



Reflections on Learning and Student Well-being and Learning Achievement

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ABSTRACT

Objective: This research aims to measure the impact of learning reflection activities on student well-being and learning achievement. The independent curriculum is a transformative curriculum from the previous curriculum. One of the goals of the independent curriculum is to create prosperous students (student well-being). The well-being of students will have an impact on high academic achievement. One effort to realize these two things is by carrying out learning reflection activities. **Method:** The subjects of this research were students in phase B, namely class IV students at Gambirano State Elementary School 03. This research is quantitative and experimental, with a pretest-posttest control group design. The data collection method was a student well-being questionnaire and a test on Indonesian language subjects. The learning reflection used is the 4F model. The data analysis technique uses the t-test. **Results:** The research results show that learning reflection using the 4F model impacts student well-being and learning achievement in Indonesian language subjects. **Novelty:** This research can be used as a reference for schools and teachers in creating a comfortable atmosphere, input about the pattern of student learning outcomes with their level of school well-being, support the importance of comfort to support student learning outcomes, and be used as a reference and consideration for similar research.

INTRODUCTION

The independent curriculum is one of the curriculum options the government offers educational units. Substantially, the independent curriculum is a curriculum developed from the previous curriculum (Rahmadayanti & Hartoyo, 2022; Sholeh et al., 2024; Sunarni & Karyono, 2023). This curriculum was developed flexibly and focused on essential material and character development and optimizing student competencies (Budiono, 2023; Nasution, 2022). The leading spirit of this curriculum is to liberate students in their learning; as stated by Ki Hajar Dewantara, "education demands that children conform to their nature." The implication of all this is how we create student well-being in learning, better known as Student well-being (Sasmito, 2023). Student Well-being in the independent curriculum is a concept that focuses on student welfare and happiness. Currently, research related to student well-being is an exciting issue (Sasmito, 2023). Recently, student well-being has been termed student satisfaction. This term refers to the relationship between emotions and student academic achievement (MacCann et al., 2020).

However, there has been a recent movement to designate the term student well-being with the term "well-being" as a frame of reference for discussion. Well-being is often described as a person's overall satisfaction with their life, enthusiasm, and emotional

expression, along with the absence of mental health problems and physical pain or discomfort. However, in this case, "well-being" refers to something that all students have and influences their energy, motivation, and resilience in managing their learning psychologically (Morles et al., 2021).

Student Well-being is a condition of student welfare related to emotional, social, physical, and academic conditions. A positive mood, attitude, and relationships with other students and teachers characterize Student Well-being. Student well-being is a multi-dimensional concept that emerges when individuals interact with others, their environment, and the conditions and circumstances in which their lives develop. Characteristics of whether a student's level of well-being is good or bad can be seen through their academic achievement and attendance at school. Students' well-being is the ultimate goal of implementing the independent curriculum (Sufyadi et al., 2021; Zamzani et al., 2020). In recent years, student well-being has gained momentum as an area of interest in educational research and practice.

As presented in scientific literature, student well-being has different meanings, dimensions, antecedents, and consequences. Mental health theory suggests several criteria that define well-being, including psychological symptoms, from mild and transient psychological distress to severe and persistent symptoms and disability, fulfillment of happiness, or life satisfaction. Other subjective indicators include happiness or life satisfaction, positive development, mental health, and optimal mental functioning and health. In the school context, Pettit and Delancey highlight that well-being is a multifaceted construct that stretches from physical and material well-being to social, emotional, mental, spiritual, moral, or psychological well-being, with physical and socio-emotional well-being at the core of understanding and promoting well-being. students (Avedissian & Alayan RN, 2021; Bowden et al., 2021; Burns et al., 2020).

Numerous studies have documented the relationship between school learning and student well-being. Indeed, school learning is essential for many student characteristics and student well-being. The correlation between these two elements is significant. The educational factor is second only to parental income and household socio-economic status. Several studies suggest that compared with absenteeism, bullying, and teacher-student relationships, school quality, adequacy, and safety are more robust and more consistent influences on various well-being outcomes, for example, mental health, subjective happiness, life satisfaction, and self-concept. , and coping skills. However, the mechanisms by which school learning influences student learning outcomes and what determines the size of the effect remain largely unknown (Dowling & Barry, 2020; Lamoreaux & Sulkowski, 2020; Ortan et al., 2021).

