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The Effectiveness of Psychoeducation Based Behavior Modification in Improving School Well-Being among Elementary School Students in Semarang City

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Behavior Modification; Elementary School Students; Psychoeducation Based Behaviour Modification; School Well-Being

ABSTRACT

Introduction: This study aims to test the effectiveness of the "RELAKS" psychoeducation program, which is based on behavior modification and combines relaxation techniques, self-efficacy, and assertive behavior reinforcement to improve the school well-being of elementary school students.
Methods: The study uses a quantitative experimental method with a pre-test and post-test control group design. The study subjects consisted of 50 students, including 25 experimental group students from SD Bringin 01 and 25 control group students from SD Bringin 02 in Semarang City. The research instrument used the school well-being scale questionnaire. Data analysis was conducted using the Independent Sample T-Test and Paired Sample T-Test.
Results: The primary outcome was the improvement of school well-being scores. The results showed significant differences ($p < 0.05$) across all dimensions of school well-being between the experimental and control groups, indicating the positive effect of the intervention. Furthermore, a significant increase ($p < 0.05$) was observed in the experimental group's scores from pre-test to post-test, confirming the effectiveness of the "RELAKS" program. The Psychoeducation program improved school well-being scores across all dimensions. In the experimental group, the Being score rose from 30.32±3.26 to 36.72±3.29 with an average difference of 6.40, falling within the 95% CI range of 5.51–7.29. The Loving dimension increased by 5.04 points (95% CI 3.22–6.86), Health increased by 4.84 points (95% CI 4.80–5.35) and Having dimension, the increase reached 2.48 points (95% CI 0.79–4.16). The effect size indicates a moderate to large category, especially in the Being dimension, which reflects the strongest impact of the intervention.
Conclusion: In conclusion, our study demonstrates that the psychoeducation program effectively improves school well-being among elementary school students by integrating behavior modification techniques. This research offers valuable insights for developing supportive educational interventions.

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INTRODUCTION

The increasingly modern developments of the current era of globalization demand the emergence of a high-quality younger generation as a key requirement for human development. One of the main ways to produce superior human resources is through education. This challenge is also reflected in the 2019 Global Talent Competitiveness Index (GTCI), in which Indonesia ranks 67th out of 125 countries and sixth in ASEAN, only slightly better than Laos, Vietnam, and Cambodia. This data shows that Indonesia's human resource competitiveness is still relatively lagging behind (1,2).

A similar phenomenon is also experienced by other countries, one of which is South Korea. Despite being known as a developed country with high utilization of technology in education, South Korea faces serious problems in the form of excessive academic pressure (3). The highly competitive education system forces students to pursue exam results, often at the expense of their mental well-being. Research shows that this pressure can cause chronic stress and mental fatigue (4). Many students also report experiencing anxiety and depression due to academic demands (5). In addition, the education gap between urban and rural areas still exists, where students in remote areas do not have adequate access to modern technology and educational resources (6). This shows that global education issues are not only about academic achievement but also related to students' emotional and social well-being.

In Indonesia, education issues are also complex. Based on PISA 2022, Indonesia ranks at the bottom among Asian countries in reading, mathematics, and science (7). This condition is exacerbated by limited educational facilities. Data from the Ministry of Education and Culture's Data and Statistics Center (BPS) shows that there are 90,749 severely damaged classrooms and 60,760 completely destroyed classrooms. Of the 214,409 elementary/junior high/high schools, only 144,293 schools have libraries and 50,150 schools have science laboratories. These limitations clearly have implications for the low level of student learning comfort.

In addition to facilities, access to education is also still an obstacle. UNICEF (2020) notes that around 4.1 million children aged 7–18 in Indonesia do not attend school, influenced by economic factors, regional conditions, and health. However, there is a positive trend in the form of a decline in school dropout rates. Data from the Ministry of Education, Culture, Research, and Technology shows that at the elementary school level, the dropout rate decreased from 0.24 percent (2019/2020) to 0.19 percent (2023/2024). A similar decline has also occurred in junior high schools (from 0.39 percent to 0.18 percent), senior high schools (0.19 percent), and vocational high schools (0.28 percent). Although access has improved, the quality of education is still uneven, especially in terms of teacher qualifications. Nationally, 95 percent of elementary to high school teachers have a bachelor's degree or higher, but in regions such as Maluku and Papua, the figure is still below 90 percent.

Another issue that has come under the spotlight is bullying, which is still rampant in schools. Bullying has been proven to have a negative impact on students' emotional, social, and physical development, as well as disrupting the learning process (8). This situation shows that education in Indonesia not only faces challenges in terms of access and quality, but also in creating a learning environment that is safe, comfortable, and supportive of school well-being.

