

Student's Well-Being Post Pandemic Covid 19: A Bibliometrics Analysis And Future Research Direction

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Abstract

Students well-being becomes a mental health issue that is in the spotlight after the Covid-19 pandemic. It is suspected that there has been a change in the paradigm and indicators of student's well-being after the Covid-19 pandemic. This study examines how research on students' well-being has developed after the Covid-19 pandemic. The aim is to formulate suggestions for further research to complement the study of students' well-being. The method used in this study is bibliometric analysis. The central database used comes from scopus.com with the search keyword "students well-being." After screening by excluding publications outside journal articles and proceedings, 425 publications were found worldwide. Most publications come from the United States; the most productive institution is the University of California. Meanwhile, BMC Psychology is the journal media that publishes the most articles related to student's well-being. Meanwhile, Wang Y from Beijing Normal University is the most productive writer, with ten articles over the past three years. The keywords are life satisfaction, anxiety, stress, emotion, self-concept, and social support. No study has examined the contribution of local wisdom values, cultural values, spirituality, and religion to students' well-being (Djazilan et al., 2020; Fitriyah et al., 2020, 2021). Further research is expected to utilize this opportunity to provide a holistic and comprehensive perspective on students' well-being that can be used for various service planning on students' well-being issues in educational institutions.

Keywords: *students' well-being, post-pandemic, bibliometric analysis, future research in students' well-being.*

1. Introduction

Human well-being is a complex concept that involves various aspects of human life, including physical and mental health, economic income, education, employment opportunities, social justice, the environment, and overall quality of life (Pedersen et al., 2023). To understand and improve human well-being, many studies have

been conducted with various approaches and reviews (Huynh et al., 2023). One approach commonly used in studying human well-being is the subjective approach. This approach bases the analysis on the conclusions and perceptions of individuals regarding their well-being. In this study, respondents were asked to rate and report their level of well-being in various dimensions of life (Prasath et al., 2022). Researchers can collect data on life satisfaction, personal freedom, social relationships, and other positive and negative experiences using questionnaires and interview methods. This subjective approach allows researchers to better understand human well-being from an individual perspective (Damkier & Ozer, 2022).

Objective approach in research on human well-being. This approach focuses on objective indicators, such as life expectancy, income level, education level, and access to health facilities (Alfaro et al., 2023). Researchers can objectively measure the level of human well-being by using secondary data from various sources, such as government statistics and newspapers. This approach provides an objective picture of the level of social and economic well-being and the gaps or inequalities in society (Jue & Ha, 2022). A holistic approach is also applied in research on human well-being. This approach integrates various aspects of human life, including physical, social, economic, and environmental. Research with this holistic approach often involves various disciplines, such as economics, psychology, sociology, and environmental science. By considering all these aspects comprehensively, researchers can develop a deeper understanding of the factors influencing human well-being and ways to improve it (Schwartz et al., 2022). Some research also involves longitudinal reviews, where data is collected over time to study changes in human well-being. This approach helps identify long-term trends and the impact of specific actions or policies in improving human well-being (Ye & Guo, 2023). In addition, some research also involves cross-cultural reviews to understand differences in perceptions and experiences of human well-being across different cultures and socio-economic contexts (Huber et al., 2024; Huynh et al., 2023; Schwartz et al., 2022).

In a more specific context of education, student well-being is often used (Prasath et al., 2022). In developmental psychology, student well-being is described as a positive and optimal psychological condition experienced by students during their learning and development process (Luo et al., 2023). This concept encompasses various aspects, including mental health and emotional well-being, as well as students' social, cognitive, and physical aspects. Student well-being is a primary goal in education, as students' health and happiness are essential to their academic achievement (Huber et al., 2024). When students feel good emotionally and psychologically, they tend to be more motivated, have better learning abilities, and have positive perceptions of themselves and others (Lenneis et al., 2024). In the context of developmental psychology, student well-being is seen as the result of various interacting factors (Wang & Farb, 2023). These factors include students' exposure and experiences with their physical and social environment, family, peer, and school influences (Sharma et al., 2022). In addition, social support and guidance from teachers and school staff can also play an essential role in improving students' well-being (Costello et al., 2022). Students' well-being is also related to their cognitive development. Students who can think critically, have good problem-solving skills, and have effective learning abilities tend to have higher well-being. In a challenging learning environment that pays attention to individual needs, students can develop their potential well, contributing to their well-being (Yu & Zhou, 2024).