In the learning process, success is measured by knowing student learning achievements. In the independent curriculum, the final learning achievement is measured by giving a summative test at the end of learning (Anggraena et al., 2021; Ardiansyah et al., 2023; Sufyadi et al., 2021; Suwardi et al., 2022). Student learning achievement can be influenced by various factors, one of which is learning reflection at the end of learning (Elfrianto et al., 2020). The first thing encouraged in traditional education is reflection, which reflects students' reactions to learning (Morales, 2021). Reflection Learning for students is an effort to pause momentarily to reflect, internalize, and genuinely understand rather than perfect themselves. They allow students to evaluate newly received fragments of information and integrate them into meaningful understanding for students (Felten & Lambert, 2020; Kaputa et al., 2022). The central core of learning reflection is the ability to involve students in ongoing learning. The

success of this activity was stated in Dewey's paper in 1933 and has been widely quoted and practiced in the world of education (Hildebrand, 2022). Learning reflection is also an action that provides valuable learning opportunities for students (Greenberger, 2020). The reflective activities are related to content, approaches, and attitudes in learning (Colomer et al., 2020; Veine et al., 2020). Reflection activities can strengthen students' learning and ability to articulate and assess their learning (Chen & Bergne, 2021; Nobutoshi, 2023; Wesely, 2021)

There are several models of learning reflection. In this research, the model used is the 4F model (fact, feeling, finding, and future). Several studies state this model significantly improves and fosters a student-centered learning environment (Anam et al., 2023). The reflection of learning within an independent curriculum is crucial for enhancing educational outcomes and fostering personal growth among students and teachers. This approach emphasizes self-assessment and adaptability, essential in today's dynamic educational landscape (Fahriany et al., 2023; Joe & Harefa, 2024; Mardiana et al., 2023). Learning reflection is essential to increase student engagement and teacher development. One thing that is a challenge is the implementation of this learning reflection, namely the teacher's understanding of the curriculum and resources that need to be considered to be able to carry out learning reflection activities (Makulua et al., 2023; Sirait et al., 2024).

What is new from this study is the reflection of learning measured by the variables of student well-being and learning achievement in the independent curriculum. This study reveals learning practices in the independent curriculum that have not been detailed in previous studies. The explanation above indicates that learning reflection impacts the quality of student learning. An independent curriculum that initiates the realization of students' psychological well-being can also be boosted through learning reflection activities. Learning reflection also illustrates the impact on students' learning achievements. Researchers have yet to find a research context that examines the impact of learning reflection on student well-being and learning achievement. However, it is inevitable that researchers focus on this impact in an effort to see the effects of implementing the independent curriculum at the educational unit level. Therefore, this research aims to measure the impact of learning reflection activities given to class IV students at SDN Gambirano 03 on student well-being and learning achievement.

RESEARCH METHOD

This research aims to measure the impact of learning reflection on student well-being and learning achievement in Indonesian language lessons. This research uses a quantitative approach. The type of research is an actual experiment with a pretest-posttest control group design. This design uses two groups of subjects selected randomly. The experimental group was given treatment, while the control group was not. Before and after treatment, the two groups had their variables measured. The design is as follows.

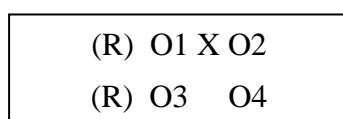


Figure 1. Pretest-posttest control group design.

This research involved students in phase B, especially class IV students at Elementary School (ES) Gambirano 03 Bangsalsari Jember. These subjects are chosen from classes that implement the independent curriculum. The research subjects were chosen randomly and then divided into one class as the experimental group, class IV (A), and one class as the control group, class IV (B). The research instruments used were student well-being questionnaires and Indonesian language lesson questions.

The stages in this research are the preparation stage, which consists of experimental design, literature study, and instrument creation. The research implementation stages are pretest, intervention, and posttest posttest. The final stage is data collection, processing, and analysis. The data analysis technique uses a t-test (paired sample t-test). In carrying out the research, the researcher gave the experimental and control classes a pretest. Next, the researcher provided intervention in the form of learning reflection activities at the end of the session in the experimental class.

Meanwhile, learning is carried out in the control class as in normal learning activities. The intervention provided is a reflection activity using the 4F model: fact, feeling, finding, and future. The intervention was given 4 times face to face. At the end of each face-to-face meeting, the researcher reflects on the 4F model. The results of the reflection in each session become material for designing the learning model as desired from the results. At the fourth meeting, at the end of the session, a posttest posttest was given to the experimental and control classes. Next, data analysis and data interpretation are carried out. The research procedure can be described in Figure 2.