An ideal school should be able to develop students' potential holistically, not only in academic aspects, but also in emotional, social, and psychological aspects. According to (9) school well-being affects almost all aspects of learning at school. Therefore, improving the quality of education must be accompanied by attention to school well-being so that they can feel safe, happy, healthy, and productive in the school environment. However, the reality on the ground shows that many schools in Indonesia are still unable to provide a learning environment that supports school well-being. Discomfort, academic pressure, and problems in social relationships are still commonly found in the dynamics of school life (10).

The case of a junior high school student in Jakarta who committed suicide due to bullying in January 2020 is one extreme example that underscores the seriousness of this issue. Although the government has issued Permendikbud No. 82 of 2015 as an effort to prevent violence in schools, between 2016 and 2020, the Indonesian Child Protection Commission (KPAI) recorded 3,194 cases of child protection violations in the education sector, with the highest spike occurring in 2020 with 1,567 cases. The 2022 Simfoni PPA report also recorded 541 cases of violence in schools, both between students and between students and teachers. In fact, schools should be safe places that support children's development, not sources of pressure or trauma. Research by (3) confirms that negative experiences at school can have a long-term impact on a person's mental health in adulthood.

The impact of low school well-being causes students to skip school, have concentration problems, refuse to do assignments, and experience a decline in mental health, such as depression (11). The concept of school well-being in school, or school well-being, is important to ensure a safe, comfortable, and productive learning environment. Unfortunately, the educational approach in Indonesia tends to be oriented solely towards academic achievement and neglects the overall dimension of well-being (12). As a result, many students face high emotional pressure, feel uncomfortable, and even show symptoms of stress and burnout. (13) noted that students often experience pressure from teachers and peers, including in the form of physical punishment and verbal abuse, which causes fear and discomfort while at school.

School well-being plays an important role in supporting effective learning processes (14). identified four main pillars in the concept of school well-being, namely the physical condition of the school, social relationships, self-fulfillment, and student health. These four pillars are interconnected in creating a safe, comfortable learning environment that addresses students' needs comprehensively. A supportive school environment, positive relationships among school community members, opportunities for potential development, and maintained health conditions form the foundation of this well-being.

Furthermore, school well-being for students is not only related to physical conditions but is also closely tied to psychological and social aspects. (15) emphasize that nearly all factors influencing students' learning abilities are affected by the level of school well-being. The concept of school well-being, as outlined by (16), is based on a sociological framework encompassing the dimensions of having, loving, and doing. Aspects such as adequate facilities, healthy social relationships, and opportunities for self-actualization are important indicators in measuring school well-being. This is in line with the findings of (17) and (18) who emphasize the importance of observing well-being through life satisfaction and general health conditions.

School well-being will become the social and emotional foundation for students to become more active and better at socializing and learning in the school environment. This will lead to the formation of good behavior and attitudes (19). Life at school cannot be separated from the surrounding social environment (20). Schools need to create a safe and comfortable environment for learning and social interaction (21). Schools act as intermediaries for students in academic and non-academic activities, including social activities (11), but in reality, the Indonesian education system has not yet been able to demonstrate good school well-being.

The implementation of school well-being has not been fully integrated systematically. Many school principals and managers of elementary and secondary educational institutions have not yet understood that building strong school well-being can contribute to students' academic achievement (22). Although there are initiatives to advance school well-being, most are still limited in scope and not sustainable (23,24). This highlights the need for a more planned, comprehensive, and data-driven approach so that efforts to create a prosperous school environment can truly have a real impact (25).

The World Health Organization (WHO) has encouraged schools to play an active role in promoting school well-being. However, in Indonesia, awareness of the importance of well-being in education remains low (12). Note a lack of literacy regarding this concept in school environments, despite the fact that school well-being significantly influences both academic success and social life. Research indicates that students with high levels of school well-being are more capable of coping with stress, have strong self-confidence (26), are resilient to stress [(27), and exhibit optimistic attitudes (28).

School well-being refers to students' psychological condition in their daily school life, including how they perceive and evaluate their learning experiences and social interactions at school (29,30). Students who feel comfortable and happy at school tend to be more active in learning, easier to socialize with, and better prepared to face academic challenges (29). Conversely, low levels of well-being can trigger stress, anxiety, and loss of motivation to learn (31). (32), emphasizes the importance of implementing positive education that is aligned with the values and unique characteristics of each school institution.

Define school well-being in four main aspects: having (school conditions and facilities), loving (quality of social relationships), being (opportunities for self-actualization), and health (physical and mental health of students) (33). These four aspects are interrelated and reflect the overall experience of students at school. (34) added that a positive learning environment can encourage active student engagement, strengthen social interactions, and create a pleasant learning climate. (35) even emphasized that schools that support student well-being will produce individuals

who are healthier emotionally, socially, and morally. (11) also underscore the importance of active student participation and healthy interpersonal relationships in creating meaningful school experiences.

