

Managing School-Based Psychological Services to Promote Student Well-Being: A Qualitative Case Study in an Indonesian Elementary School

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ABSTRACT

Student well-being is an important indicator of educational quality and students' emotional, social, and academic development. This study examines the implementation of psychological services and their contribution to student well-being at SDN Kedung Baruk I No. 275 Surabaya. Using a qualitative case study design, data were collected through interviews with the principal, teachers, parents, and students, supported by observation and documentation. Data were analyzed thematically through data condensation, data display, and conclusion drawing. The findings show that psychological services have been implemented since 2023 through classroom guidance and counseling, individual and group assistance, support for students with special needs, early identification of emotional difficulties, and collaboration with parents and external professionals. Teachers and school leaders serve as primary facilitators despite the absence of a dedicated counselor. The services are perceived positively and contribute to students' emotional regulation, psychological safety, learning motivation, and social relationships. However, limited professional resources, teacher workload, inadequate policies, and psychological stigma remain challenges. The study highlights the importance of strengthening psychological services within educational management.

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INTRODUCTION

Student well-being has increasingly become an important indicator of educational quality because it encompasses students' emotional, psychological, social, and academic experiences within the school environment. Contemporary research conceptualizes student well-being as a multidimensional construct involving positive emotions, relationships, engagement, achievement, sense of purpose, internal psychological resources, and contextual factors. These dimensions demonstrate that educational success cannot be measured solely through academic achievement but must also consider students' psychological and social development (Hossain et al., 2023; Losada Puente et al., 2022). At the elementary school level, attention to well-being is particularly important because childhood represents a critical developmental period in which emotional regulation, social relationships, self-concept, and adaptive behaviors are continuously formed.

The provision of psychological services is also supported by Indonesia's legal framework. Law of the Republic of Indonesia Number 23 of 2022 concerning Psychology Education and Services regulates the implementation of psychology education and psychological services, including the rights and obligations of psychologists and clients as well as professional standards and supervision. The law establishes a legal framework for strengthening professional and responsible psychological services in Indonesia. In the educational context, this framework reinforces the importance of providing appropriate psychological support for students, particularly when schools encounter emotional, behavioral, social, and developmental challenges.

Schools have a strategic role in creating safe, supportive, and psychologically conducive environments for students. Psychological and school-based mental health services can take various forms, including counseling, individual assistance, group-based support, psychosocial interventions, emotional regulation activities, and collaboration among teachers, parents, psychologists, and other relevant stakeholders. Recent evidence indicates that school-based interventions can contribute to improvements in students' mental health and well-being. A meta-analysis of 81 studies involving more than 40,000 students found that brief school-based psychological interventions produced significant improvements in mental health and well-being outcomes, including effects that remained observable at one month, six months, and one year after intervention (Cohen et al., 2024). Similarly, a systematic review found that universal school-based interventions can promote children's and adolescents' mental health and emotional well-being, although the effectiveness of teacher-led and psychologist-led approaches may vary according to implementation contexts (Müller et al., 2024).

The importance of psychological services is particularly evident in developing educational contexts where access to professional mental health support remains limited. Evidence from low- and middle-income countries indicates that school-based interventions can contribute to reducing mental health problems among children and adolescents, although differences in intervention design, implementation quality, and available resources remain significant challenges (Grande et al., 2023). Research on school-based mental health programs has also demonstrated positive effects in addressing anxiety and depression among school-aged children and adolescents, particularly when interventions are structured and delivered using evidence-based approaches (Zhang et al., 2023). These findings suggest that schools should not position psychological services merely as reactive mechanisms for dealing with students who already experience problems, but also as preventive and developmental components of educational management.

