



Analysis of PROSPER Strategy in the Implementation of the Pancasila Student Profile Strengthening Project in Senior High School

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Abstract

The Pancasila learner profile strengthening project in Senior High School is an important initiative to improve the understanding and practice of Pancasila values among students. In this context, PROSPER strategy analysis is used as a relevant framework and focuses on students' psychological well-being. This article aims to outline the application of the PROSPER strategy in the implementation of the Proyek Penguatan Profil Pelajar Pancasila (the Pancasila Student Profile Strengthening Project). The research approach used is descriptive qualitative, while the research locus is carried out at SMA N Semarang, the data collection technique uses interviews, observation and documentary studies. Data validity testing uses triangulation techniques. The results of the study outlined that the PROSPER element was adapted to the educational context with the aim of strengthening the understanding and application of Pancasila values among students. Positivity is emphasised to develop positive attitudes towards Pancasila, and healthy social relationships are promoted to build collaboration among students. In addition, expected academic outcomes were linked to the understanding of Pancasila, and student strengths were identified and utilised in the project. Project objectives are linked to school goals, and students are encouraged to actively engage in activities that support understanding of Pancasila values. Students' resilience is confronted with social and emotional skills training to overcome challenges. The implications of the implementation of the PROSPER strategy contribute to the formation of a younger generation that better understands and practices the values of Pancasila in the daily and future lives of students.

Introduction

Mental health is a component of wellbeing that should not be overlooked. Poor mental health can have a serious adverse impact on students' wellbeing and future success (Albritton et al., 2019). Students who have good mental health tend to feel happier, more confident and motivated. They are better able to cope with stress, pressure and anxiety that often arise in the academic world. Conversely, students who experience mental health problems often experience low mood, loss of motivation, may experience sleep disturbances, which can impact the quality of daily life. Unaddressed mental health can lead students to commit suicide, making it a crucial issue and a serious concern in education.

From the data released by the International Association For Suicide Prevention (2021), the number of student suicides in the world reaches 700 people every year. The World Bank (2023) positions Indonesia at the bottom 15 of the suicide rate in the world. Indonesia recorded a suicide rate of 2.4 per 100,000 population, a figure that has persisted since 2023 (CNN, 2023). A study conducted by Onie & Usman (2022) found the same thing, the study predicts the number is 4 times greater than the official data reported. From research conducted by van Geel

et al. (2014) found that adolescents who experience bullying on social media have a 3 times greater potential to commit suicide than their peers.

From the data above, schools have an important role at the stage of students in adolescence by establishing a good relationship between teachers and students (Purnama & Raharjo, 2018). Teachers can create comfortable learning at school so that the creation of positive emotions of students (Suldo & Huebner, 2004; Tian et al., 2015). Creating student wellbeing at school, will have a positive impact so as to foster student confidence, optimism, motivation to learn, academic and non-academic achievement (Ahkam et al., 2016; Cohen, & Pressman, 2006; Nakata, 2023). So that there is a very significant influence between student-teacher trust and school well-being on student involvement in the learning process at school (Diastu et al., 2023).

An ideal school is able to actualise the full potential of students and make students feel wellbeing. Student wellbeing affects almost everything in order to improve student performance at school. In encouraging the creation of student wellbeing in schools, Noble & McGrath (2015) introduced the PROSPER strategy which is a new framework in creating student well-being. PROSPER is an acronym (Positivity, Relationship, Out Comes, Strengths, Purpose, Engagement, Resilience).

In Indonesia, not many have researched implementatively in the field, but theoretically conceptually several writings such as by Cahdriyana & Richardo (2021) examine the literature review of the Prosper concept to build welfare during the Covid 19 pandemic. This article aims to analyse the PROSPER Strategy in senior high schools through the implementation of the Proyek Penguatan Profil Pelajar Pancasila. The implication of this research is expected to be a description of the PROSPER Strategy combined in the Pancasila Student Profile Strengthening Project Implementation activities so that it can be a good practice in the Implementation Proyek Penguatan Profil Pelajar Pancasila.

