

Profile of School Well-Being of Women's Students Based on the Dimensions of Having, Loving, Being, and Health

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ABSTRACT

This study aims to describe the profile of school well-being female students based on four main dimensions according to Konu and Rimpela, namely having, loving, being, and health. The study used a descriptive quantitative approach involving 172 female students from five Islamic boarding schools in South Sulawesi who were selected through purposive sampling techniques. The instrument used was the School Well-Being Scale adapted from the Konu and Ripela models, consisting of 41 valid items with a reliability of $\alpha = 0.857$. The results showed that the overall level of school well-being of female students was in the medium category ($M = 2.75$), with 70.35% of respondents in the medium category, 14.53% in the high category, and 15.12% in the low category. The loving ($M = 3.27$) and being ($M = 3.10$) dimensions had the highest values, while having ($M = 2.29$) and health ($M = 2.34$) showed lower values. This pattern is consistent across all five pesantren, indicating that dimensional inequality is a structural issue. These findings have practical implications for pesantren managers in designing more targeted dimension-based interventions

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Introduction

Pesantren is an Islamic educational institution with a dormitory system characterized by a tight routine, high discipline, and limited interaction with family (Nasrin et al., 2025; Zahrah et al., 2025). Unlike public schools, students not only learn in the classroom, but also live all aspects of life such as sleeping, eating, worshiping, and socializing in one structured and supervised environment. This condition requires students to adapt physically, socially, and psychologically in a structured environment, so that it has the potential to cause pressure such as stress, boredom, and fatigue if not balanced with good adaptability (Wijaya, Hasyim Haddade, et al., 2026). On the other hand, pesantren is also a space for character formation, independence, and mental resilience through intense religious and social activities (Habibi & Sholikha, 2025; Rahayu et al., 2025; Shidqi & Nuraeni, 2025) These two sides are in the form of potential pressure as well as the potential for self-formation that makes the welfare of students a crucial issue that deserves systematic research.

According to Konu and Rimpela, school well-being consists of four main dimensions: having (availability of facilities and physical environment), loving (quality of social relationships), being (self-development opportunities), and health (physical and psychological health) (Basti et al., 2022). These four dimensions are interrelated in shaping the experience of student well-being in school (Wijaya, Haddade, et al., 2026). In the pesantren environment, these dimensions have a strong relevance because students interact intensely in an integrated system between learning, social life, and religious activities in one closed ecosystem, so that conditions in one dimension can have a direct impact on the other dimension

Several studies have examined well-being in the pesantren environment, mostly focusing on aspects of academic stress (Triyuliasari et al., 2025), subjective well-being in general (Dewi et al., 2021; Khusumadewi et al., 2024), quality of relationships with peers as well as emotional support from educators (Wu & Dong, 2024; Zheng, 2022) without systematically mapping profiles per dimension of school well-being. Adaptation of the School Well-Being Scale instrument for the Indonesian context validated by Basti et al., (2022), has not been applied comparatively across women's Islamic boarding schools in South Sulawesi. This leaves a concrete practical gap: without profiles per dimension, per institution, pesantren managers have no empirical basis for deciding which aspects of student life be it facilities, social climate, opportunities for growth, or health that most need intervention, and risky resources are allocated based on impressions rather than evidence. This study addresses these gaps by presenting a school welfare profile broken down by dimensions and institutions, resulting in a contextual picture that can be translated into data-driven and targeted recommendations for pesantren managers.

Based on this gap, this research is guided by two specific research questions: (1) What is the profile of school welfare among female students in all dimensions of having, loving, being, and health in five women's boarding schools in South Sulawesi? (2) How do these dimensional profiles vary across the five institutions, do the relative patterns of strength and weakness across the dimensions apply consistently, or do they differ based on context? Therefore, the purpose of this study is to describe the welfare profile of female students in five women's boarding schools in South Sulawesi based on the dimensions of having, loving, being, and health, and to identify how this profile varies between institutions. The novelty of this study is twofold: theoretically, it tests whether the Konu-Rimpelä dimensional structure manifests as a consistent hierarchy in religiously embedded non-Western housing arrangements, rather than in the context of the conventional day schools in which the model was originally developed; Practically, this results in cross-institutional comparisons, per the first dimension of school welfare among female students in South Sulawesi, offering data-driven information to pesantren managers to prioritize areas of improvement in a targeted and sustainable manner.