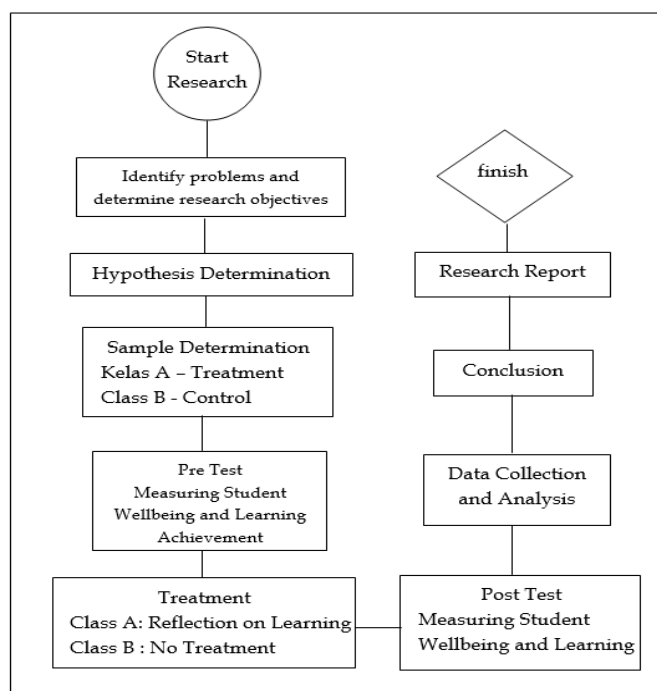


Figure 2. Research procedure.

RESULTS AND DISCUSSION

Results

To determine the impact of learning reflection on Student well-being and learning achievement in Indonesian language subjects, researchers used the t-test. This is because the data obtained is ordinal (categorical scale) and is interconnected with a significance level (α), which is set at 5.000%, so the basis for making the t-test decision

is: If the Sig (2-tailed) value is > 0.050 then the Hypothesis rejected, but if the Sig value (2-tailed < 0.050 then the Hypothesis is accepted. The following are the results of the t-test on administering the pretest and posttest posttest for the control and experimental classes.

Table 1. Paired sample statistics for the control class.

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre	54.290	21.000	15.990	3.490
	Post	66.430	21.000	13.880	3.030

Table 2. Paired sample statistics for experiment class.

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	47.370	19.000	18.360	4.210
	Posttes	70.790	19.000	16.930	3.880

Table 3. Paired samples test control class.

		Paired Differences							
				Std.	95% Confidence				Sig.
			Std.	Error	Interval of the				(2-
		Mean	Deviation	Mean	Lower	Upper	t	df	tailed)
Pair 1	Pre - Post	-12.140	11.890	2.590	-17.550	-6.730	-4.670	20.000	.003

Table 4. Paired samples test experiment.

Table 1. Paired samples test: Experiment.							
			Paired Differences				
			95% Confidence				
			Std.	Interval of the			
			Error	Difference			
Mean	Std.	Mean	Lower	Upper	t	df	Sig. (2-tailed)
-23.420	18.630	4.270	-32.400	-14.430	-5.470	18.000	.003

Based on the T-test output, it is known that Asymp.Sig. (2-tailed) has a value of 0.000 in the control class and 0.003 in the experimental class. Because the two values of Asymp.Sig. (2-tailed) < 0.050 . So it can be concluded that the "hypothesis is accepted,d" meaning if seen from the results of the pretest and posttest, there is a significant difference in learning reflections on student well-being and learning achievement in Indonesian language subjects in grade 4 elementary schools in the Merdeka curriculum.

Next, use the Mann Whitney test, part of non-parametric statistics. This is because the aim is to find differences in the averages of two samples, and the data obtained is ordinal data (categorical scale) or data that is not normally distributed or homogeneous. The basis for decision-making for the Mann-Whitney Test is: If the Asymp.If the sig value is > 0.050 , then the Hypothesis is rejected, but if the Asymp.Sig value is < 0.050 , then the Hypothesis cannot be rejected (accepted).

Tabel 5. Mann-whitney test.