In Indonesia, however, the implementation of psychological and counseling services at the elementary school level continues to require strengthening. Previous research has highlighted the importance of school climate, social relationships, teacher support, and broader school conditions in shaping students' well-being. A recent Indonesian study conceptualized a well-being-oriented school as an educational environment that responds to the voices and needs of children, teachers, and parents

rather than focusing exclusively on academic outcomes (Candra & Rizal, 2021). In addition, psychosocial assistance programs implemented in Indonesian elementary schools have demonstrated the relevance of addressing students' social sensitivity, self-confidence, cooperation, and psychological anxiety as part of school-based support (Hazin et al., 2022).

SDN Kedung Baruk I No. 275 Surabaya, as a public elementary school in an urban educational setting, has a diverse student population and encounters various social, emotional, and developmental dynamics. These conditions make the implementation of psychological services an important issue for examination, particularly in relation to how such services are organized, implemented, and perceived by school stakeholders. Therefore, this study aims to investigate the implementation of psychological services at SDN Kedung Baruk I No. 275 Surabaya, examine the perceptions of relevant stakeholders toward these services, and analyze their contribution to supporting student well-being. The study is expected to provide practical and theoretical contributions to the development of school-based psychological services and strengthen the management of student well-being within Indonesian elementary education.

METHODS

This study employed a qualitative approach using a case study design to explore in depth the implementation of psychological services within a natural school setting. A qualitative case study is appropriate for examining complex educational phenomena because it enables researchers to understand experiences, practices, perceptions, and contextual interactions from the perspectives of participants. The case study design also allows the phenomenon to be investigated within its real-life context through the integration of multiple sources of evidence (Assyakurrohim et al., 2022; Hennink et al., 2020). The research was conducted at SDN Kedung Baruk I No. 275, Surabaya, a public elementary school managed by the Surabaya City Government and located on Jalan Raya Kedung Baruk No. 75, Rungkut District, Surabaya. The participants consisted of the principal, two teachers, two parents, and two students, with the participants selected purposively based on their involvement in or experience with student psychological services. Data were collected through in-depth interviews, direct observation, and documentation. Interviews explored participants' experiences, perceptions, and practices concerning psychological services, while observations focused on the implementation of services and the psychosocial environment of the school. Relevant school programs, service records, and institutional policies were also examined to strengthen the empirical evidence.

Data analysis was conducted interactively through data condensation, data display, and conclusion drawing and verification. The analytical process was carried out continuously throughout data collection, allowing emerging patterns and meanings to be compared across interviews, observations, and documents. The data were subsequently organized thematically to identify major categories concerning the implementation, accessibility, perceived benefits, and challenges of psychological services in supporting student well-being. This analytical strategy is consistent with contemporary qualitative research, which emphasizes systematic interpretation, reflexivity, transparency, and the contextual understanding of participants' experiences (Braun & Clarke, 2021; Byrne, 2022). The researchers repeatedly compared information obtained from different participants and data sources to identify convergence and divergence, thereby ensuring that the interpretation represented the complexity of psychological service implementation within the school context.

The trustworthiness of the findings was established through methodological and source triangulation, member checking, and prolonged engagement with the research setting. Methodological triangulation was achieved by comparing information obtained through interviews, observations, and document analysis, while source triangulation involved comparing perspectives from the principal, teachers, parents, and students. Member checking was conducted by confirming the interpretation of

relevant findings with selected participants to minimize misunderstanding and researcher bias. In addition, the researchers maintained reflexive awareness throughout the research process by documenting observations, analytical decisions, and emerging interpretations. These procedures were employed to strengthen credibility, dependability, confirmability, and transferability, which are important criteria for establishing rigor in qualitative inquiry (Korstjens & Moser, 2022; Stenfors et al., 2020). Ethical considerations were also maintained by obtaining informed consent, protecting participants' identities, and using the collected information solely for research purposes.

