

# INTERNET AND SCHOOL WELLBEING TOWARD STUDENTS

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# INTERNET AND SCHOOL WELLBEING TOWARD STUDENTS

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## ABSTRACT

*Internet technology has become part of the world of education, including organizing activities in kindergarten. One effort to optimize child development in Kindergarten also includes the readiness of children to interact with technological advances by paying attention to the role of technology in the wellbeing of students in school.*

*School wellbeing connects the concepts of education, learning processes and wellbeing by involving influential communities and components around them. This study aims to determine students' perceptions of the role of internet technology in the formation of school wellbeing. Participants involved 5 kindergarten students who in their daily lives at school used internet technology in the daily activities process in schools with an age range of 5.5 - 6.5 years. The purpose of the study is to obtain an overview of the welfare of students in the school (School wellbeing) by looking at the role of internet technology in it. The research method used is Interpretative Phenomenological Analysis (IPA)*

*The results showed that the internet supports the emergence of school wellbeing which is characterized by the emergence of affect that gives positive energy to students, so students feel empowered to move to optimize their potential. Internet technology helps students have good friendships with students and teachers, supports mutual respect, the process of activities in the school is fun, there is involvement of parents and other parties in the school, and supports the opportunity to actualize themselves.*

**Keywords:** internet, School Wellbeing, Early Childhood.

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## 1. INTRODUCTION

Rapid growth of early childhood aged children allows them to absorb any thing quickly as knowledge[1][2]. Then, the children will learn and develop themselves through active interaction with other people using the materials surrounding in which will give experience to play in their environmental exploration by using various functions of senses[3]. The activity of playing give many contribution to cognitive, emotional, or social development of the children[4].

By referring to Bronfenbrenner theory, children's development refers to process occurring in one set of 4 targeted contextual levels, each crossing to another. The levels are: (a) microsystem, direct affective context toward children in creating activity, role, and social interpersonal patterns because children spend most time with family, friends, teachers, and classmates. In interactional process, children will actively form and develop micro system. Each individual will get experience from each activity, and will have role in creating interpersonal relationship with its micro system environment; (b) ecosystem, larger structural context covering micro system. Greater institution in which children do not involve in larger interaction directly but it influences greatly toward characteristics of children, as for example: schools and religious organization; (c) macro system, an outer system of children's environment consisting of beliefs, values, religions, laws, customs, cultures, and so forth, influencing the development of children's characters; and (d) meso-system, interaction between ecosystem, as for example interaction between school and home. Therefore, to optimize children's growth in early childhood will be greatly affected by family, teachers, friends, schools, and existing values[5];[6];[7].

Research from High Scope Perry Preschool Project, affirms qualified education since childhood will have many positive benefits and will last longer for children in their lives. Abecedarian Project and Chicago Parent-Child Centers (CPC) also proves the benefits of long and short term benefits of early childhood education and qualified parenting. The ways of parenting and educating provide significant differences on the ways of children learning and growing[8]. By using all of those findings, in United State, it is accounted more than 75% of children aged 4 year joining preschool programs. In Indonesia, in 2017, only 4.368.427 children aged 4 or above, are accounted to join preschools. More specific, in Central Java, the numbers of early childhood children are 712.116 spread into 14.013 schools [9];[10].

The implementation of schools for early childhood children which understand learning principles based on playing (play-based learning), prioritizes relationship, safety, child growth understanding, inclusive accommodation, differences and equalities, family and community involvements, and fun learning environment to facilitate children's growth optimally [11];[8];[12];[13]. Schools also can function as an institution to achieve happiness by becoming protective factor from mental health problems for children[14];[15];[13].

Unfortunately, Survey by Office for National Statistics (ONS) in 2004 found 10% of the children and teenagers in English had mental problems after being diagnosed clinically. In the same year, ONS also surveyed 7.977 respondents consisting from parents, children, and teachers. The findings showed prevalence of mental health problems in teenagers and children (5 – 16 years) into 4% emotional problems (depression or anxiety), 6% behavioral problems,

2% hyperkinetic problems, and 1% up normal problems [16]. Then, between 9.5% and 14.2% of children with age between newly born and five year old had social and emotional health problems. Even, annually, there is increasing number of mental health problems of children and teenagers around 20 – 25% [6];[17];[18]and[19];[20].

The condition above become challenge to realize psychological wellbeing concept or happiness of early children at schools. The research about school wellbeing is a step taken by researchers to find out the concept and schools' needs in providing psychological wellbeing at schools, especially for the students. Schools are considered as one strong important setting in triggering psychological wellbeing or happiness for the students. Wellbeing has important roles to optimize students' potencies.