Preliminary research in several elementary schools with full-day school systems in Semarang revealed that 36.3% of students felt stressed due to long school hours, 27.3% felt they were not given space to express their opinions, and 30.6% experienced health problems such as upper respiratory tract infections more than three times a month. These findings indicate that the issue of school well-being is still quite serious and needs more attention in the context of basic education.

Most interventions developed to improve school well-being have focused on changing the school environment or policies, while the internal dimensions of students have not been addressed much. (36) showed that strengthening internal aspects such as forgiveness, self-efficacy, and empathy contributes positively to improving school well-being. In line with this, this study developed a psychoeducational program called RELAKS, designed to help students manage school stress through a behavior modification-based approach.

The RELAKS program consists of three main components: relaxation, self-efficacy, and assertiveness. The relaxation component aims to help students reduce physical and emotional tension and achieve a calm state, as explained by (37). Self-efficacy refers to an individual's belief in their ability to overcome challenges through their own action (38) Meanwhile, assertiveness is the skill of expressing opinions and feelings honestly without hurting others, which is very important in preventing social conflicts and bullying cases (39). These three components are expected to strengthen students' internal capacity, so that they are better prepared to face the dynamics of school life in a healthy and adaptive manner.

Research on differences in school well-being between male and female students is still relatively limited. Some studies showed that boys tend to have higher levels of school well-being when they receive academic assistance from teachers, while for girls, loneliness is the main factor that reduces school well-being (40,41). Additionally, for female students, experiences of being disrupted during lessons have a strong negative correlation with school well-being. These findings highlight the importance of external factors in shaping students' psychological conditions in the school environment. However, most of the research conducted so far has focused on external factors, such as teacher support, classroom atmosphere, or the quality of school facilities. In fact, strengthening internal factors also plays an important role in shaping school well-being. So far, research emphasizing internal aspects remains limited. One study addressing this dimension was conducted by (36) through the PEDE Training (Forgiveness, Self-Efficacy, and Empathy), which proved effective in enhancing school well-being by strengthening their social and emotional skills. Such training is considered to address cognitive, affective, and psychomotor domains and directly contributes to the development of students' social skills in coping with academic and social pressures.

A number of other studies have also contributed to the understanding of school well-being. (42) found that high-achieving students in elementary schools with a full-day school system showed good adaptability to the school environment, making them feel comfortable and continue to perform well. Meanwhile, (43) noted that despite efforts to implement school well-being at SD Negeri Kalibanteng Kidul 03 Semarang, limitations in facilities and infrastructure, as well as teacher workload pressures, remain the primary obstacles. (4) also emphasized the importance of intervention, with results showing significant differences in school well-being levels between students who participated in mental health education and those who did not. These findings indicate that an approach integrating the strengthening of internal and external factors is necessary to create a school environment that supports overall school well-being. Understanding school well-being cannot be separated from the children's own perspective. (45), emphasize that children's perceptions of school experiences are subjective and do not always align with teachers' or parents' perspectives. (46) even states that well-being should be the primary goal of education, and the entire school system should be directed toward supporting the optimal development of students and educators.

Although much research has been conducted on school well-being, most of the interventions developed still focus on external factors such as teacher support, facility quality, or school policy (43). This approach tends to ignore the internal dimensions of students, which also play an important role in shaping well-being at school. Several studies have begun to address internal aspects, for example through PEDE (Forgiveness, Self-Efficacy, and Empathy) training, which has been proven effective in improving school well-being (36). However, most of these studies still use non-experimental quantitative designs, so they do not provide much strong evidence of causality regarding the

effectiveness of interventions in improving school well-being, especially among elementary school students in Indonesia.

Well-being at school is a psychosocial construct that develops through interactions between individual factors, social relationships, and the learning environment. A number of international studies show that school-based interventions play an important role in strengthening these aspects. Programs that stimulate social-emotional competencies have been shown to improve students' ability to recognize emotions, manage stress, and build positive relationships. This is in line with findings showing that three months of prosocial training can increase empathy, helpful behavior, and psychological well-being in early adolescents (47). More broadly, a systematic review of findings confirms that psychosocial interventions have a positive impact on their mental health (48). Another study also indicates that strengthening aspects such as emotional regulation, supportive social relationships, and active participation in school activities are important components in improving school well-being (49). Thus, the development of programs such as RELAKS, which combines relaxation exercises, assertiveness training, and self-efficacy reinforcement, has a strong theoretical foundation because it is based on psychosocial practices that have been proven effective in various educational contexts.