FINDINGS AND DISCUSSION

Implementation of Psychological Services in the School Setting

The findings indicate that psychological services at SDN Kedung Baruk I No. 275 Surabaya have been implemented since 2023 and are integrated primarily into classroom guidance and counseling activities. Although the school does not have a dedicated school counselor, classroom teachers assume an important facilitative role in identifying and responding to students' psychological, emotional, and learning needs. The services include individual counseling, group guidance, assistance for students with special needs, early identification of behavioral and emotional difficulties, and collaboration with parents and external professionals when necessary. The principal explained that these services provide an important space for students and teachers to communicate about problems that may interfere with learning both at school and at home.

The implementation pattern can be categorized into four main forms: basic services, responsive services, interest and talent placement, and consultation and collaboration. Basic services are provided through classroom or group activities, including anti-bullying guidance. Responsive services are directed toward students experiencing immediate academic, behavioral, or emotional difficulties. Interest and talent services are intended to support students' individual potential, while consultation and collaboration involve communication between teachers, parents, and psychologists, including home visits when required. This pattern indicates that psychological services at the school are not exclusively remedial but combine preventive, responsive, developmental, and collaborative functions.

This finding is consistent with recent evidence emphasizing that school-based psychological services are most effective when mental health promotion is integrated into the broader school environment rather than provided only to students who already demonstrate psychological difficulties. Wang et al. (2024) found that universal school-based interventions can promote mental health and emotional well-being across multiple dimensions, although the relative effectiveness of teacher-led and psychologist-led delivery remains dependent on implementation conditions. Similarly, Cohen et al. (2024), based on a systematic review and meta-analysis of 81 studies involving more than 40,000 students, found that brief school-based psychological interventions generated significant improvements in mental health and well-being outcomes. Thus, the model implemented at SDN Kedung Baruk I No. 275 reflects an important principle of school-based mental health promotion: psychological support can be embedded into routine educational activities while maintaining referral pathways for cases requiring professional intervention.

The findings also demonstrate the importance of school leadership in organizing psychological services. The principal functions not only as an administrative leader but also as a manager who facilitates policy, infrastructure, teacher development, and collaboration with external psychological professionals. The school's implementation therefore reflects a leadership-supported model in which psychological services are incorporated into the school's organizational system. This finding is supported by Baffsky et al. (2023), who identified principal leadership, teacher buy-in, implementation meetings, monitoring, and feedback as among the strongest strategies for improving the adoption of

school-based mental health programs. Therefore, the role of the principal should be understood as a central component of psychological service management rather than merely an administrative function.

Stakeholder Perceptions of Psychological Services

The second major finding concerns the perceptions of teachers, parents, and students toward psychological services. Teachers and school leaders generally perceive psychological services as an important component of creating a supportive school climate and facilitating students' emotional and academic development. Parents similarly view the services as useful for understanding their children's emotional and behavioral conditions, particularly when teachers communicate changes in students' learning and behavior. Students, meanwhile, report positive experiences related to feeling safe, comfortable, supported, and listened to by trusted teachers.

Teachers' accounts indicate that psychological services are understood broadly as activities intended to support students' mental and emotional well-being and to manage behavioral difficulties. The interviews also indicate that teachers recognize the importance of communication with parents when identifying changes in students' behavior or emotional condition. Parents reported receiving information through classroom teachers and participating in discussions concerning their children's development. This reciprocal communication is important because psychological support in elementary schools cannot be separated from the family context in which children develop.

The parents' experiences further demonstrate that psychological support generally begins with teachers' observation of students in the classroom. When a concern is identified, the teacher communicates with parents and discusses appropriate forms of follow-up assistance. In some cases, students receive continuing support according to their individual needs. Such findings reinforce the importance of school-family collaboration in supporting student well-being. Francis et al. (2021) emphasize that school-based care coordination can connect students and families with appropriate resources and may contribute to improved educational and mental health outcomes. Students' perspectives provide an additional dimension to the findings. Students reported feeling happy and comfortable at school, receiving support from teachers when they experienced academic difficulties, and having trusted adults with whom they could share sadness or personal problems. They also indicated that teacher support helped them feel calmer, safer, and more motivated to participate in classroom learning. These findings suggest that psychological services do not necessarily need to be perceived by students as formal therapeutic sessions; everyday teacher-student relationships may also constitute an important psychological support mechanism.