Physical aspects are also essential to students' well-being (Morinaj & Held, 2023). A study shows that sports activities and adequate rest are related to improved students' well-being (Maftei & Olariu, 2024). Physically, these activities can provide energy and reduce stress so students can be more focused and perform well in learning (Lin et al., 2022). To ensure that student well-being is achieved, a holistic and integrated approach is needed. This approach includes the roles of teachers, parents, and the community in creating an environment

that supports student well-being (Wikman et al., 2022). Teachers can help by creating an inclusive classroom environment and presenting challenging and meaningful learning materials. Parents can pay attention to their children's emotional and physical needs and provide reassuring support in their academic development (Ghufron et al., 2024; Schneider et al., 2022). The community can also contribute by providing facilities and infrastructure that support students' physical activity and mental health (Cohen et al., 2024). Student well-being is an essential concept in developmental psychology. Student well-being involves various aspects, including mental health, emotional well-being, and social, cognitive, and physical (Shuo et al., 2022). Various interacting factors, including the school environment, family, peers, and community, play an essential role in student well-being. To achieve optimal student well-being, a holistic and integrated approach with active roles from teachers, parents, and the community is needed (Etherton et al., 2022). A review of diverse research on human well-being provides valuable insights into how to improve human quality of life and happiness. Subjective, objective, holistic, longitudinal, and cross-cultural approaches provide different perspectives and contribute to a complete understanding of human well-being. Moving forward, further research is needed to continue developing our understanding of the factors that influence human well-being and how to promote it effectively (Mascia et al., 2023).

The development of student well-being after the COVID-19 pandemic is a topic that is widely discussed in the current educational literature (Tov et al., 2022). The pandemic has significantly impacted everyday life, including students' well-being and mental health. Before the pandemic, student well-being was often focused on physical aspects and academic activities. However, with the COVID-19 pandemic, attention to student well-being has expanded to include mental, emotional, and social health aspects (Rasheed et al., 2022). Lockdowns and social restrictions implemented to combat the spread of the virus have forced students to be isolated from classmates, teachers, and social activities.

This article attempts to uncover previous research on human well-being and student well-being that previous researchers may have studied. This is done to determine the academic formulation of student well-being, especially after the COVID-19 Pandemic. It should be noted that this formulation will be a new theoretical formulation that makes the study of student well-being more holistic and comprehensive because it includes changes in students' personal, social, spiritual, and cultural dynamics after a long period of restrictions on social activities. This will also be the first study to link aspects of the human self more comprehensively in determining essential indicators of student well-being. The bibliometric study opened the discovery of previous research sources that support the objectives of this study.

2. Materials and methods

2.1 Design

This article is designed through bibliometric research. Bibliometric research is a research method used to analyze scientific publications recorded in bibliographic databases. This method involves collecting, analyzing, and interpreting bibliographic data to identify trends and patterns in scientific literature. In bibliometric research, bibliographic data is used as the primary source of information. This data includes the title of the publication, the author's name, the journal where it was published, the year of publication, and a series of relevant keywords. Data collection can be done by indexing and searching in online bibliographic databases or through manual literature.

2.2

Data collection procedures

The research steps carried out follow the following flow:

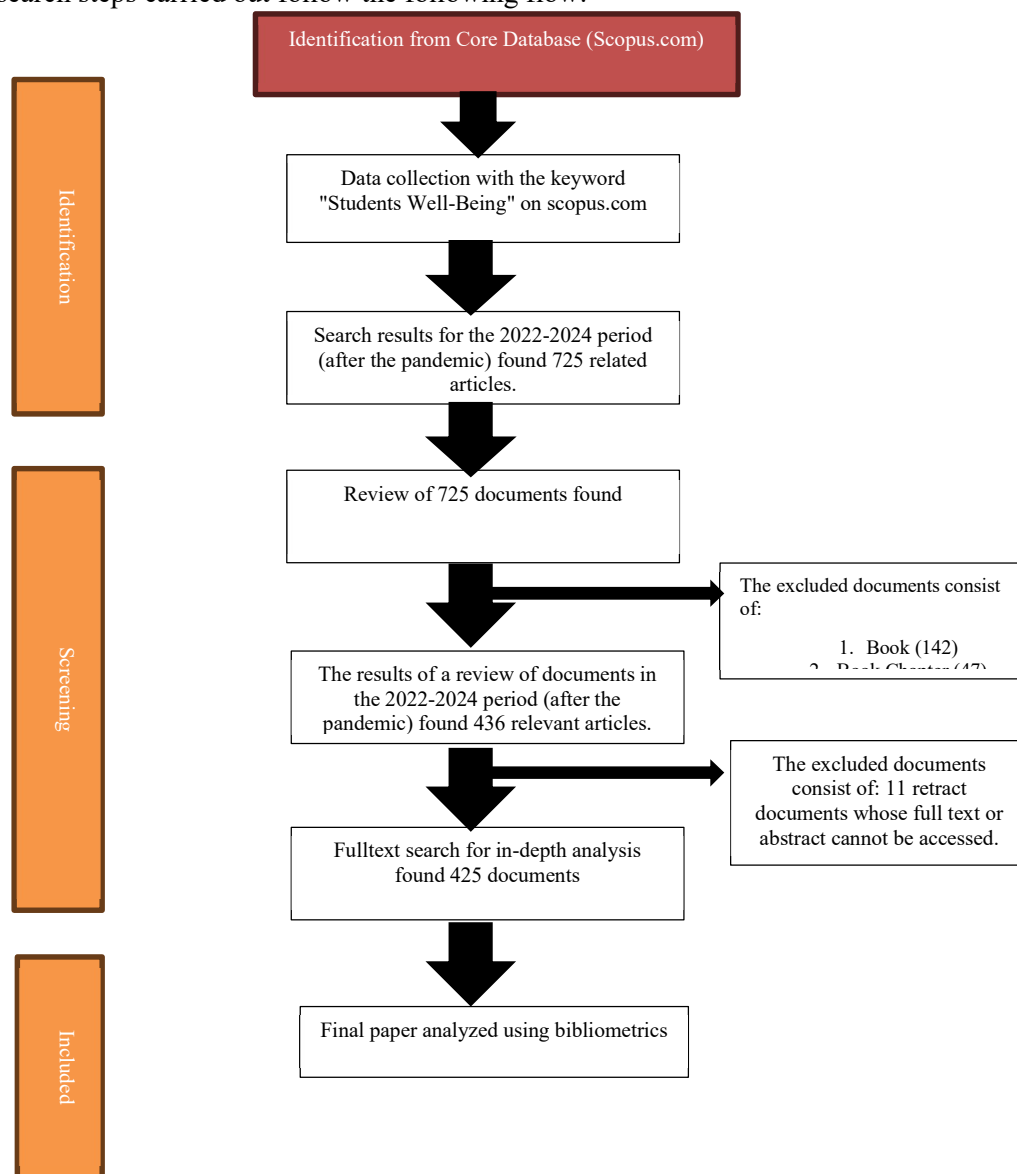


Figure 1. Alur Analysis Bibliometric

Figure 1 shows that not all data, whether articles, books, or book chapters, are used as bibliometric analysis materials. Only research articles published through journals or proceedings are used as analysis data to obtain an overview of the trend of student well-being research carried out after the COVID-19 pandemic (Period 2022-2024).

2.3

Data analysis

They were based on the stages of bibliometric analysis, as explained in Table 1. Researchers collected data from the scopus.com database with the keyword "students well-being" in the scopus.com database with a limitation

of 2022-2024. Data is limited to psychology and types of publications in journals and proceedings. The results obtained detailed data as in Table 1.

