

COLLABORATIVE DIFFERENTIATED LEARNING AND AWARENESS OF STUDENTS' WELL-BEING

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Abstract

This study explores the application of collaborative differentiated learning to improve students' well-being by involving parents and the community during the Covid-19 pandemic. Conducted at MTsN Malang City, this descriptive qualitative research gathered data through in-depth interviews, participant observations, and documentation. The findings reveal that collaborative differentiated learning fosters a positive and joyful atmosphere in online learning environments. Students demonstrated increased enthusiasm, independence, and active participation. Teachers became more aware of the importance of designing learning activities based on the varied learning styles of students. Parental involvement and support from community members also enhanced students' learning experiences and emotional well-being. This study highlights the significance of differentiated and collaborative learning approaches in nurturing holistic student development, particularly in challenging learning conditions.

Keywords: *Collaborative Learning, Differentiation, Student Well-Being, Online Learning, Qualitative Research*

1. INTRODUCTION

During the Covid 19 pandemic, the school prioritized the safety and health of the school community by eliminating face-to-face learning since March 2020. Since then, learning services have been carried out online through Distance Learning (PJJ) for all levels. Distance learning as a form of learning activities from home is a learning process that is carried out without classrooms and physical face-to-face between teachers and students. All services are facilitated with a set of communication tools as learning aids. Learning aids are owned by students in the form of cell phones/smartphones and laptops. Smartphones are one of the tools that provide many applications that can develop student knowledge in the teaching and learning process [1]. Various application platforms are used to facilitate the learning process such as google classroom, google meet, WhatsApp group (WAG), or other paid applications. The world of education is in a state of accelerating information technology-based learning for all educational services. With this model, it is expected that students will continue to receive educational services in special conditions such as the Covid-19 pandemic.

Some of the problems that arise when distance learning (PJJ) is implemented in MTsN Malang City are 1) learning community, students have not optimized work groups to complete learning tasks when PJJ takes place (30%); 2) learning objectives delivered by the teacher only textually when opening learning (40%); 3) assessment has been carried out by the teacher, follow-up from the assessment has not been carried out (30%); 4) class management carried out by the teacher has not been specific, still homogeneous for the services of all students (30%); and 5) parents do not provide attention and assistance when learning at home (20%). Learners experience barriers to success and learning achievement. Pedagogical barriers are the biggest obstacle to the implementation of quality PJJ. Pedagogical barriers are barriers experienced by educators/teachers. The barriers found in schools are 1) educators do not apply innovative and creative learning so that students experience boredom; 2) educators have not mastered technology and media even though in the pandemic era learning is required to be e-learning

based; 3) educators feel bored and tired of teaching on the network in front of gadgets continuously. Observations made show that learning carried out at school is still monotonous, teacher-centered learning, not contextual, and oriented to cognitive knowledge only. This is reflected in the inability of students to master the material, low participation in learning, students are restless, do not enjoy, are less able to communicate and formulate solutions to problems given by the teacher.

The ability of learners is a form of a student's well-being, welfare, or skills obtained by learners after participating in a series of learning. Well-being is a relatively consistent mental and emotional condition, and has several characteristics, namely 1) positive feelings and attitudes; 2) positive relationships with other people in the school environment; 3) resilience; 4) optimal development of self-potential; and 5) a high level of satisfaction with the learning experience [2], [3]. Innovative learning that is oriented towards the learning needs of learners and involves all components of education is needed to achieve students' well-being.

Herwina [4] states that differentiated learning can help students achieve optimal learning outcomes because the products they will produce are of interest. The differentiated learning process provides a wide space for students to demonstrate the material they have learned. The products produced by students can be presented in an article, song, poem, infographic, poster, video performance, animated video, or other forms according to the skills and interests of each group. This is also following Melani [5] who states that good educators always pay attention to the basic needs of each learner.