Wellbeing becomes one of educational purposes for early childhood children[21];[8]. The concept of school wellbeing was developed by [22]through School Wellbeing Model arranged based Allardt' sociological wellbeing theory. The model can be used as model to implement the program and to intervene school in improving students' wellbeing. Wellbeing is understood by Allardt as condition where human may support their basic needs, and the system of indicators calculate both material and non-material condition of wellbeing. The indicator, "Belonging" refers to material condition and impersonal needs in broader perspective. 'Loving' means needs to interact to other people and to form social identity. "Being" shows the needs to develop personality: integrating to society and living with natures. Allardt determined health into belonging category. It is due to health is seen as source needed to live and to have wellbeing [23].

In the concept developed by Konu & Rimpela at school settings, wellbeing is related to learning and education, and to learning and achievement[22]. Homes and society surrounding house is broader context in which schools and wellbeing existing. Indicator of wellbeing is divided into four categories: school condition is categorized in 'belonging' group, social relationship I under 'loving' category, facility to support needs is categorized in 'being', and health is seen through symptoms, disease, and illness of the students. Each category of wellbeing consists of some aspects of students' lives at schools.

Here is the model of school wellbeing:

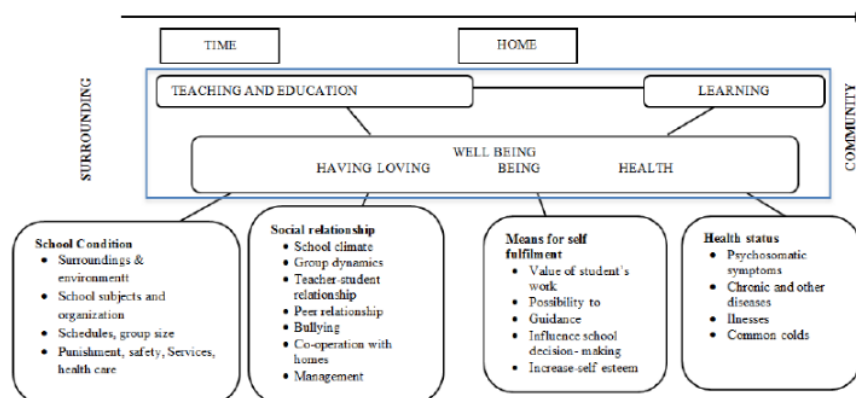


Chart 1 School Wellbeing Conceptual Model

(Konu dan Rimpela, 2002)

In this model, teaching and education are seen important to develop wellbeing and learning. Teaching influences each aspect of wellbeing and learning achievement. Furthermore, the condition of school is included into physical environment and inside of school, learning environment, as well as curriculum and school organizations are seen significant influencing children's wellbeing in doing activities at schools. Then, facility aspect is not strongly related significantly to wellbeing[24].

Some countries have implemented wellbeing model at schools in educational process. Australia develops psychological wellbeing model in KidMatters program implemented from early childhood child education, primary school, junior high school, and high school. The program focuses the held education to facilitate the emergence of potencies of the students by considering students' wellbeing in learning process and interacting at school. Each educational level will have different content. This program collaborates among teachers, parents, students, and broader school community as key process in developing student mental health to achieve wellbeing[25]. The outcome is the program based school wellbeing contributing to mental health achievement of the students, improving emotional and social skill competences, well learning achievement, improving parents' involvements and parents' knowledge about social emotional needs of the students, effective parenting and also improving teacher competences[26]. Research team from Australian Catholic University and Erebus International reviewed various wellbeing definitions, and on the conclusion that wellbeing of students covers from relative consistent situation of attitudes and positive, resilience, satisfaction toward his own self, or having relationship to other people, and expectation from school[27].

Along with wellbeing at school, technology has developed along with globalization so that the interaction and delivery of information will take place quickly. Technology is a system created by humans for a particular purpose, an extension of human capabilities, technology we can use to increase our ability to present messages, produce goods faster and more, process more data, provide various kinds of convenience. Technological advances have a significant influence on people's lives, including within the family scope. It cannot be denied that current technological advances, especially based on internet services, have had a positive impact and also have a negative impact on the growth and development of children in the family.

Sophistication and ease of operation of technology causes early childhood to be able to operate products as a result of technological sophistication. Technology offers convenience and variety in children's processes to learn many things. Technology that allows to present sound and visual stimuli at the same time makes children able to learn many things at one time.