Methods

The purpose of this research is to analyse the PROSPER Strategy (Positivity, Relationship, Out Comes, Strengths, Purpose, Engagement, Resilience) used in the implementation of the Proyek Penguatan Profil Pelajar Pancasila. While the method chosen is descriptive qualitative to describe the phenomena that occur in depth and naturally, namely how the PROSPER strategy (Positivity, Relationship, Out Comes, Strengths, Purpose, Engagement, Resilience) is implemented in the Proyek Penguatan Profil Pelajar Pancasila. Data mining will utilise a variety of context-rich sources of information (Creswell, 2013). the research location was conducted at the SMA N 5 Semarang which is located at Jl. Pemuda No.143, Sekayu, Kec. Semarang Tengah, Semarang City, Central Java, while the research time was carried out in the odd semester of the 2023-2024 academic year. Through purposive techniques, researchers selected research participants and research locations with the aim of studying or understanding the main problems to be studied. Data collection techniques used interview techniques, observation and documents. Research participants were selected using purposive techniques with the help of key persons, as for them are one coordinator teacher of the Pancasila Student Profile Strengthening Project Implementation, one Counselling teacher. Extension of participation, source triangulation, and technique triangulation were used to test the validity of the data. Furthermore, the collected data were analysed using the interactive technique of Huberman & Saldana (2014). This technique was chosen because the three interaction-shaped flows can occur simultaneously and continuously so that the data becomes complete. Data analysis began with selecting, focusing, simplifying data in accordance with data condensation, data display, and drawing conclusions/verification.

Results and Discussion

PROSPER (Positivity, Relationship, Out Comes, Strengths, Purpose, Engagement, Resilience) Strategy Framework in School

The issue of student wellbeing is a constant theme for discussion. Engels et al. (2004) explained that student wellbeing is a positive emotional state and is a balance between personal needs and expectations of school. From this definition, it can be interpreted that student wellbeing is the positive energy that students have, so that they can actively participate in activities at school. Student Wellbeing also talks about how students feel comfortable in the school environment.

(Noble & McGrath, 2016) explain the term student wellbeing as an optimal state that students feel so that it can determine the state of student wellbeing with positive results. In the context of developing student well-being at school, schools can design programmes that are integrated with co-curricular activities. Student wellbeing integrated with the Pancasila Learner Profile Strengthening Project is interpreted as a planned and coordinated programme of content, activities and strategies that focus on creating a positive learning environment, teaching students values, attitudes, skills, and efforts to achieve competencies and characters that have the power to improve students' quality of life, students' relationships with other students, their connection to school and learning and their achievements so as to create a Pancasila learner profile.

Noble & McGrath, (2016) further elaborated PROSPER (Positivity, Relationship, Out Comes, Strengths, Purpose, Engagement, Resilience) as a concept to create student wellbeing in schools as follows;

Table 1. The PROSPER framework: Seven School Pathways that enable all students to PROSPER

Prosper School Patwayas	Examples of School and Classroom Practice
Encouraging Positivity: supporting students in skill building and positive experiences.	Provide students with opportunities to experience and reinforce positive emotions and build a positive learning environment, such as by using music, dance, comedy, and co-operative tasks. Explain the values and skills required for a Positive Mindset, such as optimistic thinking, tracking, transforming, and gratitude.
Relationship building: helping students learn social skills, pro-social values and values that support positive relationships, building positive relationships in school.	<p>strategies for building;</p> <ul style="list-style-type: none"> • a safe and supportive school culture • positive relationships between students and educators • positive relationships between students and peers • positive relationships between school and family and community • and clear teaching of pro-social values and social skills; and providing opportunities for students to apply these social skills. <p>Interpersonal structures that facilitate relationships, such as group co-operative learning and agile teams.</p>
Facilitating Outcomes: Provides an ideal learning environment and ideal opportunities to learn specific	Evidence-based learning strategies should be applied to teach skills for organisation, goal achievement (such as effort, perseverance, grit and problem solving).