School well-being itself is not only related to objective conditions such as facilities or attendance rates, but also emotional aspects such as life satisfaction, involvement in the school community, and emotional stability (50,51). Therefore, strengthening students' internal factors is important to consider. In this context, the study developed the RELAKS (Relaxation, Self-Efficacy, and Assertiveness) psychoeducation program, which was designed based on behavioral modification to help students manage academic and social pressures. Unlike previous studies that used the PEDE program, this study specifically explores the effectiveness of the RELAKS program with an experimental design so that it is expected to provide stronger empirical contributions to improving the school well-being of elementary school students.

Psychoeducational approaches such as the RELAKS program are expected to encourage the creation of a healthy, safe learning environment that supports the holistic development of students. Improving school well-being is not only the responsibility of teachers or school counselors, but also part of a collective effort to create a more humane, inclusive, and future-oriented educational climate for students (45,46). Based on these issues and previous research results, this study was designed with the following hypotheses: H1, there is a significant difference in the pre-test and post-test scores of school well-being between students who participated in RELAKS psychoeducation based on behavioral modification in the experimental group and students in the control group who did not participate in psychoeducation; and H2, there is an increase in pre-test and post-test scores in the experimental group of students who participated in RELAKS psychoeducation based on behavioral modification in improving school well-being.

METHOD

This study employs a clear and systematic approach to ensure the reliability and validity of the findings. Below are the components of the methodology:

Research Type

This research implemented a quasi-experimental approach, placing mentoring at the heart of the intervention to test the outcomes of a targeted treatment within a controlled environment. The methodological design followed a pre-test–post-test control group format, enabling both experimental and control groups to be measured prior to and following the treatment. By applying this design, the researchers were able to track shifts occurring in participants and evaluate the psychoeducation program’s effectiveness in a straightforward manner.

Population and Sample/Informants

This study involved 50 students from two elementary schools, namely SD Bringin 01 and SD Bringin 02 in Semarang City. Each school contributed 25 students, so SD Bringin 01 became the experimental group and SD Bringin 02 became the control group. The selection of schools and classes was done purposively. Grade VI was chosen because the students were considered more capable of participating in research activities, and the two schools were selected based on their readiness and ease of coordination. After the schools and classes were determined, the students were selected using simple random sampling. A list of all sixth-grade students in each school was collected,

and then the students' names were drawn to determine who would participate in the study until the quota of 25 students was met. In this way, every student in the class had an equal chance of being selected. Because the division of schools into experimental and control groups were not possible to be randomly assigned, this study was a quasi-experiment with non-equivalent groups. The two division schools from which the intervention and control groups were selected may differ systematically in terms of institutional resources, student demographics, and the quality of instruction, which lead to potential variations among different schools.

Research Location

This study was conducted in September 2024 at an elementary school located in Ngaliyan District, Semarang City. The research subjects were sixth-grade students who were selected because they were in their final year of elementary school, so they were considered to have a better understanding of themselves and be easier to guide in participating in research activities. The inclusion criteria for this study included active students enrolled in schools in the Ngaliyan District, who were sixth graders, willing to participate by signing an informed consent form, and willing to participate in the entire research process. The exclusion criteria were set for students who did not obtain permission from their parents or guardians, as well as students who withdrew or were not committed to participating in the research activities until completion.

Instrumentation or Tools

The instrument used in this study was the School Well-Being Scale developed by (33). This scale was compiled based on four main dimensions, namely having, loving, being, and health. This model has been empirically tested through confirmatory factor analysis with a Goodness of Fit Index (GFI) of 0.93 and an Adjusted GFI of 0.93. Its internal reliability ranges from Cronbach's alpha of 0.62 to 0.84, with inter-dimension correlations ranging from 0.30 to 0.78 (33). This scale is designed to measure well-being in the school context or School Well-being, covering the dimension of having, which relates to school facilities and infrastructure; the dimension of loving, which relates to students' social relationships with teachers, peers, and school staff; the dimension of being, which relates to students' self-development or self-fulfillment; and the dimension of health, which relates to students' health at school.

Psychoeducational interventions were implemented through the RELAKS program and conducted in September 2024 during regular school hours. The implementation procedures differed between the experimental and control groups to ensure clarity of treatment exposure and support internal validity. The experimental group underwent a three-day intervention consisting of baseline measurements, structured psychoeducational activities, and outcome evaluations, while the control group only participated in data collection activities for two days without receiving any intervention.

In the experimental group, the first day of implementation was on September 19, 2024, from 7:30 to 8:30 a.m. This session focused on baseline data collection, where students completed a pre-test using the School Well-Being Scale developed by (33) After the pre-test, students participated in an introductory session and ice-breaking activities aimed at building rapport, familiarizing participants with the facilitators, and creating a supportive and comfortable atmosphere for subsequent intervention activities. On the same day, students were guided through an initial emotional exploration activity titled “How I Feel About School,” which encouraged them to express and reflect on their experiences, feelings, and challenges in the school environment.