The internet is growing rapidly. Internet is able to change or create language[27], community[28], and communicate intrapersonally and interpersonally [29]. Early childhood born in the 2010s is a generation that is accustomed to communication and information technology. It found that internet users were getting younger. The introduction of children with the internet starts when they enter school age. Respondents who knew the internet when they were toddlers, namely at the age of 3-5 years, sat at the level of education in play groups or kindergartens [30]. When entering elementary school, it was the peak they tried to get media. Children are light user groups from the internet, with the most used online activities being classified as interactive play media and information search media. So, with media can make happy student everytime[31].

Negative studies of the impact of the internet often ignore the fact that children are not passive audiences in internet use. They are able to move online independently, when compared to adults they can be more sophisticated in mastering it and they are able to control themselves according to their age stages[32]. So in Indonesian student using internet or mobile application

can make student easily to learning mathematics in junior high school [33]and in the univesity every college student must using internet and mobile application every day[34].

Seeing the importance of well-being in early childhood, researchers sought to find a definition of happiness in early childhood from the side of students and the role of technology in it. The findings will be used to map things supporting the creation of early childhood mental health.

## 2. RESEARCH QUESTION

The question that will be answered through this research is how is the role of internet technology on welfare in schools for kindergarten students? The focus in this study is the role of internet technology on feelings and the meaning of welfare in schools for students. Research is carried out by understanding and analyzing participants' daily experiences, participant activities while attending school, and student interaction with other parties. The research questions asked include "what do you think about school? What makes you happy to go to school? How do they make you happy to go to school? How do you access the internet at school? What is the role of the internet for you at school?"

## 3. RESEARCH METHOD

This research uses Imperative Phenomenological Analysis (IPA). IPA is a systematic method using phenomenological approach to understand meaning from individual's experience in a context. The purpose of the method is to understand how subject brings meaning in his own personal and social life[35].

The participants involve 6 graders of B preschool in Central Semarang schooling in A accredited preschools or kindergartens, whom were selected from 50 students nominated in the beginning of the research. The selection of the participants use purposive sampling. The category of selecting the participants is done by following assumption that A accredited schools have met administrative requirements as early childhood child education promoters and the students aged 5 – 6.5 years have had ability to communicate better compared to the previous graders.

The data collections are done by interview, observation, and analysis of document as primary and secondary data sources. On the data collection, researcher prepares interview guidance according to wellbeing aspects at school. The next step is researcher creates inform concept to the students' parents and creates trust relationship (rapport) with the participants. The researcher also interviews by giving attention to the process and the answers to be reread all the transcripts of the research.

The data analysis uses stages covering from preparing interview transcription, analyzing tra transcript started by rereading and initial noting, initial noting; formulating emergence themes; formulating superordinate theme; moving to the next transcript of next subject, creating pattern among cases or experiences of the participants; and arranging all superordinate theme or the main.

## 4. RESULTS AND ANALYSIS

Textually, for the students, the concept of school wellbeing is translated as school with happiness and can make the students motivated to go and be in the school. All students assume their schools are so much fun and ideal for them. An enjoyable school is school which allows them to play, learn from joyful experience, have playing room and facilities, have good friends, have good staffs and teachers, get appreciation from the teachers, and get attention from

teachers, to have sufficient meal provision or availability for everyone. On the first subject (N), when is asked how a joyful school is, the subject answers:

“I like my school. I like to go to school. School is fun, and joyful. There are friends to play. I can play with friends. I can run, play in playing round also. That one, the one inside. There are swing, slide, accessed internet and more. They are fun because there are friends also. If with friends, I can run, sing, color, in class, outside, tell many things. Telling tayo, going around with mama papa, oops, I also read books. Telling many stories to friends. If the others, I like mother. She is good. She loves me. I can tell what I do at home. My Bunda listens to me. If I draw something, my Bunda waits me. Then she gives me star. Good. My Bunda is funny. She likes playing together. She also plays in Sentra. Sentra is many. There are art, roles, natures, boxes, preparing, and what else ya. Gym. We can play all things in Sentra. I like nature Sentra. I can play water then draw on stones. Eh, role Sentra is also fun. I can be a doctor, then check my patients. I can be a chef. I cook delicious foods. Shopping first. Playing role is my favorite. I am brave to play roles. I like at schools because I can play. It has many toys. I can play everywhere. Then I can eat. I eat with friends and Bunda. Then, when I go to school, my Bunda and papa take me, I talk to my Bunda also. After shaking hand, they told me to be great child.