Table 1. Search Results for the keyword "Students Well-Being" on Scopus.com

Description	Results
Timespan	2022:2024
Sources (Journals, Books, etc)	216
Documents	425
Annual Growth Rate %	-15,22
Document Average Age	1,11
Average citations per doc	3,786
References	0
Authors	
Authors	1582
Authors of single-authored docs	23
Authors Collaboration	
Single-authored docs	24
Co-Authors per Doc	4
International co-authorships %	26,82
Documents Type	
article journal	421
article proceeding	4

The collected data was then analyzed. This process involves using statistical methods and computational algorithms to identify trends and patterns in the scientific literature. Data were collected from the scopus.com database in the period 2022-2024. The keywords used are "students well-being" or "students" and "well-being" in the translation of the scopus.com search engine. The data obtained was filtered and then exported in BibTex format. The selected computational analysis used R-Studio with the help of Biblioshiny. The results of the bibliometric data analysis obtained from this study can provide valuable insights for researchers and practitioners in specific fields. Information on research trends can help researchers identify research gaps that need to be further explored on the topic of student well-being. In addition, identifying prominent authors can guide researchers who want to collaborate with experts in student psychological well-being.

3. Results and discussion

3.1 Results

Research Productivity Development

The researcher designed this study to focus on the latest research after the COVID-19 pandemic. Based on the Indonesian government's policy, the Implementation of Community Activity Restrictions during the COVID-19 pandemic has not been in effect since 2022. Therefore, the limitation of the documents studied was determined to be 2022-2024. The search results regarding research productivity during this period can be seen in Figure 2 and Table 2.

Table 2. Article Productivity Student's Well-being

Year	Articles
2022	160
2023	150
2024	115

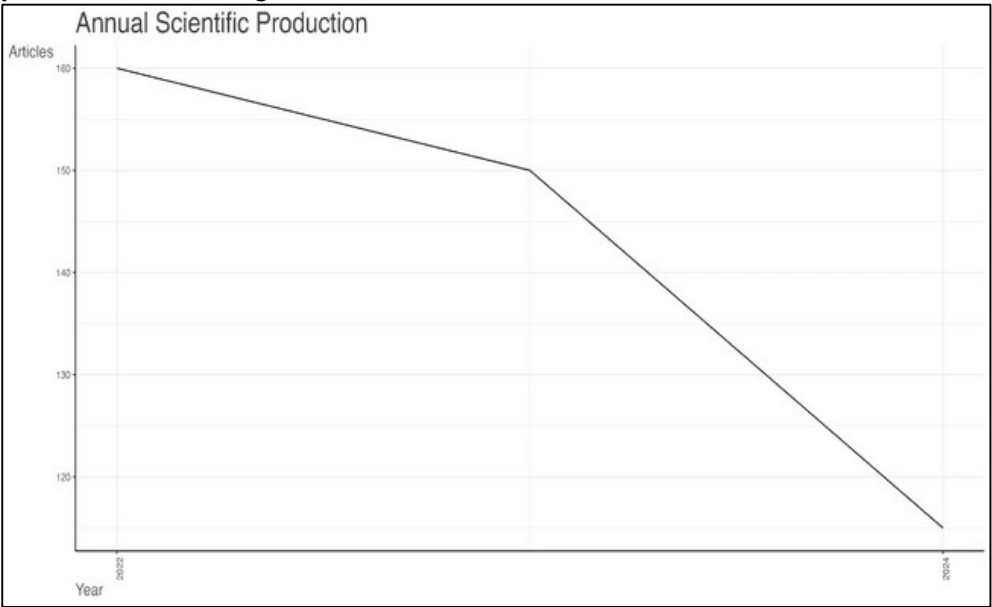


Figure 1. Students Well-Being article Productivity Graph

Table 2 and Figure 2 show that there has been a decrease in the number of articles published since 2022. 2022 was the most productive year, with 160 articles published, and 2024 was the lowest in article productivity on student well-being. Even so, 2024 still has several months left, so there is still the possibility of increasing the number of articles in the next few months. Judging from the country of origin of the researcher and the scientific publications carried out, it can be seen in Table 3 and Figure 3.