The core psychoeducational intervention for the experimental group continued on the second day, September 23, 2024, from 7:30 a.m. to 11:50 a.m. On this day, students received the RELAKS psychoeducation program, which was delivered in a structured and sequential manner. The intervention began with assertiveness training, which focused on helping students recognize their rights, express their opinions and emotions appropriately, and communicate effectively with peers and teachers through guided discussions and role-playing activities. This was followed by relaxation activities, including guided imagery and muscle relaxation exercises, designed to reduce emotional tension and increase calmness in response to academic and social stress. Next, students participated in self-efficacy training, which emphasized building confidence in their ability to complete school-related tasks, solve problems, and overcome challenges. The intervention also included psychoeducation on school well-being, which integrated the dimensions of being, love, health, having, and wellness, to help students understand the concept of well-being in the school context and relate it to their daily experiences.

The third day for the experimental group was devoted to evaluation and post-test measurement. On this day, students again completed the School Well-being Scale as a post-test to assess changes in their school well-being after participating in the RELAKS program. This session was followed by a brief reflection and closing activity, which allowed students to express their impressions of the activities they had participated in and to conclude the intervention process in an organized manner. The separation between the intervention day and the post-test day was intended to provide a clearer assessment of the direct effects of the psychoeducational program.

In contrast, the control group only participated in the research activities for two days and did not receive any psychoeducational treatment. On the first day, held on September 18, 2024, from 9:30 to 10:30 a.m., students in the control group completed a pre-test using the same School Well-Being Scale and participated in introductory and ice-breaking activities to ensure procedural equivalence with the experimental group. No relaxation training, self-efficacy enhancement, assertiveness training, or other psychoeducational content was provided to the control group. On the second day, which took place on September 20, 2024 from 9:30 to 11.00 a.m, on the following school day, students in the control group completed a post-test using the same measurement instrument, followed by a closing session. The control group did not receive any intervention other than the pre-test and post-test measurements.

All psychoeducational activities in the experimental group were facilitated by professionals with a Master's degree in Psychology or licensed psychologists experienced in conducting psychological training and working with elementary school children. The facilitators were accompanied by classroom teachers and assisted by three psychology students who provided classroom management and technical support. To ensure standardization of procedures and accuracy of the intervention, all sessions were delivered according to predetermined implementation guidelines that detailed the session objectives, sequence of activities, materials, and time allocation. This approach ensured consistency of implementation and supported replication and external evaluation of the RELAKS psychoeducation program.

Data Collection Procedures

Quantitative data were collected by comparing the results of the control group's pre- and post-tests, which received no treatment, with those of the experimental group exposed to the intervention.

Data Analysis

The research first compared the results of the control group's pre- and post-tests, which received no treatment, with those of the experimental group exposed to the intervention. The differences between the two groups were then analyzed using the Independent Sample T-Test. To gain a clearer picture of the program's impact, the experimental group's pre-test and post-test results were also reanalysed, enabling the researchers to trace the improvement that occurred after the intervention. However, before the hypothesis test was carried out, an assumption test was first conducted, which included a normality test to ensure that the data distribution was normal, as well as a homogeneity test to determine whether the data had uniform variance. All data analysis was conducted using statistical software with SPSS version 26 to assess the accuracy of the data in supporting an objective interpretation of the effectiveness of the psychoeducational program in improving school well-being.

Ethical Approval

This study was approved by the Health Research Ethics Committee, Faculty of Medicine, Universitas Negeri Semarang (No. 876/KEPK/FK/KLE/2025). All participants, including parents or guardians for participants under 18, provided informed consent prior to participating in the study. The confidentiality of all participants was strictly maintained throughout the research process.

RESULTS

The "RELAKS" psychoeducation program implemented in elementary schools in Semarang City aims to improve school well-being through strengthening self-efficacy, assertive communication training, and relaxation skills. These activities are provided in the form of guidance and training designed according to the developmental needs of elementary school students. The materials covered include understanding relaxation techniques to help students remain calm when facing anxiety at school, self-efficacy to foster confidence in their ability to complete

tasks at school, the importance of assertive behavior when communicating or interacting with peers and teachers at school, and how to maintain self-well-being in the school environment. Additionally, students are trained in practical skills such as relaxation techniques, assertive communication, and strategies to build confidence in their abilities.

To measure school well-being, students were given questionnaires at two stages: before the psychoeducation program began and after it was completed. These pre-test and post-test scores were obtained from both the experimental and control groups. The results were compared to determine the extent of change after the intervention. An Independent Samples T-Test was used to test for significant differences between the two groups, while a Paired Samples T-Test provided additional evidence on the effectiveness of the intervention. The results of this analysis serve as the basis for evaluating the effectiveness of the "RELAKS" program, based on behavioral modification, in improving school well-being among the experimental group.