skills that improve student outcomes and achievement.	In addition, effective mindsets should be promoted and the use of critical and creative thinking tools challenged and supported.
Focusing on Strengths: Use a strengths-based approach with teachers, students and the whole school community	using a strengths-based approach to organisation, lessons and planning, which results in: <ul style="list-style-type: none"> • Students discover, learn, and use their character traits and abilities in the classroom, extracurricular activities, and leadership. • extracurricular activities and leadership. • Teachers create assignments based on students' character traits and abilities • School counsellors and coaches use a strengths-based approach • parents and teachers recognise and apply their strengths, and everyone in the school
Fostering a sense of purpose: helping students develop a sense of purpose and meaning.	Provide opportunities for students to: <ul style="list-style-type: none"> • Engage in community service • Contribute to the school through student voice • Participate in decision-making within the school • Exercise leadership roles • Explore spirituality • Serves as a tutor to his/her peers
Increases Engagement: Provides opportunities for students to actively participate.	Adopt: <ul style="list-style-type: none"> • Evidence-based learning and teaching strategies, which increase engagement and provide opportunities for high involvement. • Relationship-based teaching strategies, activities that combine critical and creative thinking, • making a distinction between the curriculum and extracurricular activities so that students have the expertise.
Teaching Resilience: helping students learn attitudes and skills that support resilient behaviour.	Skills learning explicitly : <ul style="list-style-type: none"> • being resilient in personal and academic contexts • goal-orientated • decision-making courage • self-management

Source: Noble & McGrath, 2015

From the table above, it can be explained that *First* Positivity is defined as the positive value felt by students which consists of a sense of security, a sense of belonging, being interested, having satisfaction with existing conditions and feeling happy. Based on observations on the implementation of the Projek Penguatan Profil Pelajar Pancasila at SMA N 5 Semarang, the Pancasila Student Profile Strengthening Project Coordinator Teacher in carrying out the initial steps of the project by answering the urgency and impact of the project on the real lives of students outside the school environment and the contribution of the project in contributing to complete knowledge. *Second*, Relationship is interpreted as students establishing sustainable positive relationships with fellow students, teachers, parents, and the school environment. Having positive relationships means instilling prosocial values and social skills.

Third Outcomes are Developing mindsets, persistence, knowing that hard work and effort are required for achievement, feeling competent and accomplished, and making progress towards goals are examples of outcomes. The emphasis is on cultivating these attitudes and abilities through the use of research-based instructional techniques that support successful school-based outcomes that produce the Pancasila learner profile. Recognising and rewarding each student's achievement in the various school-based outcomes is another priority.

Fourth Strengths The focus is on assisting each member of the school community in identifying, developing and finding effective ways to apply their strengths. Strengths require self-knowledge of one's character strengths and ability strengths and understanding how to apply these strengths in various contexts.

Fifthly Purpose in the context of education, purpose is defined as feeling part of something bigger than oneself and having confidence in the lessons learnt in class. Finding appropriate methods to help the school community, the larger community, and those in need.

Sixth, Engagement is about increasing student involvement in effective and research-based learning practices that are prioritised. Engagement is defined as students' psychological connection to learning and school (e.g. feeling accommodated, connected, interested and active in learning and school life). *Seventhly*, Resilience is defined as the ability to reflect and evaluate oneself after experiencing failures, mistakes, and challenges, as well as the courage to face unpleasant circumstances. It also emphasises the implementation of support networks and systems that build resilience in students.