Method

This study used a quantitative descriptive approach to describe the level of school well-being across five women's pesantren in South Sulawesi. A descriptive design was chosen because the primary aim was to map and compare dimensional profiles rather than to test causal relationships between variables; this approach is appropriate for the exploratory, mapping-oriented purpose of the study and provides the baseline description on which future explanatory or comparative research can build.

Participants and Sampling

The research sample consisted of 172 female santri drawn from five women's pesantren located in five different districts/cities in South Sulawesi. Participants were selected using purposive sampling based on the following inclusion criteria: (1) actively enrolled and residing as a boarding student (santri mukim) at the time of data collection; (2) having lived in the pesantren for a minimum of one full semester, so that respondents had sufficient exposure to the dormitory routine to meaningfully evaluate their own well-being; and (3) willing to participate voluntarily after being informed of the purpose of the study. The five participating pesantren were selected based on their willingness to participate and accessibility for data collection, while still representing variation in institutional size and geographic location within South Sulawesi. Respondents ranged in age from approximately 15 to 17 years and were distributed unevenly across the five institutions, reflecting natural variation in institutional enrollment.

Research Ethics

Prior to data collection, the researchers obtained permission from the leadership of each participating pesantren. Participants were informed about the purpose of the study, the voluntary nature of their participation, and their right to withdraw at any time without consequence. Informed consent was obtained from each participant, with consent from a parent/guardian sought for participants under the age of legal majority, in coordination with the pesantren's caregiving staff acting in loco parentis. All responses were treated confidentially and are reported only in aggregate form.

Instrument

School well-being was measured using a Likert-scale questionnaire covering the social, emotional, physical, and academic aspects of well-being. The scale is based on the theoretical model of Konu and Rimpelä (2002), which divides school well-being into four main dimensions: having, loving, being, and health. The specific version used in this study is the Indonesian adaptation developed and validated by Basti et al. (2022), consisting of 41 valid items with a reliability coefficient of $\alpha = 0.857$, indicating good internal consistency for use in this population.

Scoring and Categorization

Each dimension was scored as the mean of its constituent items on a Likert scale ranging from 1 to 4, with higher scores indicating higher perceived well-being. The overall school well-being score was calculated as the composite mean across all four dimensions.

To categorize respondents into high, medium, and low overall well-being groups, scores were classified relative to the hypothetical mean and standard deviation of the scale: scores more than one standard deviation above the hypothetical mean (2.50) were categorized as “high,” scores more than one standard deviation below were categorized as “low,” and scores within one standard deviation of the hypothetical mean were categorized as “medium.” This norm-referenced categorization is commonly used in descriptive psychological research to translate continuous scores into interpretable categories without requiring an external clinical cutoff.

Data Analysis

The collected data were analyzed using descriptive statistics (means, standard deviations, minimum and maximum values, and frequency distributions) to describe school well-being conditions overall, per dimension, and per institution. A descriptive approach was selected as the most appropriate analytical strategy given the study's mapping-oriented aim; rather than testing hypotheses about predictors of well-being, the study sought to establish a detailed empirical baseline of where female santri stand on each dimension and how that standing differs across institutions, information that is foundational before more complex explanatory models can meaningfully be tested in this population.

Results and Discussion

Quantitative findings were obtained from 172 female students who filled the School Well-Being Scale. The results of the analysis are presented in three parts: (1) the distribution of overall welfare categories, (2) profiles per dimension, and (3) variations between Islamic boarding schools.

