

From Surviving to Thriving: Systematic Literature Review of School Well-being among Boarding School Students in Indonesia

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Abstract

Implementing the ideal school concept to create student well-being in boarding schools encounters various obstacles, including overall school conditions, social relationships, social support, and health status. This study aims to identify factors influencing boarding school student well-being based on a literature review. The research method used was a systematic literature review using the PRISMA guide. Data were obtained through searches in several databases such as EBSCO Host, Emerald Insight, Google Scholar, Research Gate, and Science Direct. Inclusion criteria included articles published in English or Indonesian addressing school well-being factors in boarding school students, published between 2019 and 2024 with various research methods, and open access. The keywords used were "school well-being," AND "boarding school" OR "pesantren" OR "asrama" AND "Indonesia". A review of school well-being factors in boarding school students provides an in-depth understanding of the contribution of various aspects to student well-being and their ability to cope with the challenges of the boarding school environment. A more in-depth analysis could involve different levels of education, such as kindergarten students, elementary school students, or university students, to make a greater contribution to understanding and improving the school's well-being for boarding school students.

Keywords: School Well-being; Students; Boarding School; Indonesia; Systematic Literature Review

1. Introduction and Literature Review

The education system in Indonesia has experienced rapid development in recent years, as evidenced by the increasing number of boarding schools that have become an option for parents and students. A boarding school is an educational institution that provides housing to students so that students not only study at school but also live there (Akbar et al., 2023). Boarding students have their own experiences that are different from regular students. They live away from their parents and family, so they must adapt to new environments, busy routines, and intense friendships (Utami et al., 2023). However, when placed in the same classroom environment, they achieve comparable levels of motivation, engagement, and achievement (Martin et al., 2021). Students can also become more independent and disciplined when living in a boarding school (Oktia, 2022). The boarding school experience can influence a child's identity and self-concept, impacting coping strategies and long-term effects on his or her identity, self-concept, and interpersonal relationships (Simpson et al., 2021). Boarding schools are an effective environment for fostering student discipline and responsibility through habituation and regulated activities (Darojat, 2019; Dwiputra & Halimi, 2022). In addition, boarding schools can promote character building and a strong foundation for future academic and professional activities (Rumainur et al., 2022).

Students who live in dormitories face more challenges, such as higher academic loads, longer study times, and stricter regulations, which can cause learning pressure for them (Setyawan, 2022). In addition, students in boarding schools face problems in adjusting to their boarding school environment, such as having to share bedrooms, bathrooms, and other facilities, thus indicating that students in boarding schools face different challenges in adjusting to life in a boarding school environment and managing various aspects of their daily lives (Cahyaningtyas & Muis, 2017). Too much learning pressure can also be harmful and cause physical and psychological damage to students (Sudkk., 2012). These negative impacts can affect their school well-being, referring to students' happiness and satisfaction with school life. School well-being is an individual's subjective assessment of their school life related to school conditions (*having*), social relationships (*loving*), means of self-fulfillment (*being*), and health status (*health*) (Konu & Rimpelä, 2002). School well-being is more than just academic achievement; it is about students' overall mental and emotional health within the school environment, reaching their full potential and developing into happy, healthy, productive, and accomplished individuals (YoungMinds, 2019).

The concept of school well-being provides a view of the ideal school concept because it can create well-being for its students. However, in reality, implementing this concept is not easy to do in boarding schools due to various obstacles. Previous research conducted by Kusaini (2021) shows that the problems of students living in boarding schools are about social relationships, self, physical, and health, so a more unpleasant school situation may be created compared to ordinary formal schools. Other research shows that supporting parents, peers, and teachers is important to improving school well-being of boarding school students (Wijaya et al., 2020). Other research shows an effect of academic burnout and engagement on school well-being in boarding school students (Oktia, 2022). Therefore, the purpose of this article is to look at certain factors that affect the well-being of students who attend boarding schools based on the findings of the literature that has been conducted.

2. Method

This research method uses a systematic literature review (SLR) approach, which is carried out systematically and in detail to identify, select, and assess relevant research and collect and analyze the data obtained. The systematic literature review method is appropriate for presenting the latest developments regarding certain thoughts and topics (Galvan & Galvan, 2017). Williams et al. (2020) stated that a systematic literature review can maintain transparency in the research process by providing clear guidance on how literature is selected, filtered, and evaluated. Therefore, this method can help reduce bias in research by providing an objective framework for assessing the evidence.

Objective

This study aims to determine school well-being in students attending boarding schools. The design study used in this research is PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analysis) (Page et al., 2021).

