



Analysis of the Importance of School Well-Being for the Social and Emotional Development of Children with Special Needs

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Keywords:	Abstract
Keyword 1; School Well-Being	<i>This article aims to analyze the importance of the implementation of school well-being in supporting the social and emotional development of children with special needs (ABK) in an inclusive education environment. This study uses a literature study approach by examining various relevant national and international scientific journals regarding school welfare and children's psychosocial development. The analysis is carried out through the identification of key concepts, synthesis of previous research findings, and descriptive-analytical interpretation. The results of the study show that the implementation of school well-being which includes the dimensions of school physical condition, social relationships, self-development, and mental health contributes significantly to the improvement of social skills, confidence, and emotional regulation ability of children. Relational factors, especially the quality of interaction between teachers and students as well as peer support, are the main determinants in shaping students' psychosocial well-being. In addition, a safe and inclusive school environment can reduce the risk of anxiety, social isolation, and bullying. Thus, the integration of school well-being in inclusive education policies and practices is an important strategy to create a fair, supportive, and sustainable learning environment for all students, especially children with special needs.</i>
Keyword 2; Social Development	
Keyword 3; children with special needs	

INTRODUCTION

The well-being of students in the school environment (school well-being) is increasingly recognized as a key factor in determining educational success, not only in academic aspects but also in social and emotional development. In the context of inclusive education (Rasyid, 2021), attention to school welfare is more important, especially for children with special needs (ABK) who are vulnerable to social adaptation barriers, emotional pressure, and marginalization in the learning environment. This issue is becoming globally relevant as education systems in various countries continue to move towards an inclusive model that places diversity as an integral part of the learning process (Lazar, 2020).

Conceptually, school well-being includes the dimensions of the school's physical condition, social relationships, self-development, and students' physical and mental health (Haris et al., 2025). Research shows that positive school well-being correlates with increased learning motivation, student engagement (school engagement), and mental health (Haris et al., 2025). In ABK, the support of a safe and supportive school environment has been shown to contribute to improving emotional regulation and social skills (Nasuwa Mufidah et al., 2025). Thus, school well-being not only serves as an indicator of learning comfort, but also as a foundation for psychosocial development (Cita et al., 2016).

However, the debate in the literature shows that school *well-being* cannot be explained solely through one dimension alone. The structural approach emphasizes that the availability of disability-friendly facilities, anti-discrimination policies, a system of counseling services, and administrative support are the main foundations in building a safe and inclusive school environment (Wa'alin & Munandar, 2024). Without strong structural support, efforts to create positive social interactions are considered less sustainable. On the other hand, the relational approach argues that the quality of daily relationships between teachers and students, as well as the dynamics of peer friendships, have a direct and faster influence on the perception of student well-being. A sense of acceptance, value, and place in the school community is often formed through interpersonal experiences, rather than solely through formal policies.

This difference in perspective shows that *school well-being* is a multidimensional construct that involves interaction between systems, cultures, and individuals. In the context of inclusive education, the structural and relational dimensions cannot be separated, but rather complement each other (Anggreni & Immanuel, 2020). School policies provide a normative framework and legal protection, while social relations are a medium for the actualization of these inclusive values in daily practice. Thus, a comprehensive approach that integrates both aspects is a prerequisite for building authentic and sustainable school welfare.

However, the implementation of inclusive education in various contexts still faces complex challenges. Teachers' readiness in understanding the characteristics of ABK is often not optimal, both in terms of pedagogical competence and social-emotional sensitivity. Limited resources, such as a lack of dedicated facilitators or adaptive facilities, are also obstacles to creating an equitable learning environment. In addition, social stigma and stereotypes against children can worsen their social experience at school, resulting in low self-confidence and increased emotional vulnerability (Melani & Prahastiwi, 2025).