Implementation of PROSPER (Positivity, Relationship, Out Comes, Strengths, Purpose, Engagement, Resilience) in the Proyek Penguatan Profil Pelajar Pancasila

The implementation of the Proyek Penguatan Profil Pelajar Pancasila is part of the Kurikulum Merdeka which aims to strengthen the character and profile of students in Indonesia. The Pancasila Learner Profile Strengthening Project is designed to help students develop Pancasila values, which include belief in God, global diversity, gotong royong, independence, critical thinking, and creativity (Satria et al., 2022).

The implementation of the Proyek Penguatan Profil Pelajar Pancasila at SMA N 5 Semarang through various activities and projects that are integrated into the curriculum. Theme-based projects that have been developed by the Ministry of Education, Culture, Research and Technology provide 7-8 project themes for each semester. In the odd semester of the 2023-2024 academic year, the theme is "Suara Demokrasi".

Based on the analysis of the Pancasila Student Profile Strengthening Project Module document obtained from the coordinator teacher, the Proyek Penguatan Profil Pelajar Pancasila which was carried out on 16-27 October 2023 at SMA N 5 was divided into two weeks of activities. The first week of activities consisted of; planning, strengthening and material briefing stages while the second week designed project outputs and work titles. Activities in the first week of the Proyek Penguatan Profil Pelajar Pancasila (16 to 20 October 2023) the project agenda consisted of; socialisation of the implementation of the democratic voice project to students, initial assessment, listening to material with the theme "Suara Demokrasi", summarising the material, listening to videos of democratic practices, ice breaking and practicing singing the 2024 Election jingle, strengthening material through videos on "Praktik demokrasi" and "Bijak Bersikap dan Bersuara di Era Digital." Recap the message/content of the video shown in the daily journal, delivery of video making material, delivery of material 3 making comics, delivery of material 4 making madding, division of groups each class will be divided into six groups with details: two groups make comics and posters, two groups make videos and posters,

two groups make madding, three groups make dioramas, carry out visits to election stakeholders and regional representative council institutions. The dimensions and elements that were developed on the first day of the project were Critical Reasoning, Mutual Cooperation and Communication and intercultural interaction (Tim Guru Koordinator P5, 2023).

Activities in the second week of the *Projek Penguatan Profil Pelajar Pancasila* (23 to 27 October 2023) the project agenda consists of; The process of making project products in the form of Comics, Videos, Posters and dioramas. In addition, the project team strengthening the profile of Pancasila students carried out formative assessment by assessing the progress of projects carried out by students. In the second week of the project, students participated and gathered information about the practice of democracy by participating in the election of the osis chairman as a practice of democracy in the SMA N 5 Semarang environment. The culmination of the Implementation of the Pancasila Student Profile Strengthening Project at SMA N 5 Semarang is a work showcase that displays project products produced in the form of posters, videos, dioramas, and madding with the theme "Suara demokrasi". At the end of the implementation of the Pancasila Student Profile Strengthening Project, students make a pledge and sign a declaration of wise students voicing democracy, conduct a summative assessment to measure understanding before and after participating in the project and reflection (Tim Guru Koordinator P5, 2023).

Furthermore, how the PROSPER (Positivity, Relationship, Outcomes, Strengths, Purpose, Engagement, Resilience) Implementation strategy in the *Projek Penguatan Profil Pelajar Pancasila* at SMA N 5 Semarang, it can be described based on the results of interviews with counselling guidance teachers and Pancasila Student Profile Strengthening Project coordinators in the following table;

Table 2. Integration of PROSPER Strategies in the Implementation of the *Projek Penguatan Profil Pelajar Pancasila*

Prosper Pathwaysh	Implementation in the Projek Penguatan Profil Pelajar Pancasila	Teacher's role
Promoting Positivity	Designing a Project with the theme "Voice of Democracy"	<ol style="list-style-type: none"> 1. Facilitate and provide opportunities for students to experience and reinforce positive emotions and build a positive learning environment by involving students in project planning. 2. Create a positive environment by establishing good communication with the students. 3. Co-operative learning with fair division of project tasks 4. Motivating and accompanying students so that they appear optimistic thinking to carry out projects with good results 5. Giving trust, mentoring and forming a positive mindset to be grateful that the activity will have a positive impact on the students.