Search strategy and data source

The search strategy in this study used three main electronic database sources: Google Scholar, Research Gate, Science Direct, EBSCO Host, and Emerald Insight. The data search began in March 2024. Furthermore, the syntax selected to find articles related to the study objectives was

systematized with the conjunction 'AND' and using the Boolean method. The keywords used in the database were Google Scholar, Research Gate, Science Direct, EBSCO Host, and Emerald Insight. Keywords used were “school well-being” AND “boarding school” OR “pesantren” OR “asrama” AND “Indonesia”.

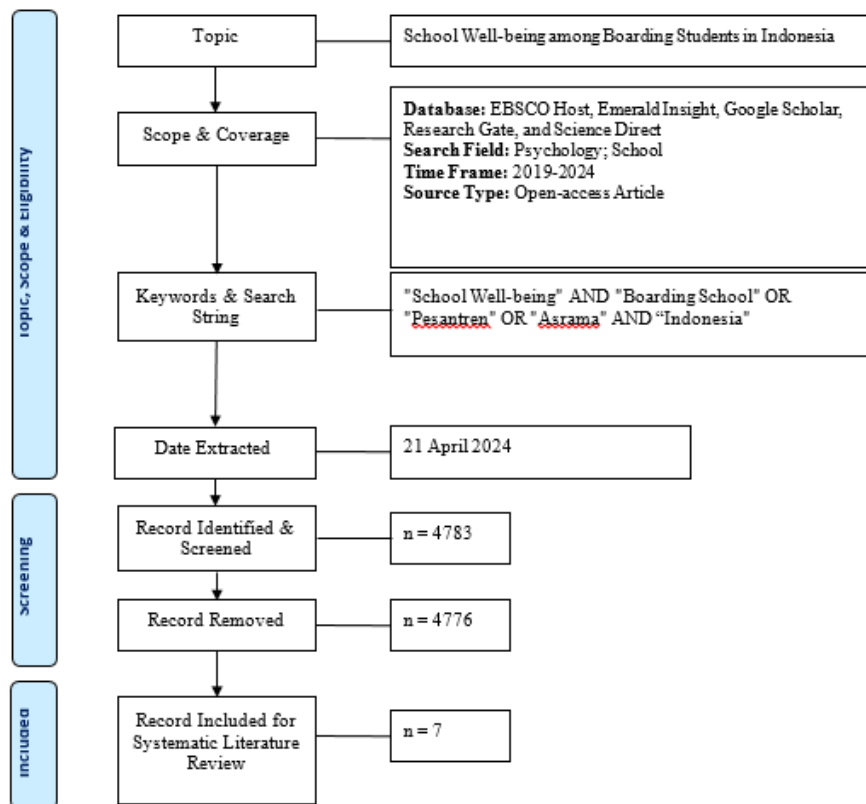


Figure 1. Flow diagram of the search strategy

Selection Criteria

From the search results using keywords, the authors ensured compliance with the inclusion criteria that had been applied, including 1) journal articles published in journals and written in full in English or Indonesian; 2) discussing factors that cause school well-being in boarding school students; 3) published between 2019-2024; 4) research that uses quantitative, qualitative and mixed methods or surveys; 5) open-access articles. In the initial stage, the researcher determined the main topic as the theme of the article search. Then, screening will be performed by determining the inclusion criteria. Next, researchers determined the articles to be selected by screening the titles and abstracts of articles in the database. The articles obtained will then be comprehensively reviewed, and this process was carried out to ensure that the data collected followed the research objectives and met the necessary standards to be thoroughly analyzed.

Data Extraction

The information obtained from each selected article includes several elements, such as author name, year of publication, title, subject, methods, and results.

3. Result and Discussion

Result

This study used seven journal articles from various databases and met the inclusion criteria. All articles were published in the last five years, from 2019 to 2024. The study was conducted using various methods, namely quantitative methods, as many as four studies (Ismiradewi et al., 2021; Mudzkiyyah et al., 2022; Oktia, 2022; Wijaya et al., 2020), mix methods as many as two studies (Setyawan, 2022; Via & Dewi, 2023), and survey methods as many as one study (Melda et al., 2019). Studies provide results in the form of views on school well-being in boarding school students from various aspects, *having* (Melda et al., 2019; Oktia, 2022), *loving* (Ismiradewi et al., 2021; Melda et al., 2019; Mudzkiyyah et al., 2022; Setyawan, 2022; Wijaya et al., 2020), *being* (Melda et al., 2019; Oktia, 2022), and *health* (Melda et al., 2019; Setyawan, 2022; Via & Dewi, 2023).