The finding is consistent with Limone and Toto (2022), whose systematic review identified school climate and social interaction as important factors associated with school well-being and emphasized the need for collaboration among school administrators, teachers, and parents. It also corresponds with contemporary implementation research showing that teachers' perceptions, preparedness, and engagement substantially influence the success of school-based mental health programs. A systematic review by teachers' perspectives identified insufficient training, limited time, and inadequate interagency support as major implementation challenges (2023).

Supporting and Inhibiting Factors in Psychological Service Implementation

The findings reveal several factors supporting the implementation of psychological services at SDN Kedung Baruk I No. 275 Surabaya. These include strong school commitment, cooperation among teachers, principal support, parental involvement, and the availability of a supportive school environment. The principal specifically identified organizational commitment and management support as important facilitators. The existence of a safe and comfortable counseling environment also contributes to the accessibility of psychological support. These facilitating factors indicate that the implementation of psychological services is influenced not only by the availability of psychologists but

also by organizational readiness. Baffsky et al. (2023) found that implementation is strengthened when school leaders actively support programs, teachers develop ownership of the intervention, and schools establish regular mechanisms for communication, monitoring, and problem solving. Higgins and Booker (2023) similarly identified numerous contextual facilitators and barriers affecting whole-school approaches to student mental health and well-being, demonstrating that implementation is shaped by organizational, professional, and environmental conditions rather than by the intervention itself.

At the same time, the study identified several barriers. The most prominent challenges are the absence of dedicated psychological professionals, limited teacher time, insufficient specialized policies, social stigma surrounding psychological assistance, limited student engagement, and concerns about seeking professional help. Some participants reported that psychological services may still be associated with negative perceptions, including the misconception that seeking psychological assistance indicates severe mental illness. These findings demonstrate that psychological service implementation requires both structural and cultural changes. The limited availability of specialized personnel is particularly important because teachers are simultaneously responsible for teaching, administration, assessment, classroom management, and student support. The existing literature indicates that school staff frequently experience time and capacity constraints when implementing mental health programs. Teachers' views research has identified lack of time, insufficient training, and inadequate interagency support as major barriers (2023). Similarly, Beames et al. (2023) found that psychological programs for teachers can improve stress, anxiety, burnout, and well-being, but their implementation may be constrained by teachers' limited time and competing responsibilities.

The issue of sustainability is therefore important. Psychological services should not depend entirely on individual teachers' personal initiative because changes in staffing, workload, or school priorities could interrupt service continuity. Recent implementation research recommends ongoing training, consultation, monitoring, feedback, leadership support, and regular school-team meetings to maintain the quality and sustainability of school-based mental health programs (Baffsky et al., 2023). Consequently, SDN Kedung Baruk I No. 275 requires a more institutionalized psychological service management system involving clear procedures, defined responsibilities, referral mechanisms, professional partnerships, and periodic evaluation.

The Contribution of Psychological Services to Student Well-Being

The fourth finding concerns the contribution of psychological services to student well-being. The school's evaluation indicates positive changes in students' emotional, social, and academic conditions, including reduced anxiety, increased learning motivation, improved stress management, and the development of a safer emotional environment. The evaluation is conducted through behavioral observations, student interviews, and feedback from parents. Although these findings are based primarily on qualitative evidence and should not be interpreted as causal statistical effects, they demonstrate that stakeholders perceive psychological services as contributing positively to students' well-being. The contribution of psychological services can be observed in at least four dimensions: emotional regulation, psychological safety, learning motivation, and social relationships. First, students receive support in managing stress, anxiety, sadness, and other negative emotions. Second, supportive relationships with teachers create a sense of psychological safety. Third, students who feel emotionally supported appear more prepared to participate in learning activities. Fourth, improved communication with teachers and peers contributes to healthier social interaction. These dimensions are consistent with the multidimensional understanding of school well-being in contemporary psychological and educational research.