Table 1. Demographic Data of Respondents

Demographics	Categories	N	frequency
Gender	Male	28	56%
	Female	22	44%
Age Category	10-11	18	36%
	12-13	32	64%

Based on the demographic distribution in Table 1, the number of male respondents was higher than that of female respondents. There were 28 males (56%) and 22 females (44%). When looking at age categories, the majority of respondents are in the 12–13 age group, totaling 32 people (64%), while respondents aged 10–11 number 18 people (36%). This data indicates that the majority of study participants are male and belong to the 12–13 age group.

Table 2. Normality Test

	Kolmogorov-Smirnov (Unstandardized Residual)	
Asymp. Sig. (2-tailed)	**Sig**	**Distribution**
	0.200	Normal

Referring to the table 2, the Kolmogorov-Smirnov normality test shows a significance value greater than 0.05. This indicates that the data in the study are normally distributed. Specifically, the pre-test and post-test significance values reached 0.200 > 0.05. In other words, if the significance value (p-value) is ≤ 0.05, the data is not normally distributed, whereas if the significance value (p-value) is > 0.05, the data is normally distributed confirming that the assumption of normality has been met.

Table 3. Homogeneity Test

Test of Homogeneity of Variances	Levene Statistic	df1	df2	Sig.
Based on Mean	1.423	3	96	0.241
Based on Median	1.436	3	96	0.237

Referring to the table 3 the results of the homogeneity test in the control and experimental groups show a significance value Based on Mean of 0.241. Since this value is greater than 0.05, it can be concluded that the data variance is the same or homogeneous. In other words, if the significance value (p-value) is ≤ 0.05, it means that the data variance is not homogeneous, while if the significance value (p-value) is > 0.05, it means that the data variance is homogeneous.

Table 4. Independent T-Test of Control Group Versus Experimental Group

Dimensions of School Well-being	Groups	n	SD	Mean	Sig. (2-tailed)	Mean Difference	Confidence Interval 95%
Having	Control	25	6.99	45.96	0.001	-4.16	(-6.540) – (-1.779)
	Experimental	25	4.80	50.12			(-6.544) – (-1.775)
Loving	Control	25	3.40	30.08	0.037	-1.30	(-2.522) – (-0.777)
	Experimental	25	2.71	31.38			(-2.523) – (-0.769)
Being	Control	25	3.19	34.60	0.025	-1.54	(-2.884) – (0.195)
	Experimental	25	3.56	36.14			(-2.884) – (0.195)
Health	Control	25	3.75	23.72	0.000	-4.98	(-6.766) – (3.190)
	Experimental	25	5.14	28.70			(-6.766) – (3.190)

Table 4 demonstrates a statistically significant difference in post-test scores of school well-being between the experimental and control groups ($p \leq 0,05$). These outcomes confirm the research hypothesis that the 'RELAKS' psychoeducation program, designed with behavioral modification techniques, is effective in enhancing elementary school well-being. The experimental group consistently outperformed the control group across all school well-being dimensions: Having ($p = 0,001 < 0,05$), Loving ($p = 0,037 < 0,05$), Being ($p = 0,025 < 0,05$), and Health ($p = 0,000 < 0,05$). More specifically, the experimental group achieved an average score of 50.12 in Having (compared to 45.96 in the control group), 31.38 in Loving (vs. 30.08), 36.14 in Being (vs. 34.60), and the most notable gap in Health, with 28.70 for the experimental group against 23.72 for the control group.

Table 5. Paired T-Test of Pre-Test and Post-Test Improvement in the Experimental Group

Dimensions of School Well-being	Groups	n	SD	Mean	Corellation	T	Sig. (2 tailed)	Mean Difference	Confidence Interval 95%
Having	Pre-Test	25	5.12	48.88	0.632	-3.036	0.006	-2.480	(-4.165) – (0.794)
	Post-Test	25	4.19	51.36					
Loving	Pre-Test	25	4.18	26.32	0.269	-5.725	0.000	-5.040	(-6.856) – (3.223)
	Post-Test	25	2.89	31.36					
Being	Pre-Test	25	3.26	30.32	0.783	-14.81	0.000	-6.400	(-7.291) – (5.508)
	Post-Test	25	3.29	36.72					
Health	Pre-Test	25	5.35	24.84	0.706	-6.169	0.000	-4.840	(-5.351) – (4.802)
	Post-Test	25	4.80	29.68					

The results shown in Table 5 indicate that there was a statistically significant increase in all dimensions of school well-being in the experimental group between the pre-test and post-test scores ($p \leq 0,05$). These findings support the second hypothesis that there was an increase in the experimental group between pre-test and post-test scores following the "RELAKS" psychoeducation program based on effective behavior modification in improving school well-being among elementary school students. This significant improvement occurred across all measured dimensions: Having ($p = 0,006 < 0,05$), Loving ($p = 0,000 < 0,05$), Being ($p = 0,000 < 0,05$), and Health ($p = 0,000 < 0,05$).