Ranks				
	Class	N	Mean Rank	Sum of Ranks
Posttest	Experiment	20.000	31.130	622.500
	Class			
	Control Class	21.000	11.360	238.500
	Total	41.000		
Test Statistics				
				PosttestPosttest
	Mann-Whitney U			7.500
	Wilcoxon W			238.500
	Z			-5.302
	Asymp. Sig. (2-tailed)			.002

a. Grouping Variable: Kelas

Based on the output of the Mann-Whitney Test, the value of Asymp is known. Sig. (2-tailed) is $0.002 < 0.050$, so it can be concluded that "The hypothesis is accepted." Thus, there is a significant impact on learning reflection on Student well-being and learning achievement in Indonesian language subjects between the control and experimental classes. To strengthen the results of the Wilcoxon Test and Mann-Whitney Test, the next step is to look for a comparison of the pretest and posttest posttest data for the experimental group and the control group.

Table 6. Pretest and posttestposttest results.

Subject	Experiment Group			Subject	Control Group		
	Pretest	PosttestPosttest	difference		Pretest	PosttestPosttest	difference
1.	55.000	90.000	35.000	1.	40.000	45.000	5.000
2.	50.000	90.000	40.000	2.	40.000	55.000	15.000
3.	50.000	65.000	15.000	3.	50.000	70.000	20.000
4.	50.000	55.000	5.000	4.	40.000	60.000	20.000
5.	50.000	70.000	20.000	5.	40.000	50.000	10.000
6.	25.000	65.000	40.000	6.	50.000	70.000	20.000
7.	50.000	80.000	30.000	7.	70.000	85.000	15.000
8.	35.000	80.000	45.000	8.	60.000	70.000	10.000
9.	50.000	65.000	15.000	9.	70.000	80.000	10.000
10.	25.000	75.000	50.000	10.	60.000	80.000	20.000
11.	50.000	55.000	5.000	11.	70.000	75.000	5.000
12.	20.000	65.000	45.000	12.	50.000	75.000	25.000
13.	50.000	55.000	5.000	13.	20.000	45.000	25.000
14.	60.000	85.000	25.000	14.	60.000	60.000	0.000
15.	50.000	100.000	50.000	15.	50.000	65.000	15.000
16.	25.000	75.000	50.000	16.	40.000	40.000	0.000
17.	65.000	85.000	20.000	17.	80.000	90.000	10.000
18.	75.000	75.000	0.000	18.	40.000	80.000	40.000
19.	25.000	80.000	55.000	19.	70.000	80.000	10.000
20.	45.000	50.000	5.000	20.	50.000	65.000	15.000
				21.	70.000	75.000	5.000

Mean	45.250	73.000	27.750	Mean	53.330	67.380	14.040
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These data show that the higher the score obtained, the more significant the impact of learning reflection. The average result between the Pretest and Posttest of the experimental group was 27.750. Meanwhile, in the control group, the average between the pretest and posttest posttest was 14.040. So, the average value of the experimental group is greater than that of the control group. This positively impacts learning reflection on Student well-being and learning achievement in Indonesian language subjects in Phase B grade 4 elementary schools in the Independent Curriculum.

Discussion

Student Well-being in the Independent Curriculum

Student well-being is a condition of student welfare related to emotional, social, physical, and academic conditions. It is characterized by a positive mood and attitude and positive relationships with other students and teachers. Student well-being is a multi-dimensional concept that emerges when individuals interact with other people, their environment, and the conditions and circumstances in which their lives develop.

Student well-being has recently become a specified and desired expectation in the education system in many countries (Nurunnabi et al., 2020). It is adopted by many countries and is considered by many educators, researchers, and psychologists as a concept that represents an essential goal of education. Student well-being has thousands of references in Pubmed, Science Direct, and Clarivate analyses (Rappleye et al., 2020; Torrano et al., 2020). This shows that student well-being is an essential theme in education. This is relevant to the aim of the independent curriculum, namely to make students psychologically prosperous or well-being.

Student well-being in the independent curriculum is an important aspect, and the aim is to design a learning environment that supports overall student development. Student well-being is the main foundation for achieving optimal academic achievement. The independent curriculum provides extensive space for exploration related to students' mental, emotional, and social health. Students can develop essential life skills such as empathy, collaboration, and self-management. Through a flexible learning approach, the independent curriculum seeks to meet the individual needs of each student, respecting diversity and facilitating meaningful learning experiences. The project-based learning model is integrated to support student well-being. Thus, the independent curriculum is about academic achievement and students' personal development, equipping them with various skills and attitudes needed to face future life with confidence and resilience. Recent research shows that implementing an independent curriculum impacts student well-being (Fatimah & Kusdaryani, 2023; Firdausi, 2022; Husna & Abdurrahman, 2024).