This condition has direct implications for the quality of *school well-being*. Without systematic intervention, schools have the potential to fail to provide a safe space that supports the social and emotional development of children with disabilities (Prahastiwi et al., 2024). Therefore, the analysis of the urgency of *implementing school well-being* is significant, not only to enrich academic discourse, but also to provide a conceptual and empirical basis in the formulation of more inclusive education policies (Nisa et al., 2023). Strengthening school welfare needs to be positioned as a preventive and promotive strategy in supporting mental health, social participation, and the learning success of children with special needs as a whole (Biantoro, 2024).

Based on this background, this article aims to analyze the role and urgency of the implementation of school well-being in supporting the social and emotional development of children with special needs in an inclusive education environment. This study concludes that the systematic and comprehensive implementation of school well-being is an important prerequisite in creating a safe, supportive, and inclusive learning environment, and contributes significantly to improving social competence and emotional stability of ABK.

METHOD

This study uses a library research approach with a conceptual-analytical study design. This approach was chosen to systematically examine various research results related to school well-being and social-emotional development of children with special needs (ABK) in the context of inclusive education.

Research Design

The research was carried out through the following stages:

1. Identify problems and formulate the focus of the study, namely the relationship between the implementation of school well-being and the social-emotional development of ABK.
2. Literature search, using indexed national and international journal databases.
3. The selection of articles, based on inclusion criteria: relevant to the topic, published in the last 10–15 years, and from reputable journals.
4. Analysis and synthesis of data, to integrate previous research findings.

Data Source

Data sources are in the form of scientific journal articles, academic books, and inclusive education policy documents. The prioritized literature is primary reference (research journal articles) to ensure the validity and novelty of the study.

Data Collection Techniques

Data is collected through documentation techniques. The researcher identified, read, and recorded important points from each source relevant to the variables of school well-being and social-emotional development of ABK.

Data Analysis Techniques

The analysis was carried out using the content analysis method. Content analysis is a technique used to identify patterns, themes, and relationships between concepts in a written document. The analysis process includes:

1. Data reduction, i.e. selecting relevant information.
2. Categorization, by grouping findings based on the dimensions of school well-being (having, loving, being, health).
3. Interpretation, by comparing findings between studies to find similarities, differences, and implications for inclusive education.

Data Validity

The validity of the data is maintained through triangulation of sources, which is comparing various research results from different contexts and researchers. In addition, only sources that have methodological clarity and are published in scientific journals are used in the analysis.

Through this approach, the research produced a comprehensive conceptual synthesis of the importance of the implementation of school well-being in supporting the social and emotional development of children with special needs in an inclusive school environment.

RESULTS

1. Overview of Findings

The results of the literature analysis showed that the implementation of *school well-being* had a consistent relationship with the improvement of the social and emotional development of children with special needs (ABK). Various studies report that schools that implement safe, supportive, and inclusive environments show higher levels of social participation as well as a reduction in behavioral problems in children. In general, the dimensions of social relationships (*loving*) and psychological support (*health*) are the most dominant factors in influencing the welfare of students with special needs (Anggreni & Immanuel, 2020).

2. Impact on Social Development

The findings show that an inclusive school environment encourages increased positive interactions between children and their peers. Schools that develop a culture of acceptance and collaboration show improved communication skills, the ability to work together, and participate in group activities. Teacher support in the form of positive feedback and cooperative learning strategies contributes to *students'* sense of belonging.

The interpretation of these findings shows that quality social interaction is the main mediator between *school well-being* and social development. When ABK feels accepted, they are more confident to engage in social and academic activities. Thus, the application of *the dimension of loving and being* has been proven to strengthen students' social competence (Nugraha, 2025).

3. Impact on Emotional Development

In the emotional aspect, the results of the study showed that schools with a high level of welfare had lower rates of anxiety and stress in children. A safe and bullying-free environment helps students develop more stable emotional regulation. In addition, counseling support and an empathetic approach from teachers contribute to increased self-esteem and self-control of students. The interpretation of these results confirms that the health dimension in school well-being plays an important role in maintaining the emotional stability of ABK. When emotional needs are met, students show better psychological resilience and adaptive responses to learning challenges (Prahastiwi et al., 2025).