Table 1. Distribution of School Well-Being Levels of Female Students (N = 172)

Category	Frequency	Percentage
High	25	14.53%
Medium	121	70.35%
Low	26	15.12%
Total	172	100%

Source: Primary data, processed

Table 1 shows that most of the female students (70.35%) are in the category of moderate welfare. An almost equal percentage between the high (14.53%) and low (15.12%) categories indicates a significant experience gap. This condition reflects that the pesantren environment in general has provided sufficient basic conditions, but has not been able to consistently raise welfare to the optimal level. These findings are relevant to the argument that individual well-being is affected by a combination of dynamically interacting internal and external factors (Chaudhry et al., 2024; Tomás et al., 2020). In the context of Islamic boarding schools (pesantren), institutional structures can be understood as a foundation or

baseline condition that supports students' well-being (Darwanto et al., 2024). The level of well-being achieved by students, whether higher or lower, may also be influenced by individual differences, such as coping strategies (Gautam et al., 2024), family background (Peleg & Peleg, 2025), previous adjustment experiences (Haehner et al., 2024), and the ability to cope with the demands of pesantren life (Hidayat & Aksorn, 2026). Therefore, although these descriptive findings cannot directly explain causal factors, they provide an important basis for future explanatory research to examine more deeply the individual and contextual factors that influence students' well-being.

Table 2. Descriptive Statistics Per Dimension of School Well-Being

Dimensions	Min	Max	Mean Empirik	From the Hypot Mean	SD
Having	1.36	3.79	2.29	2.50	0.45
Loving	2.00	4.00	3.27	2.50	0.37
Being	1.30	3.80	3.10	2.50	0.42
Health	1.00	4.00	2.34	2.50	0.59
Total SWB	1.57	3.53	2.75	2.50	0.35

Source: Primary data, processed

Table 2 shows a consistent pattern: the loving ($M = 3.27$) and being ($M = 3.10$) dimensions are above the hypothetical mean (2.50), while having ($M = 2.29$) and health ($M = 2.34$) fall below it. The gap between these two dimensional clusters is roughly 0.8 points large enough to be substantively, not merely statistically, meaningful and suggests an imbalance between the relatively stronger social-psychological aspects of pesantren life and the material and health-related aspects, which remain comparatively weaker.

The having dimension ($M = 2.29$) shows the lowest value, indicating that the availability and quality of physical facilities such as study rooms, dormitories, sanitation, and supporting facilities are not fully adequate according to the perception of female students. A minimum score of 1.36 indicates that there are students who experience very limited facility conditions. Theoretically, the having dimension is the material foundation that supports all other dimensions (Konu & Rimpela, 2002). In residential pesantren settings, shortcomings in the having dimension may have a stronger impact because students' daily lives are largely situated within the institutional environment. In contrast, students in non-residential schools continue to engage with their home environment outside school hours, which may help offset limitations in school facilities (Kewen, 2026; Zhong et al., 2024). Therefore, this finding suggests that the relative importance of the having dimension in the school well-being model may increase in residential educational contexts.

The health dimension ($M = 2.34$, $SD = 0.59$) had the highest standard deviation, indicating the greatest variability in physical and psychological health experiences. A minimum score of 1.00 indicates that there are students who experience very low physical or psychological well-being. In a pesantren environment with a busy routine, students are vulnerable to physical fatigue and psychological stress due to the demands of intense worship, study, and communal life (Wijaya, Hasyim Haddade, et al., 2026). This aligns with recent evidence showing that santri mental health outcomes can be improved when spiritual

practices are combined systematically with structured social-emotional support (Nasution et al., 2025). Therefore, the variability found in this study may partly be explained by differences in the availability of integrated support systems across institutions, rather than by pesantren life itself.

On the other hand, the loving dimension showed the highest achievement ($M = 3.27$) with the lowest standard deviation (0.37), indicating the quality of social relationships that were consistently felt positively by almost all students. This pattern can be explained by the distinctive character of pesantren as a boarding community: high intensity of daily interaction, helpful practices based on religious values, and the role of caregivers as emotionally close mentors (Lopes Cardozo & Srimulyani, 2021). The consistently high score in the loving dimension indicates that social relationships are a key structural strength of the pesantren. This strength could potentially be used to support improvement in weaker areas, such as by transforming the existing closeness between caregivers and santri into more organized health monitoring or advocacy for better facilities, instead of addressing each dimension separately as an independent intervention target.