Table 3. 10 Most Productive Countries about Students Well-Being

No	Country	Freq
1	USA	991
2	CHINA	397
3	UK	174
4	CANADA	167
5	SPAIN	142
6	AUSTRALIA	129
7	ITALY	92
8	GERMANY	90
9	CHILE	64
10	BRAZIL	39

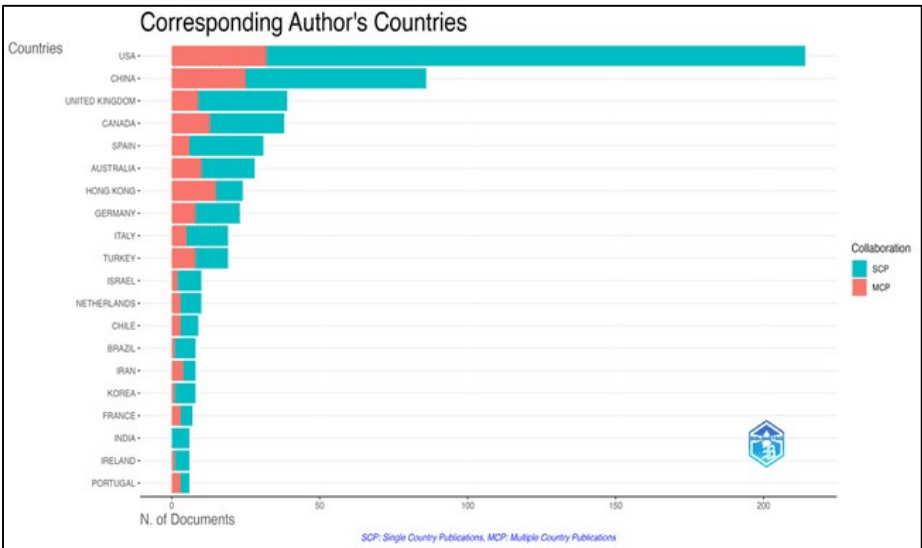


Figure 3. Graph of the 10 Most Productive Countries in Student's Well-Being Research

Table 3 and Figure 3 show that the United States is the most productive country for overall research and publications, with articles in journals, proceedings, and books and a total of 991 publications. They are followed by China with 397 publications and the United Kingdom (Great Britain) with 174 publications. Let's look at the data of the top 10 most productive countries. China is the only country in Asia that pays a high level of attention to the issue of student well-being. In contrast, countries from the European and American regions dominate the others. This is a big question as well as an indication that countries in the Asian region, in general, have not paid much attention to the issue of student well-being as an essential problem in the world of education in their countries.

Document Citation Analysis

To find out the documents or articles that are most often referenced by the world regarding mental health and student well-being, see Table 4 below:

Table 4. Top 10 Most Cited Documents Globally

No	Paper	Title	Total Citations
1	Pan et al. (2023)	“Unpacking Chinese EFL Students' Academic Engagement and Psychological Well-Being: The Roles of Language Teachers' Affective Scaffolding”	79
2	Arslan & Allen (2022)	“Exploring the association between coronavirus stress, meaning in life, psychological flexibility, and subjective well-being”	76
3	Quintiliani et al. (2022)	“Resilience and psychological impact on Italian university students during the COVID-19 pandemic. Distance learning and health”	70
4	Soneson et al. (2023)	“Happier during lockdown: a descriptive analysis of self-reported well-being in 17,000 UK school students during Covid-19 lockdown”	40
5	Priestley et al. (2022)	“Student Perspectives on improving mental health support Services at university”	37
6	Butler et al., (2022)	“The Contributing Role of Family, School, and Peer Supportive Relationships in Protecting the Mental Well-being of Children and Adolescents”	35
7	Stamatis et al. (2022)	“A longitudinal investigation of COVID-19 pandemic experiences and mental health among university students”	33

No	Paper	Title	Total Citations
8	Qu et al. (2022)	“Positive childhood experiences can moderate the impact of adverse childhood experiences on adolescent depression and anxiety: Results from a cross-sectional survey”	33
9	Datu et al. (2022)	“The effects of gratitude and kindness on life satisfaction, positive emotions, negative emotions, and COVID-19 anxiety: An online pilot experimental study”	32
10	Mosleh et al. (2022)	“Mental health, learning behaviors, and perceived fatigue among university students during the COVID-19 outbreak: a cross-sectional multicentric study in the UAE”	30

Based on Table 4, it is known that the article by (Pan et al. 2023) on "Students' Academic Engagement and Psychological Well-Being" is the most referenced globally, with 79 citations. Next, the article by Arslan & Allen (2022a) on "subjective well-being" was referenced 76 times globally. In third place, the article by Quintiliani et al. (2022) on "Resilience and psychological impact on Italian university students during the COVID-19 pandemic" was referenced by 70 other documents globally. Based on these data, it can be concluded that studies on student well-being have not received special attention. The primary references for the article are still at the level of general psychological well-being studies. The need to get articles locally (between articles in one country) can be seen in Table 5.

