The description pretest well-being results indicates individuals or groups taking this test experience non-optimal well-being. However, the loving dimension is classified as good, this means that students have realized the importance of social interaction with their friends when discussing during learning. After implemented the learning approach, test is done again with post-test well-being. The result such as below.

Tabel 4. Result of Post-test School Well-Being Dimension

School Well-Being Dimension	Percentage (%)	Category
Having	75,85 %	Good
Loving	87,95 %	Very Good
Being	85,13 %	Very Good
Health	89,62 %	Very Good

Description good school well-being post-test results reflects the condition of individuals who have an optimal level of well-being or happiness after learning with 3 signature practices of social emotional learning. The results of data analysis show that students' school well-being has reached the good and very good categories. The good well-being post-test results show improvements in various aspects of psychological and social well-being. The having dimension scored 75.85%, indicating that students have a good percentage in the level of comfort with the school's physical environment, learning conditions, and curriculum. The loving dimension scored 87.95%, indicating that students have a very good percentage in social interactions during class learning, including good relationships with classmates, good relationships with teachers both in direct interaction and in group work or discussion.

This dimension also shows the highest percentage, this means that students already have a high social spirit in learning. The being dimension scored 85.13%, indicating that students have a very good percentage in terms of self-confidence, happy to get an education, and students feel involved and valued for their creativity in learning. The health dimension scored 89.62%, indicating that students have a very good percentage in terms of physical and mental health. Students feel no pressure in participating in learning both physical pressure and emotional pressure. The following pretest and post-test comparison results are presented in the following diagram,

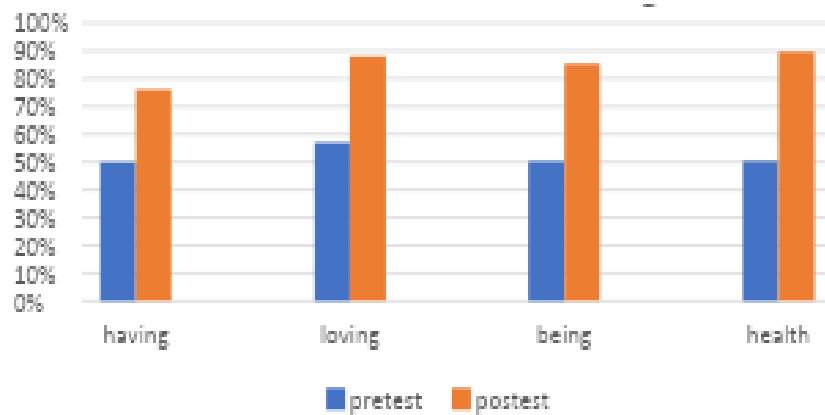


Figure 3. Diagram of Comparison Pretest and Post-test School Well-Being
Based on the results of the research that has been conducted, it shows that there is an improving percentage of school well-being. The improving can be show as below.

Table 5. Improvement of Pretest and Post-test Well-Being

School Dimension	Well-Being	Pretest Percentage	Post-test percentage	Improving Percentage
Having		50 %	75,85 %	25,85%
Loving		56,92 %	87,95 %	31,03%
Being		50,26 %	85,13 %	34,87%
Health		50,38 %	89,62 %	39,24%