Andini [6] states that differentiated learning uses multiple approaches in content, process, and product. In differentiated classes, teachers will pay attention to 3 important elements in differentiated learning in the classroom, namely 1) content (input) which is about what students learn; 2) process which is how students will get information and make ideas about what they learn; 3) product (output) which is how learners will demonstrate what they have learned. These three elements can be modified and adapted based on the assessment conducted according to the student's readiness level, interest, and learning profile.

Differentiated learning forms a positive culture in schools which are the values, beliefs, and habits in schools that favor students to develop into critical, respectful, and responsible individuals. A positive culture cannot stand alone, it can collaborate between teachers, parents, and community leaders into a learning culture.

Learning is successful if it involves all the senses and attention of the learners. Active communication and collaboration between learners as well as between learners and teachers are essential to produce quality learning. Collaborative learning allows learners to help each other with intellectual mentoring that enables more complex tasks. According to Kusumastuti et al. [7], learning with a collaborative model makes it easier for students to learn and work together, contribute ideas to each other, and be responsible for the achievement of group and individual learning outcomes.

Hosnan [8] explains that collaborative learning requires a modification of learning objectives from the delivery of information to the construction of knowledge by individuals through group learning. In collaborative learning, there are no different tasks for each individual but the tasks belong together and are completed together. Learners involved in collaborative learning can learn to deliberate, learn to respect other people's opinions, can develop critical thinking, can foster a sense of cooperation, and there is healthy competition in the group.

Well-being means well-being which when talking about the idea of what makes life good for individuals, the term well-being is used more often than the phrase happiness. A good school is a school that can provide the best experience for students so that they feel well-being because a student's well-being affects almost all aspects of the optimization of students' functioning at school [9].

Khatimah[10] stated that external factors that affect a school's well-being include infrastructure, school management, good interaction between teachers and peers, and support from parents. Internal factors located in students include high learning motivation, high discipline, good cooperation, and initiative to learn well. School well-being will give birth to student well-being in learners after participating in all learning activities at school.

The characteristic of happy learners is to have independence, both independence to think and independence to act. Learners have critical reasoning to analyze and determine something. This change in learner behavior is a product of education which is expected to be an ability that is internalized in the learner's self to answer the challenges of the times. The soul and attitude of responsibility are born in students in every daily activity. Based on this, there is a need for comprehensive learning activities to develop positive values and good character in students. The solution to the above problem is to implement collaborative differentiated learning to improve students' well-being by involving parents and the community during the pandemic.

2. METHOD

2.1. Research Subject

This study employed a descriptive qualitative approach, conducted at MTsN Malang City in the 2021/2022 academic year. The participants included two teachers, 34 students of class IX, 12 parents, and one community leader.

2.2. Type of Research

The research conducted was descriptive qualitative research. The research was conducted by collecting, reducing, and presenting data, as well as drawing conclusions. Data were collected through interviews, questionnaires, and direct observations made during preparation, action implementation, and post-activity.

2.3. Research Stages

The initial stage of the research is in the form of preparations made by teachers, namely 1) analysis of basic competency mapping that will be taught to students; 2) testing students' learning styles through online Multiple Intelligence Research (MIR) tests; 3) mapping the habits and needs of each student in previous learning; 4) preparing a Learning Implementation Plan (RPP) by considering data on students' learning needs; and 5) teachers 1 and 2 conducting studies that can be collaborated in the learning carried out and outlined in the RPP.

Principals conduct pre-supervision activities in the form of consultations with teachers 1 and 2 to discuss the implementation of learning activities. Principals prepare pre-supervision instruments to measure the readiness for learning implementation. The pre-supervision results are used to see the readiness of teachers, learners, and parents in implementing learning (Table 1).

Based on the MIR results, the data shows that class IX MTsN 1 has visual, auditory, and kinesthetic learning styles. Visual learning style is owned by children with visual-spatial, logical-mathematical, and intrapersonal abilities. The auditory learning style is owned by children with linguistic and musical abilities, while the kinesthetic learning style is owned by children with kinesthetic, interpersonal, and naturalistic abilities. Teachers determine the type of services provided based on the learners' learning styles.