Table 5. Top 10 Most Cited Documents Local level (within one country)

Document	Year	Title	Local Citations	Global Citations	LC/GC Ratio (%)
Geier & Morris (2022)	2022	“The impact of a gratitude intervention on mental well-being during COVID-19: A quasi-experimental study of university students”	3	14	21,43
Rudolf & Lee (2023)	2023	“School climate, academic performance, and adolescent well-being in Korea: The roles of competition and cooperation”	2	6	33,33
Datu et al. (2022)	2022	“The effects of gratitude and kindness on life satisfaction, positive emotions, negative emotions, and COVID-19 anxiety: An online pilot experimental	2	32	6,25

Document	Year	Title	Local Citations	Global Citations	LC/GC Ratio (%)
Fiodorova & Farb (2022)	2022	study” “Brief daily self-care reflection for undergraduate well-being: a randomized control trial of an online intervention”	2	7	28,57
Arslan & Allen (2022b)	2022	“Exploring the association between coronavirus stress, meaning in life, psychological flexibility, and subjective well-being”	2	76	2,63
Tuck & Thompson (2024)	2024	“The Social Media Use Scale: Development and Validation”	1	4	25,00
Klik et al. (2023)	2023	“School climate, school identification and student outcomes: A longitudinal investigation of student well-being”	1	5	20,00
Choi et al. (2023)	2023	“Effects of school environment on depression among Black and White adolescents”	1	3	33,33
Mert et al. (2023)	2023	“What lies ahead of us? Collective future thinking in Turkish, Chinese, and American adults”	1	15	6,67
Lou & Li (2023)	2023	“The mindsets × societal norm effect across 78 cultures: Growth mindsets are linked to performance weakly and well-being negatively in societies with fixed-mindset norms”	1	16	6,25

Based on Table 5, it is known that the article by Geier & Morris (2022) with the theme "Impact of a gratitude intervention on mental well-being during COVID-19" is the most referenced in its own country, with three references nationally and 14 references globally. Furthermore, the article by Rudolf & Lee (2023) about. "School climate, academic performance, and adolescent well-being in Korea" was referenced two times in its country and six times globally. Interestingly, some articles are not widely referenced in their country but are widely referenced globally. The article by Arslan & Allen (2022) was referenced 76 times globally but only two times in their country, and the article by Datu et al. (2022) was referenced 32 times globally but only two times in their own country. This shows that attention to the issue of student well-being is not always linear with the author's origin, and its popularity is better known in other regions and countries.

Author Productivity and Affiliation

Further analysis was conducted on the productivity of authors in researching and publishing their research results on student's well-being. The results of the analysis can be seen in Table 6 and Figure 4.

Table 6. Author Productivity in Students Well-Being Study

Author	TC	TCpY	Number of Article		
			2022	2023	2024
Arslan G	5	2,5	5	2	2
Datu JAD	76	22,333	4	3	1
JR	7	2,333	1	2	2
Li J	2	0,667	1	2	4
Renshaw TL	7	3,5		3	2
Wang H	10	3,333		3	3
Wang Q	13	4,333	4	3	2
Wang Y	7	2,333	2	5	3
Wang Z	17	5,667	3	2	
Zhang Y	24	8	1	1	4

Based on Table 6, it is known that Wang Y is the most productive writer, with a total of 10 articles from 2022 to 2024. Then Arslan and Wang Q are the second most productive writers, with a total of 9 articles from 2022-2024. Then, Datu Jad will be followed by eight articles. Meanwhile, if viewed from the total citation per year (TCP), it can be seen in Figure 4.