Building Positive Relationships	The project with the theme "Voice of Democracy" constructs students' relationship as young citizens to play a participatory and responsible role in expressing their aspirations as citizens through elections.	P5 Coordinator teachers and BKS teachers Formulate strategies to develop: 1. a school that is safe & supportive of positive relationships between students and teachers with guaranteed scheduled P5 project guidance 2. provide direction and assistance to the groups that are formed so that there is a positive relationship between students and their group mates 3. provide direction and assistance between school-family & school-community so that the project can be carried out properly 4. as an explicit form of social skills and pro-social values 5. provide opportunities to enact social skills 6. forming project teams so that students can learn diversity in teams and accept diversity as a learning process
Facilitating Outcomes	Expected results After implementing the Pancasila Student Profile Strengthening Project, students can; 1. understand the election process is not only limited to procedural democracy practices but as a substantive matter 2. be responsible in making choices in the election process 3. actualisation and aspiration of citizens constitutionally	1. Designing the initial assessment 2. Design portfolio: poster, video + poster, comic, madding & diorma 3. Design and prepare formative assessments 4. Design and prepare summative assessments
Focus on Strengths	Involving Steak holders by presenting KPU Semarang City as an election organiser, visiting DPRD Semarang City as an institution resulting from the election process.	adopt a strengths-based approach to project groups, curriculum and planning projects that can deliver; 1. Students who can identify, explore, and apply their character and character strengths and abilities in the Pancasila Learner Profile Strengthening Project.

		<ol style="list-style-type: none"> 2. Teachers design differentiated Pancasila Learner Profile Strengthening Project based on students' character strengths & abilities 3. coordinators of the Pancasila learner profile enhancement project and guidance counselling teachers use a strength-based approach
Developing purpose	The purpose of the Pancasila Student Profile Strengthening Project is as an opportunity for students to feel and experience knowledge as a process of strengthening character while learning outside the school environment.	<ol style="list-style-type: none"> 1. Accompany and guide students to engage in hands-on learning outside the classroom. 2. Facilitate students to learn in the community or partners in the project Strengthening the Pancasila Student Profile
Improving Engagement	<p>Involving students in all projects, in the form of visits to partners (Provincial DPRD / Kabupaten), visits to the Central Java Office of Communication and Information, Kesbangpol. formulating project portfolios, direct practice in demonstrating by electing student council leaders.</p> <p>All students were involved in preparing the work show.</p> <p>Displaying the work in the exhibition degree.</p>	<ol style="list-style-type: none"> 1. Design a portfolio-based learning strategy 2. Train students to be able to convey ideas in an open forum 3. Design a relationship-based learning strategy 4. Design learning activities that incorporate critical and creative thinking 5. Designing differentiated learning in the project of strengthening the profile of Pancasila students.
Improving resilience	<p>In the Implementation of the Proyek Penguatan Profil Pelajar Pancasila, students will go through a process of;</p> <ol style="list-style-type: none"> 1. Planning the project 2. Listening to expert explanation 3. Organise a group portfolio 4. Project visit 5. Work show 	<ol style="list-style-type: none"> 1. Train a resilient and responsible attitude in following and implementing the project 2. Facilitate counselling for students who experience obstacles in the project

Source: (Noble & McGrath, 2015; data processed by researchers, 2023)

From the table above, it can be analysed that the integration of PROSPER (Positivity, Relationship, Outcomes, Strengths, Purpose, Engagement, Resilience) in the *Projek Penguatan Profil Pelajar Pancasila* is as follows;

Encouraging Positivity

Positivity can simply be interpreted as a good state and character, it can be observed from the acceptance of reality as it is, in which there is a positive meaning that produces positive emotions in students (Engels et al., 2004).