In detail, the average score for the Having dimension increased from 48.88 on the pre-test to 51.36 on the post-test. The Loving dimension increased from 26.32 to 31.36. For the Being dimension, the average score rose from 30.32 to 36.72. Meanwhile, the Health dimension showed an increase from 24.84 in the pre-test to 29.68 in the post-test. These results indicate that the intervention provided was able to significantly improve all aspects of students' school well-being.

DISCUSSION

The first hypothesis finding shows a significant difference in all aspects of school well-being with a p-value < 0.05 in the pre-test and post-test school well-being scores between the experimental group that participated in the "RELAKS" psychoeducation based on behavioral modification and the control group that did not receive the

intervention. These differences indicate that the intervention designed was able to produce a significant positive effect on school well-being. This effectiveness may be understood as being associated with the combined components of relaxation techniques, self-efficacy enhancement, and assertiveness training, although the specific causal mechanisms were not directly tested in this study.

The findings of the second hypothesis show a significant improvement in all aspects of school well-being with a p-value < 0.05 on the pre-test and post-test scores in the experimental group after receiving the "RELAKS" psychoeducation program based on behavioral modification. This improvement occurred consistently across all dimensions of school well-being, including emotional, social, academic, and physical aspects. The observed patterns suggest that the program may contribute to broader skill development, that includes self-confidence, social skills, and stress management. Thus, this intervention is relevant as both a preventive and promotive strategy in improving students' overall well-being in the school environment.

These findings support the results of (44), which show that interventions involving the development of self-efficacy, empathy, and forgiveness can significantly improve school well-being. Additionally, the research by (44) also found that mental health education interventions have an impact on improving school well-being. More broadly, (52) emphasize that self-efficacy, stress perception, and psychological well-being have a significant relationship; the higher a person's self-efficacy, the better their well-being.

In the context of education, self-efficacy has been proven to be one of the key factors influencing academic motivation, learning achievement, and students' personal development (53). Academic self-efficacy serves as the internal foundation for students in facing learning challenges and social pressures in the school environment (54). (55) also explain that students with high self-efficacy are more likely to be able to overcome academic difficulties and show higher satisfaction with their learning experiences at school.

In addition to self-efficacy, assertiveness also plays an important role. An assertive attitude that encourages honest and appropriate self-expression in social contexts has been shown to increase self-esteem, reduce anxiety, and improve the quality of social relationships (56,57). Assertiveness helps students express their feelings and opinions openly while still respecting others, ultimately strengthening interpersonal relationships in the school environment.

Interventions involving relaxation training also contribute positively to reducing anxiety and improving students' emotional well-being [58] This is supported by the findings of and (59) which show that psychological well-being is negatively associated with stress and anxiety and plays an important role in maintaining physical resilience and emotional stability.

School well-being is a multidimensional concept that encompasses social, emotional, academic, and physical aspects of the school environment (29,60). When students feel safe, accepted, and able to adapt well to school, they develop a positive attitude toward the teaching and learning process (61) In this regard, the psychoeducational approach is one of the intervention strategies that can create a school environment that supports students' holistic development (62).

The concept of school well-being developed by (33) also emphasizes that well-being encompasses essential needs, both material and non-material. Meeting these needs will have a positive impact on emotions, life satisfaction, and students' readiness to participate in learning activities. Therefore, creating a comfortable, supportive, and psychologically healthy learning environment is a prerequisite for achieving school well-being for students (63). However, findings indicate that classroom environment, staff, and school infrastructure factors also play a significant role in supporting school well-being and achievement (64) Therefore, the success of psychoeducational programs in enhancing school well-being requires a conducive school environment and integrated educational policies, such as strengthening the Pancasila student profile and collaboration between teachers, students, and the school community (62). Overall, the findings provide preliminary evidence suggesting that the "RELAKS" psychoeducational intervention may be related to enhanced school well-being, as indicated by significant pre- and post-test differences within the experimental group.

Comparison with Previous Studies

These findings are in line with the results of research by Setyawan and Dewi (2019), which showed that interventions emphasizing the strengthening of self-efficacy, empathy, and forgiveness can significantly improve well-being in schools (36). Similar results were also reported by Izzah et al. (2020), who found that mental health

education has a positive effect on improving school well-being in adolescents (44). These similarities indicate that psychoeducational programs that focus on strengthening internal aspects such as emotional regulation and self-competence are proven to be effective in improving school well-being. In addition, the results of this study are consistent with Zhang et al. (2024), who emphasize that self-efficacy and stress management skills have a strong relationship with improved mental health in adolescents (52). Several studies emphasize the importance of a psychoeducational approach that strengthens students' personality and emotional regulation aspects.