Table 1. Journal Article Review Results

No	Author	Title	Participant	Method	Result
1	Ismiradewi, Alfi Purnamasari, Annisa Nur Rahma (2021)	<i>School Well-Being Dan Dukungan Sosial Terhadap Kecenderungan Perundungan Di Pesantren;</i>	125 Students	Quantitative; multiple regression	There is a significant relationship between school well-being and social support with bullying tendencies in pesantren.
2	Lainatul Mudzkiyyah, Abdul Wahib, Sefa Bulut (2022)	Well-being among boarding school students: Academic self-efficacy and peer attachment as predictors;	284 Students	Quantitative; regression	Peer attachment and academic self-efficacy have a significant influence on dormitory student well-being. significant influence on the well-being of boarding students. The implication is that students can increase academic self-efficacy and attachment to peers in order to be more prosperous while at school..
3.	Irena Nova Wijaya, Riana Sahrini, Fransisca Iriani R. Dewi (2022)	Peran Dukungan Sosial Orangtua, Teman Sebaya, dan Guru terhadap School Well-Being Siswa Pesantren X;	115 Students	Quantitative; regression	There is no role of social support from parents, peers, and teachers on students' school well-being at boarding school X.
4.	Vanika Oktia (2022)	Pengaruh Academic Burnout dan Academic Engagment	385 Students	Quantitative; regression	Academic burnout and academic engagement affect the school well-being of pesantren students. The

		Terhadap School Well-Being Santri Pesantren;			closer the relationship between students and teachers, the higher the students' desire to actively participate in pesantren activities, thus affecting their school well-being.
5.	Irena Nova Wijaya, Riana Sahrini, Fransisca Iriani R. Dewi (2022)	Peran Dukungan Sosial Orangtua, Teman Sebaya, dan Guru terhadap School Well-Being Siswa Pesantren X;	115 Students	Quantitative; regression	There is no role of social support from parents, peers, and teachers on students' school well-being at boarding school X.
6.	Vanika Oktia (2022)	Pengaruh Academic Burnout dan Academic Engagament Terhadap School Well-Being Santri Pesantren;	385 Students	Quantitative; regression	Academic burnout and academic engagement affect the school well-being of pesantren students. The closer the relationship between students and teachers, the higher the students' desire to actively participate in pesantren activities, thus affecting their school well-being.
7.	Sofia Melda, Yanti Desvi Mukhtar, Supriyantini Sri (2019)	School Well-Being for Students in the Intergrated Boarding School Tapaktuan City;	100 Students	Survey	There are problems that make students dissatisfied in the school environment. Students' low assessment of school well-being can be seen from the physical condition of the school (having), social relationships (loving), student fulfillment obtained from school (being), and student health status (health).

Discussion

The findings of this systematic literature review revealed that factors and strategies that can be used to improve school well-being in boarding school students can be identified from the seven articles examined. The review of the factors of school well-being in boarding school students provides a valuable understanding of the elements that contribute to students' well-being and their ability to cope with the unique challenges of the boarding school environment. This discussion section will explore the factors identified to enhance the well-being of students in boarding schools.

Factors influencing school well-being in boarding school students

School Condition

School conditions, or having aspects, are material and non-material aspects that affect the school's physical conditions and learning environment. It includes various elements that create a good learning experience for students, such as the physical environment of the school, including the

condition of the school building, classrooms, library, sports facilities, and other facilities that affect the comfort and functionality of the learning space, lessons that include the curriculum, teaching methods, and learning materials delivered to students, school schedules that include the time arrangements for lessons, breaks, and other activities, punishments that refer to the rules and sanctions applied at school for those who break the rules, and services that include various services provided by the school, such as health services, counseling, and academic guidance. In this case, it is important to create a school environment that is safe, comfortable, and conducive to learning (Anggreni & Immanuel, 2020; Konu & Rimpelä, 2002).

A study conducted by Oktia (2022) examined the direction of the influence of each academic burnout and academic engagement variable on school well-being on 263 student subjects at boarding school X aged 12-18 years. The results of this study state that academic burnout and academic engagement affect school well-being in students at boarding schools. When a student experiences excessive fatigue or cynicism towards their school environment, it can trigger low school well-being owned by students. The schedule that students have in boarding schools is made so that all students must be involved in the activities that the boarding school has made.