Table 1. Series of collaborative differentiation learning activities

No	Preparation	Description
1	Implementation time	Friday, March 26, 2021, at 13.00-14.30 Class IX numbered 34 people.
2	Research subject participants	12 parents, and 1 community representative online
3	Teacher participants	natural science social science
4	Methods in differentiated learning	Tools and materials (learning resources) PJBL, question and answer, information discussion, and peer tutorial, Powerpoint presentation (PPT) and video
5	Teaching materials	Colloidal systems in natural science subjects. Pollution and environmental sustainability mitigation in social science subjects.
6	IT applications utilized	<i>Zoom, e-learning, google-meet, and WAG</i>
7	Data obtained	Learning implementation observation data Learner activity assessment data Learner well being observation data Parent participation observation data

2.4. Implementation Stage

Collaborative differentiated learning is implemented by teacher 1 and teacher 2. Assignments and learning strategies allow learners to work with each other in working groups. The involvement of parents and the community in PJJ is by providing assistance, supervision, and even playing a role as a complementary resource by actively following the learning through the space link. complementary resources by actively following the learning through the same zoom space link.

The components that appear in collaborative differentiated learning are 1) content, in the form of what students need to learn, namely material about colloids from being studied together with chemistry and geography materials; 2) process, in the form of activities where students are involved in understanding colloidal material with virtual group discussions in preparing projects given by the teacher; 3) product, namely the results of discussions compiled in the form of PPT as a joint project in one group based on the readiness and learning methods of each student; and 4) learning environment, namely the environment facilitated by parents and community members to support the learning process of students.

3. RESULTS AND DISCUSSION

The collaborative differentiation learning process is following the agreed Learning Implementation Plan (RPP) using the zoom room link which is carried out simultaneously by 2 teachers, 34 learners, 12 parents, 1 community representative, 3 observers, and 1 administrator. Learning activities included a series of introductory activities, core learning activities, and closing. The learning process was observed by observers who recorded all learning activities carried out by both teachers and learners (Table 2).

Limited interviews with the teaching teacher were conducted after the collaborative differentiated learning ended to evaluate based on the prepared instruments. The results of the assessment and evaluation of learners' participation responses show that 80% of learners have understood the material provided by the teacher. Collaborative differentiated learning has an impact on improving students' understanding of the material.

Figure 1 shows that students' mastery of the material after collaborative differentiated learning has increased with the highest achievement in the ability to reflect on the material that students understand by 94% and the lowest achievement in the ability to apply the use of material to environmental conservation by 82%. Increased understanding of the material can be seen in the measurement of student learning outcomes conducted after learning.

Table 2. Collaborative differentiation learning activities

Activity	Planning	Implementation
Introduction	Greetings/prayer, Checking students' attendance, class cleanliness, and apperception, Motivating, Conveying learning objectives and information	100% perform all learning activities during the introduction
Core Learning	Teachers 1 and 2 present the chemistry and geography learning materials in turn, PJBL learning method, question and answer, information discussion, peer tutorial, Use of learning aids/media, implementing differentiated learning activities in a logical sequence, Efficient use of time, Mastery of material, discussion, and making assignments given, Able to organize learners, learners are actively involved and interacting, showing an open attitude and good language. carry out assessment of the learning process	92% of activities in core activities have been carried out
Closing	1. Draw conclusions. 2. conducting assessment, feedback, and reflection 3. assign the next meeting plan	87% of the activities in the closing part of the lesson were carried out.

The learning outcomes obtained following the achievement of learning objectives are activeness scores and project scores. The activeness value for chemistry subjects obtained an average value of 82, a maximum value of 90, and the lowest value of 88. For geography subjects, the average liveliness score is 88, the maximum score is 94 and the lowest score is 88. While the project value for chemistry subjects obtained an average value of 86, a maximum value of 90, and the lowest value of 80. Geography subjects obtained an average liveliness value of 83, a maximum value of 85, and the lowest value of 80.