Table 3. The Value of School Well-Being Dimensions Per Female Islamic Boarding School

Pesantren	Having	Loving	Being	Health	Total SWB
PPYG	2.52	3.41	2.95	2.52	2.85
PPDS	2.33	3.31	2.87	2.37	2.72
PPUM	2.22	3.32	2.75	2.33	2.66
PPDI	2.14	3.15	2.63	2.24	2.54
PIP	2.20	2.91	2.67	2.15	2.48

Source: Primary data, processed

Table 3 shows that PPYG consistently ranks highest across all dimensions (total SWB = 2.85), while PIP ranks lowest (total SWB = 2.48). The 0.37-point gap in total SWB between these two institutions indicates that institutional conditions play a significant role in shaping students' well-being experience, even though all five pesantren operate under broadly similar structural constraints (boarding system, religious curriculum, single-sex environment).

The most pronounced difference occurred in the loving dimension: PPYG recorded 3.41 while PIP recorded only 2.91 a gap of 0.50 points, the largest difference observed across any dimension. This suggests that the social climate and relationship patterns at PIP may be less conducive than at other institutions, which has the potential to act as a depressive factor on students' overall well-being there. Because loving is the dimension that otherwise functions as a structural strength across the sample as a whole, an institution where this strength is comparatively weak may be especially vulnerable, it lacks both the typical compensatory resource (strong social relationships) and the material resource (having) that are weak everywhere. Follow-up qualitative or mixed-methods research is needed to identify the specific institutional factors for example, caregiver-to-student ratios, leadership style, or peer group dynamics that underlie this difference.

Although there are variations between Islamic boarding schools, the pattern of dimensional hierarchy remains consistent throughout the institution: loving is always the highest, followed by being, then health, and having the lowest. This consistency indicates that the dimensional hierarchical structure is a systemic characteristic of women's Islamic boarding schools in South Sulawesi, not the peculiarities of one institution. These findings are in line with the literature that states that a socially supportive school environment can have a compensatory effect on limited physical facilities, although not entirely (Achiri, 2024; Fredrick et al., 2022). It also extends that literature in a more specific direction: the compensation appears to operate selectively, lifting loving and being above the hypothetical mean while leaving having and health below it, rather than uniformly elevating all dimensions. This selective pattern rather than a generic “social support helps” finding is the core empirical contribution of this study, and it offers pesantren managers a concrete diagnostic: social climate is not the area most in need of intervention; facilities and health-related support are.

Conclusion

This study examined school well-being among female santri in five women's pesantren in South Sulawesi using the dimensions of having, loving, being, and health. Overall, the well-being of female santri was in the moderate category ($M = 2.75$), with most respondents (70.35%) included in this level.

The main finding shows a consistent imbalance across dimensions. The loving and being dimensions scored above the hypothetical mean, while having and health scored below it. This pattern appeared across all five pesantren, indicating that the imbalance reflects a broader structural characteristic of the pesantren context studied. Although PPYG had the highest overall score and PIP the lowest, institutional conditions still played an important role in shaping students' well-being.

Theoretical Implications

These findings suggest that the relevance of the Konu–Rimpelä school well-being dimensions may depend on educational context. In pesantren as residential institutions, the having and health dimensions become more important because students rely heavily on facilities and support systems within the institution, unlike non-boarding students who can return home daily.

Practical Implications

Pesantren administrators should prioritize improvements in the having and health dimensions through better dormitory facilities, sanitation, health services, and psychological-support systems. The strong caregiver–santri relationship reflected in the loving dimension can be used as a basis for strengthening health monitoring and student support. Pesantren with lower scores, such as PIP, may require particular attention.

Limitations

This study is limited by its descriptive cross-sectional design, which does not allow causal conclusions. The sample was also limited to female santri in South Sulawesi, so the findings may not represent male santri or pesantren in other regions. In addition, the use of self-report data may involve social-desirability bias, and the unequal number of respondents across institutions may affect the stability of institutional comparisons.

Recommendations for Future Research

Future studies should use explanatory, qualitative, or mixed-methods designs to examine factors influencing the having and health dimensions, such as facility quality, caregiver-to-student ratio, family support, and coping resources. Further research should also test whether the dimensional pattern found in this study applies to male santri and pesantren in other regions.

Declarations

Author contribution. Indra Wijaya is responsible for conceptualizing research, developing methodologies, collecting data, analyzing data, and writing initial manuscripts. Andi Tajuddin contributes to research supervision, literature review, and revision and editing of the final manuscript. All authors have read and approved the published version of the manuscript.

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