4. Synthesis and Implications

Overall, the results of the analysis show that school well-being not only has an impact on learning comfort, but also serves as the foundation of social and emotional development for children. Relational factors, such as the quality of teacher-student relationships and peer support, have a stronger influence than physical factors alone. However, the two are still complementary in creating an inclusive environment (Cita et al., 2016).

DISCUSSIONS

The results of the study show that the implementation of school well-being contributes positively to the social and emotional development of children with special needs (ABK). These findings are in line with the working hypothesis that a safe, supportive, and inclusive school environment will improve students' social skills, emotional regulation, and confidence. In particular, the dimensions of social relationships (*loving*) and mental health support (*health*) appear to be the most influential factors on the psychosocial welfare of ABK.

When viewed in the context of previous research, these results are consistent with the model of school well-being developed by Konu and Rimpelä (2002), which emphasize that student well-being is formed through the interaction between physical conditions, social relationships, self-development, and health. These findings also reinforce previous research that states that school belonging and teacher support are significantly correlated with emotional stability and student engagement in inclusive learning. Thus, the results of this study expand the empirical evidence that school well-being is not only a complementary factor, but a major determinant in the social-emotional development of ABK.

Nevertheless, there are important nuances in the interpretation of the results. Some previous studies have emphasized structural factors such as school policies and facilities as the main determinants of well-being. On the contrary, the results of this study show that the quality of interpersonal relationships is more dominant in influencing the social-emotional development of ABK. These differences indicate that a comprehensive approach is needed: policies and facilities provide a supporting framework, but day-to-day interactions in the classroom become key factors that determine the effectiveness of their implementation.

In a broader context, these findings have important implications for the development of inclusive education. The implementation of school well-being needs to be positioned as a systemic strategy that involves school policies, teacher training, counseling services, and parent participation. A learning environment that supports psychosocial well-being will help ABK not only develop academically, but also build social competence and emotional resilience that are essential for long-term life.

In addition, these results are also relevant in the global discourse on student mental health. In the midst of increasing attention to the issue of psychological well-being in schools, the integration of school well-being in educational practice can be a preventive step to reduce the risk of anxiety, social isolation, and bullying, especially for vulnerable groups such as ABK.

For further research, an empirical study based on field data with quantitative and mixed methods designs is needed to test more specifically the causal relationship between the dimension of school well-being and social-emotional development indicators. Longitudinal research is also important to see the long-term impact of school welfare implementation on academic success and social adaptation of ABK. In addition, exploration of the role of technology, school culture, and family involvement in strengthening school well-being can be a promising direction of study.

Overall, this discussion emphasized that school well-being is a strategic foundation in inclusive education. Consistent and scientifically evidence-based implementation will make a significant contribution to the creation of a fair, humane, and sustainable educational environment for all students, especially children with special needs.

CONCLUSION

Based on the results of the study and discussion, it can be concluded that the implementation of school well-being has a significant role in supporting the social and emotional development of children with special needs (ABK). A safe, supportive, inclusive school environment supported by positive interpersonal relationships has been proven to improve students' social interaction skills, self-confidence, emotional regulation skills, and psychological resilience. The relational dimension, especially the quality of the relationship between teachers and students as well as peer support, is the most decisive factor in shaping the psychosocial welfare of ABK.

These findings confirm that school well-being is not just a normative concept, but a strategic framework that needs to be systemically integrated in inclusive education practices. Comprehensive implementation—including inclusive school policies, a culture of acceptance of diversity, support for counseling services, and teacher competency improvement—can create a learning environment that encourages optimal social-emotional development.

Conceptually and practically, this article contributes by affirming that school well-being is the main foundation in building a sustainable inclusive education. By placing school well-being at the forefront of educational policies and practices, schools can ensure that every child, including children with disabilities, has an equal opportunity to develop academically, socially, and emotionally.

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