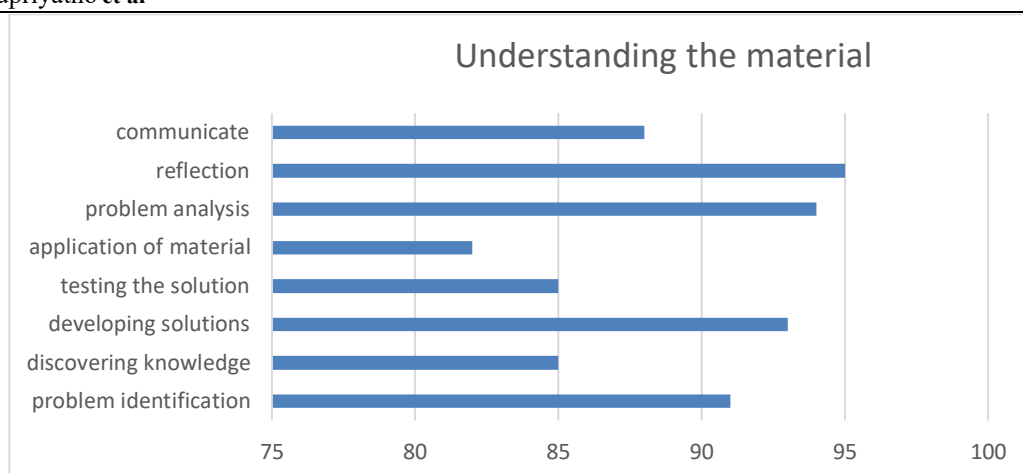


Figure 1. Learners' level of material understanding after collaborative differentiated learning

This strengthens research conducted by Grabel [11] which states that there is a positive relationship between students' emotional well-being and academic achievement. It is also mentioned in the research of Ode et al. [12] that collaborative learning has a very positive effect on learning activities and can attract students to play an active role in the learning process. The results of the study support the statement of Hidayati and Rositawati [13] which states that a school's well-being has a significant relationship with the seriousness of students' behavior and emotions in learning activities. Learners who have a perception of a positive school environment following the basic needs of learners at school will be more involved in learning activities.

The learning process takes into account the learners' readiness conditions. Teachers divide groups based on learners' learning styles. Learners who have the same learning style will be in the same group when working on assignments/discussions. Teachers provide learning experiences by discussing in small groups in the zoom room. The teacher is present in the small group discussion by assisting by paying attention to the learners' learning styles. Wulandari [14] states that learning style is the way a person chooses to use their abilities. Learners who have a visual learning style can create and display better powerpoints, while learners who have auditory and kinesthetic learning styles can communicate verbally better. Teachers allow learners to express their creative ideas according to their learning style with joy. This encourages learners to be more focused and involved in the learning process.

Azizah [15] stated that the results of the students' response questionnaire after the application of the model showed that almost all students were satisfied and happy with differentiated learning. The learning carried out trains students to dare to argue and work together in teams. The response of students is enthusiastic and positive towards the learning that is carried out as a whole, especially can help students to improve learning outcomes, especially in creative thinking skills. Collaborative differentiated learning creates a conducive atmosphere that can foster a sense of pleasure and happiness in participating in learning so that they are motivated to do all the tasks that arise to gain understanding.

The results of interviews with teaching teachers show that collaborative differentiated learning is very enjoyable. The learning made teachers realize that the learning services provided should pay attention to the diversity of students' conditions and characters. Although classical learning, the services provided can be personalized according to the learning style of each learner. This fosters learners' enthusiasm to be fully involved in the learning process. Learners can develop their knowledge well under teacher supervision. A sense of joy and excitement in learning can encourage learners to develop curiosity about the learning material. learning material.

Learners' well-being is the overflow of learners' emotions during collaborative differentiated learning. Feelings of pleasure, love, and happiness, not depression during learning. The development of well-being attitudes in learners during the learning process shows very varied conditions. Collaborative differentiated learning is very fun (95%) and can train independently not to depend on others (95%). The lowest well-being attitude is on understanding learners' strengths and weaknesses (74%) (Figure 2).