The rules that require students to follow all these activities are also one of the factors that make students feel easily tired so that they trigger low school well-being, even so they feel that these activities are important activities in the process of gaining knowledge at boarding school. This is in line with the concept expressed by Konu & Rimpelä (2002) that school conditions with this strict and structured schedule help create a disciplined and organized learning environment in boarding schools, and ensure that all students have equal opportunities in various activities and develop themselves holistically.

A survey conducted by Melda et al. (2019) reported that the physical conditions at boarding schools in Tapaktuan are still incomplete, with only 38% of the facilities fully operational. The lack of adequate facilities, specifically the insufficient number and size of toilets for the large student population, is a major concern for students. In addition, the School Health Unit (UKS) is not fully utilized, there are broken computers, and the school environment is noisy, all leading to an unfavorable atmosphere for learning. These poor building conditions can be linked to student absenteeism (Simons et al., 2010). Another significant issue mentioned was the heavy workload given to students, leading to burnout. 16% of students reported feeling pressured by the number of tasks given in a limited time. This imbalance between workload and rest leads to student burnout, suggesting better time management and workload distribution to ensure students can maintain their well-being while meeting academic demands.

Social Relationship

Social relationships, or the loving aspect, are social interactions between students, teachers, and the school environment. Students' interactions with their peers, teachers, and the surrounding environment are important aspects to consider. Positive relationships in the school environment can create a conducive and enjoyable learning atmosphere (Konu & Rimpelä, 2002). In the context of student well-being at school, it is important to pay attention to the condition of the social environment at school, including interpersonal relationships, group dynamics, and cooperation between all parties

involved. Minimizing bullying behavior and creating good school conditions to improve student well-being (Rasyid, 2021).

The research results of Ismiradewi et al. (2021), found a significant relationship between school well-being, social support, and bullying tendencies in students in boarding schools. The relationship between school well-being and social support with bullying tendencies is statistically significant, as indicated by the regression coefficient (R) of 0.383 with a significance level of 0.013 ($p < 0.05$). This finding aligns with Melda et al. (2019), which suggests that 19% of bullying actions occur in students at boarding schools. Verbal bullying is more common among female students and includes activities such as mocking friends, insulting regional origins, and being forced by seniors to do things. In contrast, physical bullying is mostly carried out by men, such as fighting and often taking friends' belongings in the dormitory. This support is reinforced by previous research conducted by Mudzkiyyah et al (2022) which shows the relationship between school conditions and social support and bullying that occurs at school. For students who are victims of bullying, social support provided by parents, teachers, and peers is very important to help students stay strong and resilient in the face of bullying. With support from their social environment, students can feel supported, heard, and cared for, making them more able to face their challenges (Ringdal et al., 2020).

. Students in boarding schools have a different environment from formal schools, where they live, study, play, and rest in one place. It provides a better chance to develop close social connections with peers than students in traditional schools who only interact during school hours. Boarding school students have more opportunities to engage and assist each other, enabling them to form strong bonds (Tian dkk., 2012). Qualitative research conducted by Setyawan (2022) shows that positive relationships in dormitories include people who have friendly, warm, and friendly traits and behaviors to build healthy relationships. Having many friends in the dormitory shows that a person has a wide and good social network. Dormitory life also involves a lot of playtime with friends, which reflects active and healthy social interactions between individuals and their friends. On the other hand, bullying is a negative behavior that inevitably exists in a dormitory and can create an unsafe and unpleasant environment for its victims.

Self-fulfillment in School

Self-fulfillment in school or being refers to the way schools enable students to achieve well-being and self-fulfillment. In the school context, students should be considered equally important members of the school community who can participate in decision-making and have opportunities to improve knowledge and skills by emphasizing students' areas of personal interest and according to individual learning rhythms. A positive school culture can improve academic achievement, so the amount of respect and contribution from parents, teachers, and peers is important to support self-fulfillment (Subur & Hidayati, 2020). A survey conducted by Melda et al. (2019), shows that 14% of students have lower achievement due to personal problems such as laziness to learn and lack of motivation to study diligently and actively. This laziness to learn and lack of motivation is a sign that students may not feel engaged or connected to academic activities at school. That lack of motivation and laziness can hinder students' ability to achieve self-fulfillment at school; they do not feel proud of their academic achievements. In contrast, the results of research conducted by Oktia (2022) show there is a significant positive effect of academic engagement on school well-being among pesantren