I accessed internet in my school. It’s fun. I saw how to make a great building with my friends, and then we create it together. We discussed it and be a great teamwork together. I can explain what I want. So they are. We compromised. By internet, we find a lot of fun. Coloring, counting, dancing, gaming. They make us happy.

I ever fought with friends. He likes disturbing me. I have just fought. Then, after that Bunda asks me to finish it. My friends love me. My Bunda also loves me. I love my Bunda (teacher and staffs) also, and friends.

Here is the table explaining the findings after analyzed using IPA method:

Domain	Superordinate Themes
Happiness	Feeling happy to go school. Being excited to access internet together.
Powerful	Being able to do task. Being able to do roles in each Sentra or area.
Loved	Playing with friends and teachers.
Supported	Parent and teacher get involved in school activities
Respected	Teachers and friend respect the idea and stories.
Security	Safe internet

By using phenomenological analysis, it is concluded that for early age students, internet technology contributes to the well-being of schools with the presence of affection that gives positive energy to students, so students feel empowered to move to optimize their potential. Internet technology helps students have good friendships with students and teachers, supports mutual respect, the activity process is fun, there is involvement of parents and other parties in school, and supports the opportunity to actualize themselves.

## 5. DISCUSSION

Students in early childhood group are experiencing rapid growth. Their physical growth and cognitive complexity put an individual into sensitive phase in his life. In one side, they are

preparing themselves to learn emotional and social skills to interact harmoniously with the environment.

Wellbeing becomes a purpose of children in educational process to remember wellbeing contribution toward their individual personality development in optimizing their potency. School wellbeing is a psychological intervention in which puts greater attention on power and good things of individuals at schools to achieve their lives' purposes so they will be happy. Wellbeing is related to positive emotion felt by individuals whom act their roles to broaden or build[36];[37]. In the context of school wellbeing, then broaden makes students to move, step ahead, and to develop in exploring creativity at schools' activities. Meanwhile, building refers to ability to move the students in building sources in which the outcomes will bring them to better level than the previous ones.

For early childhood students, three role figures bringing school wellbeing are friends, teachers, and parents. Positive relationship with students make them feeling loved, accepted by groups, and have many friends to play as learning facility and to develop social skills of the children. Good relationship with friend will be the most dominant to trigger happiness at schools in their early childhood. Besides that, no threat will make them feel comfortable. It can be concluded there is effort to fulfill "loving" through social relationship with friends. Another researcher investigated the students' wellbeing toward 116 students of 5 grade at primary schools in Bandung. Good relationship with friends, positive relationship with teachers, and learning academic at school satisfaction, contributed significantly to foster positive influences of the students[38].

A variety of activities in schools that provide opportunities for learning through playing and exploring many things make students feel happy because they can try many activities. Students have many works through teacher-designed activities including those involving internet technology. The existence of the internet proportionally brings happiness to students.

## 6. CONCLUSION

According to Rules of National Education of Republic Indonesia Number 20. Year 2003, it is elaborated that education has purpose to develop students' potencies to be a faithful and obedient human, having good attitudes, health, eligible, reliable, creative, independent, and democratic as well as being responsible. Then, more specifically, the purpose of Kindergarten education is to help guiding them basically to attitude, knowledge, skill, and creation development in which are needed by the students to adjust themselves with the environment to grow and develop further[39].

The study toward students of Junior High School in Surakarta found six categories of students' wellbeing: social dimension (49%), cognitive dimension (17.3%), emotional dimension (13%), meanwhile personal dimension (10.5%), physical (6.5), and spiritual dimension. Social dimension describes wellbeing related to the existence of feeling comfortable inside of interpersonal relationship with school environment, teachers, friends, and staffs. Cognitive dimension refers to cognitive satisfaction such as problem solving and academic achievement. Emotional dimension refers to positive emotion. Personal dimension refers to personal development and growth relating to identity, independency, and integrity. Physical dimension refers to relationship between feeling upon physical needs' fulfillment, especially health and materials, for example: having sufficient materials, health, safe house and school environment, comfortable school environment. Meanwhile, spiritual dimension refers to motivation to have relationship and get closer to God.

Related to the findings, there is a need to be comprehensively reviewed related to internet using to emotional and social development of early childhood children. By remembering the



variety of society condition in Indonesia which allows various patterns of parenting and society's accessibility in reaching schools and internet for the children are considered not done by most Indonesian people. Besides that, there is a need of description about understanding or skills of the teachers to fulfill emotional and social needs of the students. Review about literacy, mental health of the children, and happiness of teachers in early childhood educational level to function the roles.

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