This differs from the findings of Kartikasari and Hidayat (2024), which highlight the suboptimal implementation of school well-being in elementary schools due to limited resources and teacher workload (43). This study focuses on a behavioral modification approach through the "RELAKS" program, which combines relaxation, self-efficacy, and assertiveness as adaptive strategies for dealing with the academic and social pressures of elementary school students. To date, there has been no experimental research that specifically tests the effectiveness of this approach in improving school well-being at the elementary school level, especially in the city of Semarang. Unlike the PEDE training (36), which emphasizes empathy and forgiveness, the "RELAKS" program adds components of relaxation and assertive behavior training that strengthen students' stress management and self-efficacy, thus providing causal evidence of improved well-being in the four dimensions of school well-being, namely having, loving, being, and health.

Limitations and Cautions

The main limitation in this study was that the absence of randomization resulted in non-equivalent comparison groups drawn from different schools, which may differ systematically in terms of student demographics, instructional quality, and institutional resources. Therefore, there was a potential inter-school bias represent an inherent methodological limitation that should be taken into account when interpreting the effectiveness of the program. Other limitation may be found in the characteristics of the subjects, who are elementary school students whose emotional and cognitive reflection skills are still developing. This condition may cause the difference between the pre-test and post-test results to not appear too significant quantitatively compared to if the intervention had been applied to middle school students who are more emotionally mature. In addition, the relatively short duration of the "RELAKS" program, which was three days, and the lack of follow-up measurements are other limitations that need to be considered, as they do not fully describe the long-term impact of the intervention on school wellbeing.

However, this does not diminish the value and contribution of this study, as it shows that behaviour modification-based psychoeducational approaches such as "RELAKS" can be adaptively applied to elementary school children. This program provides an empirical basis that relaxation, self-efficacy, and assertiveness training can be introduced early to foster emotional regulation and well-being in school. Further research is recommended to extend the duration of implementation, add a follow-up stage, and expand the context to other levels of education in order to evaluate the effectiveness and sustainability of the program more comprehensively.

Recommendations for Future Research

Future research could explore the long-term effects of the "RELAKS" psychoeducational intervention to determine the sustainability of improvements in school well-being over time. Additionally, expanding the study to include diverse populations across different regions and educational settings would help verify the generalizability of the program's effectiveness. Investigations into the individual components of the "RELAKS" program, such as relaxation techniques, self-efficacy training, and assertiveness development, could provide deeper insights into which elements contribute most significantly to enhancing school well-being. Moreover, qualitative studies focusing on students' personal experiences and perceptions of the intervention may offer valuable perspectives for tailoring and optimizing the program. Finally, future research might assess the integration of this behavioral modification psychoeducation with other school-based mental health initiatives to evaluate synergistic effects on school well-being.

CONCLUSION

Psychoeducational intervention based on behavioral modification in the "RELAKS" program has been proven to have a positive impact on improving school well-being. Through an approach that includes training in

relaxation techniques, strengthening self-efficacy, and developing assertive behavior, students are equipped with the skills to deal with academic and social pressures in a more adaptive manner. Analysis results indicate significant differences in average scores between the control and experimental groups after receiving the "RELAKS" psychoeducational intervention in improving school well-being. These findings suggest that the intervention has a tangible impact on enhancing school well-being, as evidenced by increased comfort in the learning environment, more positive social relationships, and improved mental and emotional well-being. Therefore, this intervention can be considered as a strategic effort in creating a school environment that supports students' psychological development.

AUTHOR CONTRIBUTION STATEMENT

Wening Wihartati acted as the lead author responsible for designing and supervising the entire study, including data collection and initial analysis. Ari Yuniastusti contributed to instrument development and implementation of the psychoeducation intervention. Irwan Budiono was responsible for statistical analysis and interpretation of the results. Yuni Wijayanti assisted in manuscript writing, editing, and coordination of publication administration. All authors participated in the discussion of findings and approved the final version of the manuscript for publication.

CONFLICTS OF INTEREST

The authors state that they do not have any financial interests or personal relationships that might have affected the research presented in this article. They clearly affirm that they hold no financial or personal ties to organizations or individuals that could bias their judgment. This statement promotes the study's credibility by openly addressing any factors that might affect the research findings, thereby supporting the article's reliability and integrity.

DECLARATION OF GENERATIVE AI AND AI-ASSISTED TECHNOLOGIES IN THE WRITING PROCESS

In this study, the essential contribution of artificial intelligence tools in checking originality and maintaining grammatical accuracy throughout the preparation of this article.

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