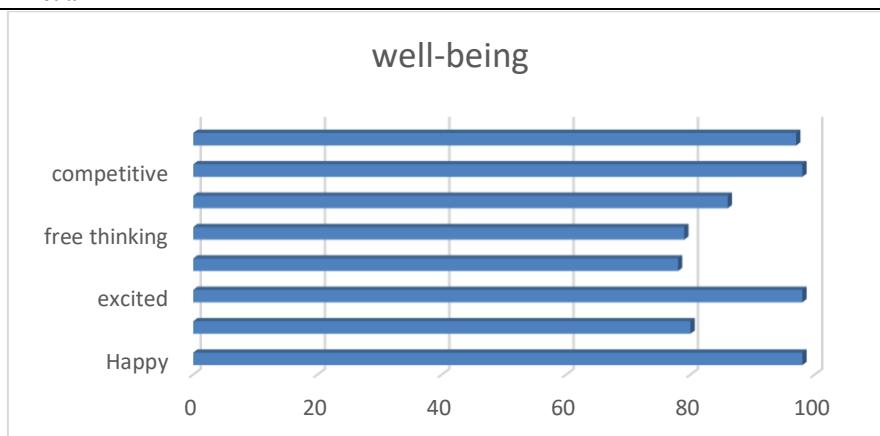


Figure 2. Development of learners' well-being attitude during learning

Na'imah and Tanireja [16] showed that adolescents need good social relationships with teachers and peers. Social relationships are seen as a basic human need and are essential for well-being. The relationship between students, relationship between students and teachers is a part that needs to be managed well in schools. The measurement of students' well-being is in line with Ki Hajar Dewantara's educational concepts of Cipta, rasa, and karsa. Learners will become individuals who are open to heart or rasa, open mind or cipta, and open to doing positive things in the future (open will) or karsa. After learning, learners are expected to master the 6 Cs (creativity, communication, collaboration, critical thinking, computation logic, compassion) as 21st-century learning skills.

Collaborative differentiated learning received support and appreciation from parents and representatives of community leaders who participated directly in the zoom room. The response of parents and community involvement was obtained through interviews and instrument filling after participating in collaborative differentiated learning. The response was very varied, namely the presence of parents motivated the enthusiasm of students, and the presence of parents had an impact on the learning process carried out (Figure 3). The contribution of parents and the community in the form of providing internet quota, a comfortable place, and a learning environment, providing facilities, and encouraging students to learn.

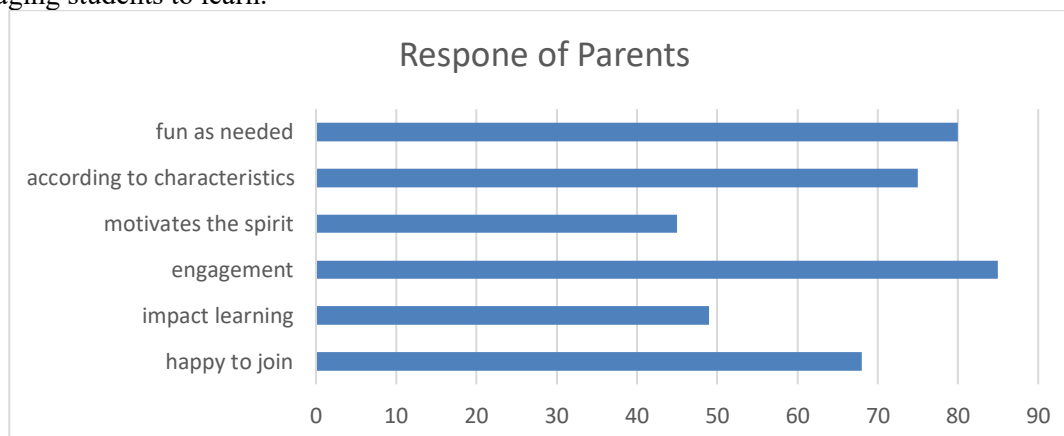


Figure 3: Response of parents and community leaders after participating in collaborative differentiated learning

Collaborative learning is learning that places learners with diverse backgrounds and abilities. They work together in small groups to achieve a common academic goal. Each learner in a group is responsible for fellow group members. Learners share roles, tasks, and responsibilities to achieve mutual success in collaborative learning. Collaborative learning refers to a technique of solving a task or problem together so that it is faster and better and with minimal effort. In collaborative learning, each group member can learn from each other, and even teachers can learn from their students. A learning community is formed that allows the transfer of knowledge and experience among fellow members. If the teacher assigns learners in groups to study different topics, then the teacher will be able to learn a lot from them.