Learning Reflection

Learning reflection is an activity carried out in the learning process. This action takes the form of written and oral assessments by teachers on students and by students on teachers. The concept of reflection is recognized as an integral part of learning. John Dewey stated, "We do not learn from experience. We learn from reflecting on experience (Wardani et al., 2023). An educator's ability to design reflective learning can enhance students' ability to monitor the effectiveness of their learning. Critical educators such as Boud have argued that an essential aspect of successful learning is

understanding and managing the learning process (Molloy et al., 2020). Reflection is a powerful learning tool. Through reflection, students can evaluate and demonstrate their understanding of their learning. Learning reflection activities can be used to promote metacognition or increase awareness and control over thinking, learning, and cognitive processes to advance understanding of learning material. This activity can also support inter- and intrapersonal skills such as self-confidence and collaboration (Khat & Vogel, 2022).

In this research, the learning reflection model is the 4F model developed by Dr. Roger Greenaway. The model consists of four stages, namely: Facts (events), Feelings (feelings), Findings (learning), and Future (change) (Rais, 2019). In the Facts (Events) section, students/teachers tell stories about their experiences during class learning. Then, what good things have been experienced in this process? Next, students are asked to write down the obstacles and difficulties they experience. Next, the author's solution is to overcome these obstacles. Students/teachers express their feelings during the learning process at the Feelings stage. Including expressing the cause of these feelings. At the Findings (Learning) stage, students/teachers tell about the lessons that can be learned from the learning process that has been carried out. Finally, in the Future (Application) section, students/teachers write about what can be done to improve if several errors are found so that they do not happen again, including what actions will be taken after gaining experience from the process.

Reflection, Student Well-being, and Learning Achievement

The results of the analysis above confirm that the implementation of learning reflection has a significant impact on student well-being and student learning achievement. Learning reflection is proven to have a significant impact on student well-being and student learning achievement. The reflection process allows students to evaluate their learning experiences, identify strengths and weaknesses, and formulate strategies for future improvement. During the research, students appeared to be actively conveying their evaluations and hopes for learning activities at the next meeting. Then, the teacher tries to innovate and be creative according to the reflection results at the end of the meeting. The results regarding student well-being and student learning achievement are visible. On a continuum, a graph shows improvement in student learning achievement in the experimental class.

Reflecting can increase students' self-awareness, which improves their psychological well-being, reducing stress and increasing self-confidence. In addition, learning reflection also encourages students to be actively involved in the learning process, which can increase their motivation and involvement. Research shows that students who engage in reflective learning tend to have better academic achievement because they can understand the material more deeply and develop critical thinking skills. This increase in emotional and psychological well-being contributes to greater motivation and engagement in learning, improving academic achievement. Additionally, learning reflection helps students set more apparent, realistic goals and develop effective action plans to achieve them, contributing to better learning outcomes.

Learning reflection functions not only as a self-evaluation tool but also as a means to improve the quality of learning experiences, which ultimately positively impacts student's well-being and academic achievement. Learning reflection supports students' academic development and well-being, creating a solid foundation for long-term success.

CONCLUSION

Fundamental Finding: Learning reflection significantly impacts the welfare and learning achievement of students in the Merdeka curriculum. The reflection process helps students evaluate their learning experiences, identify strengths and weaknesses, and formulate strategies for future improvement. By reflecting, students can improve their understanding, critical thinking skills, learning motivation, engagement, and psychological well-being, improving their learning achievement. Learning reflection also helps teachers evaluate the learning process that has been carried out and make necessary improvements, which can improve the quality of learning received by students. Thus, learning reflection effectively improves students' welfare and learning achievement in the Merdeka curriculum. **Implication:** Merdeka Curriculum emphasizes flexibility and personalization of learning; reflection helps students increase self-awareness, manage stress, and develop essential emotional and social skills. The positive impact on student well-being is reflected in increased motivation, engagement, and self-confidence, all of which contribute to better academic performance. **Limitation:** The research subject needs to be expanded. **Future Research:** Integrating learning reflection in the Merdeka Curriculum supports academic achievement and students' overall well-being, equipping them with the skills and attitudes needed to face future challenges with confidence and resilience.

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