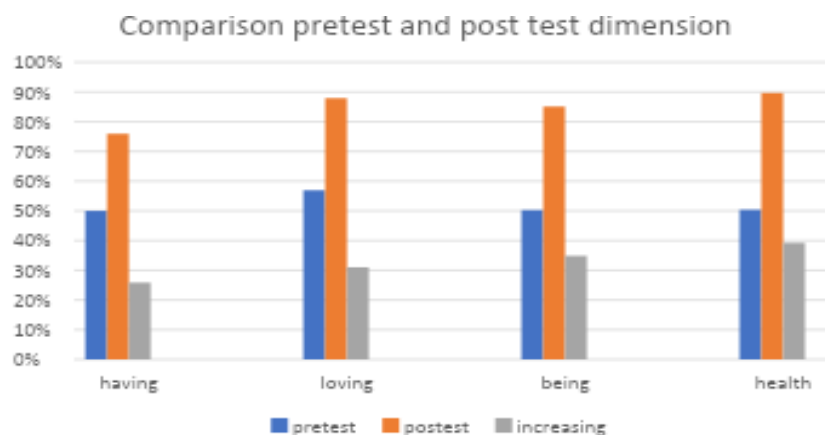


Figure 4. Diagram Of Improvement School Well-Being

The results of data analysis show that the highest percentage of improvement is health dimension. The improving percentage reached 39.24%. Learning is completed with ice breaking. The activity to break the session, make students more relaxed, and help them interact more easily, so that students become less stressed, and the health dimension has a high improve.

3. Reflection on Learning

The implementation of 3 signature practices of Social Emotional Learning achieves can make students well-being or good psychological. School learning is not only to achieving academic skills, but school learning must be able to improve students' social emotional intelligence. Therefore, the classroom learning model must always be integrated with SEL (Social Emotional Learning). SEL integrated learning will be able to train students to achieve mindfulness or full awareness. This helps individuals to be more connected with themselves and with others, making them more responsive in relationships with others and decision making. Based on the learning, there are changes in students during the learning process, such as:

- a. Students feel more listened to because the teacher asks how they are doing and their feel. Other students also responded to their friends' feelings. Here it can be seen that students who look less good become more enthusiastic about learning because they have heard motivation from their own friends and from the teacher.
- b. Breathing exercises with the STOP Technique help students to be able to calm their minds so that students are more focused when learning will begin.
- c. Learning feel with sticky notes gives colour to students' cheerfulness. There is a variety of expressions that reveal a learning atmosphere that is not monotonous. This can be seen when students are so excited to write on sticky notes and display emojis that have been made. This is a warm and inclusive opening that is done when starting learning.
- d. Students are directed to recognize themselves by revealing their weaknesses and strengths when learning physics. When writing this, students are still confused about where their weaknesses and strengths in themselves. The teacher motivates them to explore themselves more so that they can be expressed in writing.
- e. Group learning can train students' social skills. Students who are more capable can help students who don't understand. This is a form of responsiveness to train students' cooperation and empathy.
- f. Differentiated learning creates a learning atmosphere according to individual needs, so that all students get optimal learning opportunities. Differentiated learning allows students to learn based on their interests and preferences, so they will be more involved in the learning process. Students feel valued and understood, which improve their motivation to learn.
- g. The presentation of ice breaking in learning is one way to implement healthy school generation. Ice breaking helps to create a more relaxed and fun atmosphere, reducing the tension so that students are more ready to receive the material and focus on the learning that will take place.
- h. Presentations in each group can train students' sense of responsibility to understand the material. Presentations are made by conveying the results worksheet discussion motion kinematics topic. Students who present the results explain the results obtained so that they can train students' communication skills. This is a challenging learning activity for students.
- i. The planned closing is in the form of providing reflections on learning. Reflections are expressed directly by students and padlets media. Students are asked to re-express their feel after following the learning process. This activity can help teachers to reflect on themselves and reflect on learning. Some students stated that they felt happy when the 3 signature practises SEL learning was applied. However, there are some students who are still unable to define their feel, so this needs further investigation.

Conclusion

Based on the results of the research, it can be concluded that the implementation of 3 signature practices of social emotional learning can improve school well-being of XI.C students SMA Negeri 2 Bangli. This can be seen from the improving percentage in each dimension of school well-being. The having dimension improve to 25.85%, loving dimension improve to 31.03%, being dimension improve to 34.87%, and health dimension improve to 39.24%. Based on learning reflection, 3 signature practices integrated SEL is able to train students to achieve mindfulness or full awareness. This helps individuals to be more connected with themselves and with others, making them more responsive in relationships with others and decision making. The implementation of learning is able to achieve well-being or psychological well-being of XI.C students in the good and very good categories.

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