The collaborative differentiated learning process is a new experience for teachers and learners. Post-learning, principals, and teachers evaluate the learning process through post-supervision interviews. The formulation of solutions and follow-up to the results of the learning evaluation are 1) providing internet quota assistance to students;

2) providing operational understanding and instructions when going to carry out zoom with variants of the group and plenary discussions; 3) providing more adequate discussion time to make products according to the abilities and ideas of students; and 4) teachers design more operational learning scenarios and still meet the learning needs of students. Principals as learner leaders strive to build a learner-centered learning environment, leading the planning and implementation of the learning process. Differentiated learning is oriented toward the learning needs of students. The principal conducts academic supervision to oversee that the learning carried out by teachers can run according to the lesson plan. Post-observation of learning, principals lead reflection and improvement of the quality of the learner-centered learning process and involve parents or community members as companions and learning resources at home.

The school's efforts aim to provide the best service to students and parents. This is in line with the thinking of the concept of differentiation according to Fathoni [17] that differentiation means efforts made by schools to create and provide superior educational services that are not provided by other schools to stakeholders, especially students and guardians. The principal is involved in the process of planning, implementing, and evaluating the learning quality improvement program. This activity is carried out by involving policy makers/stakeholders that have an impact on students. The spirit of providing learning services that are oriented towards customer/learner satisfaction can be done optimally. Learners will feel comfortable and happy when learning services are as expected. There is a new spirit to achieve better learning achievement. Learners' well-being abilities are formed not spontaneously but sustainably through differentiated learning in all learning processes. Social skills such as leadership, decision-making, trust-building, communication, and conflict management are expected to be developed through continuous learning. Principals can provide learning systems and supporting facilities so that learning can be carried out well and smoothly. Although according to Cahyono et al. [18], if students only rely on well-being while attending school without being accompanied by cognitive abilities such as intelligence, interest-talent, or affective aspects (motivation), then they are unlikely to achieve good learning achievement. achieve good learning achievement.

Rohman and Fauziah [19] explain that students with high school well-being will observe difficulties and process these difficulties with their intelligence so that it becomes a challenge to solve them. Schools that have adequate school well-being will create conditions that satisfy the basic needs of students while at school. Participants will be satisfied and serve all learning needs to trigger enthusiasm for better achievement. Well-being students are also able to establish effective communication with their learning partners, have empathy, can develop harmonious relationships with others around them, and can understand the nature, character, and character of other individuals. This is achieved through a conducive learning ecosystem and meaningful learning. Setyo [20] explains that learning becomes more meaningful if the learning process that is carried out can build meaning (input) in the cognitive structure of students so that it will be memorable longer in memory (reconstruction) or reconstruction occurs. The characteristics of meaningful learning are active [21], constructive [26], independent, collaborative and confirmative, contextual, and guided, and include emotional motivation in students[22], [23],[24],[25].

4. CONCLUSION

This qualitative study concludes that collaborative differentiated learning, involving teachers, students, parents, and community leaders, contributes significantly to improving students' well-being during distance learning. The approach nurtured students' enthusiasm, independence, and positive emotional experiences throughout the learning process.

Teachers found the model effective in addressing students' diverse learning styles and fostering active participation. Parental and community involvement enhanced students' motivation and learning comfort. The study suggests that collaborative differentiated learning holds promise for creating inclusive, meaningful, and emotionally supportive educational experiences, particularly in online and blended learning settings.

Further qualitative studies are recommended to explore the application of differentiated learning for students with specific physical or emotional barriers in various learning contexts.

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