The empirical evidence from recent systematic reviews strengthens this interpretation. Cohen et al. (2024) found statistically significant improvements in student mental health and well-being following brief school-based interventions, with effects remaining detectable at one month, six months,

and one year after intervention. Wang et al. (2024) likewise reported small-to-medium effects of universal school-based interventions on children's and adolescents' mental health and emotional well-being. Furthermore, a 2024 meta-analysis of school-based stress-management interventions reported evidence concerning the effectiveness of school-based approaches to stress management and coping/resilience among school-aged children and adolescents. The findings also suggest that the impact of psychological services extends beyond individual psychological symptoms to the broader school climate. Students' reports that teachers listen to them, provide assistance, and make them feel safe indicate that interpersonal relationships are an important pathway through which psychological support contributes to well-being. Limone and Toto (2022) emphasize that school climate, social interactions, and mental and emotional health are closely connected to school well-being. Therefore, psychological services should be understood as part of a broader whole-school approach rather than as an isolated counseling activity.

From an educational management perspective, these findings have an important implication. Student well-being should become an organizational concern involving leadership, teachers, parents, students, and external professionals. The principal's role is to ensure that psychological support is integrated into school planning, teacher development, referral procedures, collaboration mechanisms, and evaluation systems. This is particularly important because recent evidence indicates that implementation quality depends heavily on leadership support, staff preparedness, organizational coordination, and adequate resources. Overall, the case of SDN Kedung Baruk I No. 275 Surabaya demonstrates that psychological services can function as an important component of student well-being management even when a school does not yet have a dedicated counseling unit. The school has developed a practical model based on teacher-mediated support, early identification, communication with parents, responsive assistance, and referral to external professionals when necessary. However, strengthening professional capacity, reducing stigma, developing formal institutional policies, and establishing sustainable collaboration with psychologists remain important priorities. Thus, the contribution of psychological services should not only be assessed through immediate changes in student behavior but also through the school's capacity to establish a sustainable, preventive, collaborative, and student-centered well-being system.

CONCLUSION

This study concludes that psychological services at SDN Kedung Baruk I No. 275 Surabaya have been implemented as an integrated form of student support through classroom guidance and counseling, individual and group assistance, support for students with special needs, early identification of emotional and behavioral difficulties, and collaboration with parents and external professionals. Although the school does not have a dedicated counselor, teachers and school leaders play an important role in facilitating psychological support. The findings indicate that these services are positively perceived by teachers, parents, and students and contribute to students' emotional, social, and academic well-being, particularly through increased feelings of safety, emotional support, learning motivation, and positive social relationships.

Theoretically, this study reinforces the view that student well-being should be understood as a multidimensional and whole-school responsibility rather than merely an individual psychological issue. Psychological services involve interactions among school leadership, teachers, students, parents, and external professionals, demonstrating the importance of a collaborative support ecosystem within educational management. However, this study is limited by its qualitative case study design involving only one elementary school and a relatively small number of participants. The findings are therefore contextual and cannot be statistically generalized to other schools. In addition, changes in student well-being were identified primarily through interviews, observations, and documentation rather than

standardized psychological measurements, while professional psychologists were not included as direct informants.

Future research should involve multiple elementary schools with different organizational and geographical characteristics to enable comparative analysis of psychological service models. Mixed-methods and longitudinal approaches are also recommended to combine qualitative evidence with standardized measurements of student well-being, psychological distress, school belonging, learning motivation, and social-emotional development. Future studies should additionally involve professional psychologists, school counselors, parents, education policymakers, and local education authorities to develop a more comprehensive perspective. Particular attention should be given to developing and evaluating an integrated school-based psychological service management model that includes early identification, preventive programs, teacher training, parent engagement, professional referral mechanisms, documentation, monitoring, and systematic evaluation.

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