students. It is indicated by a t-value of 5.477 and a p-value of $0.000 < 0.05$, so the research hypothesis can be accepted. The interpretation of the beta value shows that every one-unit increase in academic engagement on average will be followed by an increase of 0.328 in boarding school students' well-being. It indicates that academic engagement has a greater influence on school well-being. The more engaged students are in the academic process, the better their school well-being. Students with high dedication tend to be very involved and passionate in their academic activities. They are proud of the achievements or progress they make for their boarding school, in line with research conducted by Via and Dewi (2023), which shows that teachers in boarding schools provide consistent support, especially to improve their students' academic achievement through additional classes. The aim is to provide assistance and resources for students to overcome academic challenges and succeed in learning. It shows the importance of motivating students to feel important and excited about learning, which can positively impact academic achievement and overall well-being (Wilkesmann, 2021).

Health Status

Health status is the absence of diseases and health problems in the body. Health status includes physical and mental symptoms, colds, chronic diseases, and other illnesses. Health is an important tool for determining what other parts of well-being can be achieved. Allardt (dalam Konu & Rimpelä, 2002) places health status in a different context to the category of 'having' because health is considered a personal state even though external conditions influence it. In this context, students need to be given attention related to health issues at school. Schools need to run and support the availability of school health units to improve students' health levels and help them learn in healthy physical and mental conditions. In addition, it is important to provide guidance and counseling services to address various aspects of students' mental health (Christner & Mennuti, 2009). Research conducted by Melda et al. (2019) explained that the health conditions of students were 9% of students who were often sick due to eating unhealthy food, often experiencing chickenpox ulcers, and some students were taken home by their parents due to severe illness. In addition, the quality of the food available in the canteen was also criticized. It does not meet the standard of "empat sehat lima sempurna," which suggests that the food does not provide a balanced and nutritious diet as recommended for optimal health. It can affect students' physical well-being, where healthy school meals can increase enthusiasm and learning motivation. In line with this research, research conducted by Setyawan (2022) placed the health dimension at the lowest rank. Deficiencies in the health dimension include the absence of counseling services in boarding schools, slow response to sick students, and lack of health clinic infrastructure in boarding schools. It indicates that while health is important to a school's well-being, students' health aspects appear poorly catered for in these situations. The imbalance can harm students' well-being, as poor health can disrupt the teaching-learning process and the school experience. The inability of schools to provide adequate and responsive health services, such as counseling services and adequate health facilities, can exacerbate students' health problems and hinder efforts to improve their well-being.

Based on the results of the literature review, it can be concluded that research on school well-being in boarding schools still needs significant improvement to improve the well-being of students. Factors from each aspect of school well-being theory need to be considered carefully. The "having" aspect shows that some boarding schools still do not meet the physical conditions and a comfortable

environment for learning. The "loving" aspect shows that bullying still occurs in many schools, which results in an unhealthy friendship environment for students. The "being" aspect highlights the lack of proper rewards for students in some schools, which can hinder students' motivation and development. The "health" aspect shows that many boarding schools still do not meet health standards, including a lack of health facilities, unhygienic canteens, and a lack of adequate counseling services.

Based on the literature review conducted, this review can serve as a reference for researchers interested in the theme of school well-being in boarding school students. Many studies on school well-being have been conducted in Indonesia, but there is still a lack of reporting on the results of the analysis and measurement tools used. In addition, research on school well-being tends to focus more on high school students. Therefore, it is recommended that future research include a more in-depth analysis involving various levels of education, such as kindergarten students, elementary school students, or even university students. Thus, it is hoped that future research can contribute more to understanding and improving the well-being of students in boarding schools.

Research on school well-being in boarding schools is important in understanding and improving the overall quality of education and student well-being. The literature review found that an in-depth knowledge of the factors that influence student well-being can help schools and relevant stakeholders design appropriate interventions to create a supportive learning environment for all students. In addition, this research also provides valuable insights for policymakers in developing inclusive and sustainable education programs, taking into account the needs and perspectives of students in boarding schools.

4. Acknowledgments, Funding & Ethics Policies

Acknowledgments

The authors would like to express their gratitude to those who assisted in the completion of this study and the preparation of this paper. We extend our thanks to Faculty of Psychology at Universitas Diponegoro for their invaluable technical assistance and insightful discussions that greatly contributed to this research. Additionally, we are grateful to the organizers of the Inter-Islamic University Conference on Psychology at Universitas Islam Sultan Agung for providing a platform to present and discuss our findings.

Ethical Policies

The authors declare no conflicts of interest related to this study. Informed consent was obtained from all participants involved in the research. For any further information regarding ethical policies specific to this research, please contact the corresponding author

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