Based on the results of interviews with the counselling guidance teacher and the coordinator teacher of the *Pancasila Student Profile Strengthening Project*, it can be concluded that in encouraging and instilling a positive mindset in participating in Project activities is by counselling and involving students in the project planning process, so that projects that are carried out and produced provide benefits to students, besides that psychological aspects are considered such as a sense of security, not feeling pressured and creating enthusiasm in carrying out projects.

Building Positive Relationships

Positive relationships are displayed by establishing good relationships between students and teachers, so that a sense of fairness and respect arises (Cahdriyana & Richardo, 2021). Establishing a good relationship with students is not an easy thing but not a difficult thing either, there needs to be an open relationship, this is done by the coordinator teacher of the *Pancasila Student Profile Strengthening Project* at SMA N 5 Semarang by forming small groups in the project and assisting groups with a persuasive approach so that students are comfortable in establishing relationships with teachers. Teachers pay attention to students to develop positive relationships and ensure that students are not isolated in the project group.

Facilitating Outcomes

The coordinator teacher of the *Projek Penguatan Profil Pelajar Pancasila* at SMA N 5 Semarang has an important role in facilitating students to get maximum results in the project. Dividing project groups, bringing in experts according to project themes, guiding the preparation of project portfolios, facilitating and appreciating project work titles are efforts to get high-achieving students. The tendency of students who excel to feel prosperous is a psychological impact felt by students. This encourages students to continue learning and get optimal results.

Focus on Strengths

The strength referred to here is the good potential and capacity of students in working on the *Pancasila Student Profile Strengthening Project*. Counselling guidance teachers have a significant role in shaping the character of student performance. This is done through guidance, both individually and classically. Using strengths in completing the project is an effort to manage student limitations and prioritise the good potential that exists in students.

Developing Purpose

The purpose of the *Pancasila Learner Profile Strengthening Project Implementation* is to produce students who have traits that are in line with Pancasila values, such as faith and devotion to God Almighty, critical thinking, independence, and creativity (Maharani & Putri, 2023). When associated with compiling projects, the goal of encouraging tenacity and resilience results in good academic grades. Projects are successfully implemented if the project objectives are achieved and are relevant to the needs and relevant to the lives of students.

Increasing Engagement

Engagement is defined as the manifestation of observable student activity (Fredricks et al., 2004). It can be observed through participation, expression, contribution, enthusiasm, and enjoyment. Project learning is collaborative learning that requires the involvement of all students and collaborative skills (Harun, 2021). This is realised by the coordinator teacher of the Pancasila Student Profile Strengthening Project of SMA N 5 Semarang by designing portfolio-based learning strategies, training students to be able to convey ideas in open forums, designing relationship-based learning strategies, designing learning activities that combine critical and creative, and designing differentiated learning in the Pancasila Student Profile Strengthening Project.

Enhancing Resilience

Having resilience and resilience skills is essential to achieving academic and personal success both in school and outside of school. Resilience in students can be trained to students are optimistic thinking skills, skills in helping adapt, and seeking help when needed (Noble & McGrath, 2010). In the implementation of the Projek Penguatan Profil Pelajar Pancasila, students will go through the process of explaining the task independently, collaboratively, withstand obstacles, persevere in resolving obstacles in the project.

Conclusion

The implementation of the Projek Penguatan Profil Pelajar Pancasila using the PROSPER strategy (Positivity, Relationship, Out Comes, Strengths, Purpose, Engagement, Resilience) is an effort to create Student Wellbeing at school. The main goal is to form the strength of student character that is internalised through the Pancasila student profile. Students who have good Wellbeing tend to feel happier, more confident, more motivated and able to cope with stress, pressure, and anxiety that often arise in the academic world. Teachers have a determinant role in designing, formulating, and reinforcing strategies for the Pancasila learner profile by encouraging positivity, building positive relationships, facilitating results, focusing on strengths, developing goals, increasing involvement, and increasing resilience.

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