Figure 4. Author Productivity in the Student's Well-Being Study

In Figure 4, it is known that Datu Jad is the most cited author when viewed from the average citations per year (22.33), followed by Zhang Y, with an average of 8 other articles cited per year. When viewed from the origin of the author's affiliation, the results of the productivity analysis are as in Figure 5.

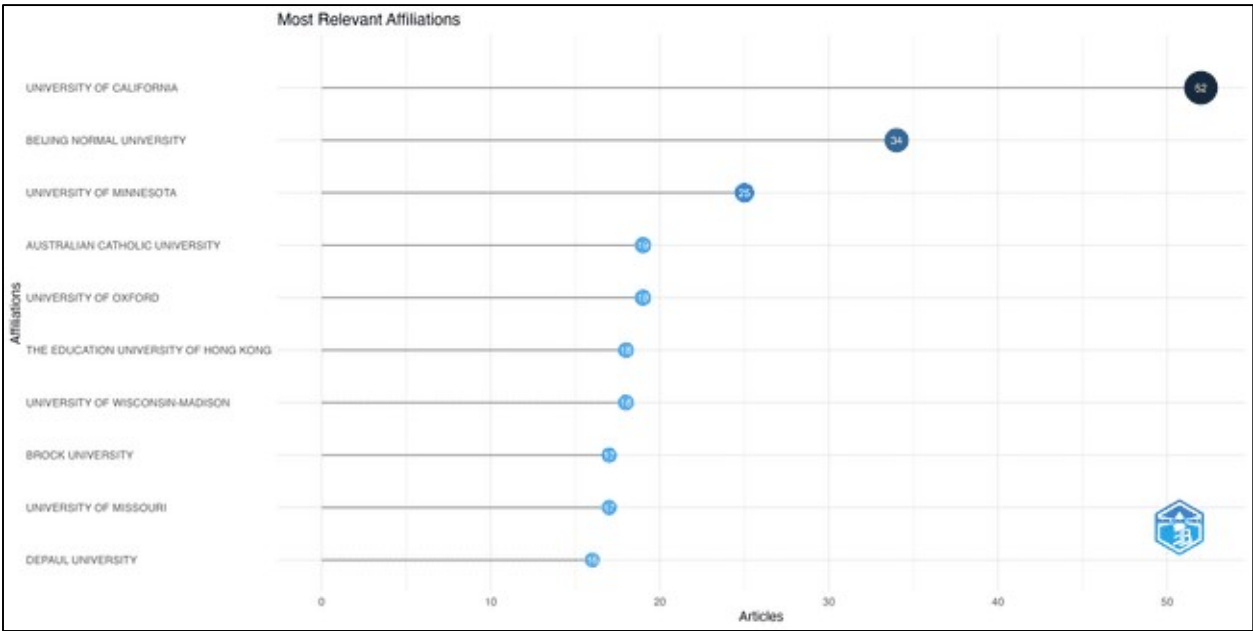


Figure 5. Most Productive Author Affiliation Origins of 2024

In general, based on Figure 5, it is known that the University of California is the most productive institution, followed by Beijing Normal University and the University of Minnesota. In more detail, the productivity of each institution is explained in Table 7.

Table 7. Affiliation Productivity in the Student's Well-Being Study

Affiliation	Number of Articles			Total
	2022	2023	2024	
Australian Catholic University	5	5	19	29
Beijing Normal University	8	31	34	73
University Of California	21	50	52	123
University Of Minnesota	6	24	25	55
University Of Oxford	0	7	19	26

Based on Table 7, it is known that the University of California is the most productive institution, with 123 articles from 2022-2023, followed by Beijing Normal University with 73 publications on student well-being. Meanwhile, the University of Minnesota is the third most productive institution, with 55 articles during the period 2022-2024. Based on these data, it is known that institutions from the United States are the most productive institutions. Meanwhile, China, with the Beijing Normal University institution, is the only educational institution in an Asian country that pays relatively high attention to the study of student well-being.

Researcher Network

In order to gain an understanding of the researcher network, an author network analysis was conducted based on the data found. The results are shown in Figure 6 below.

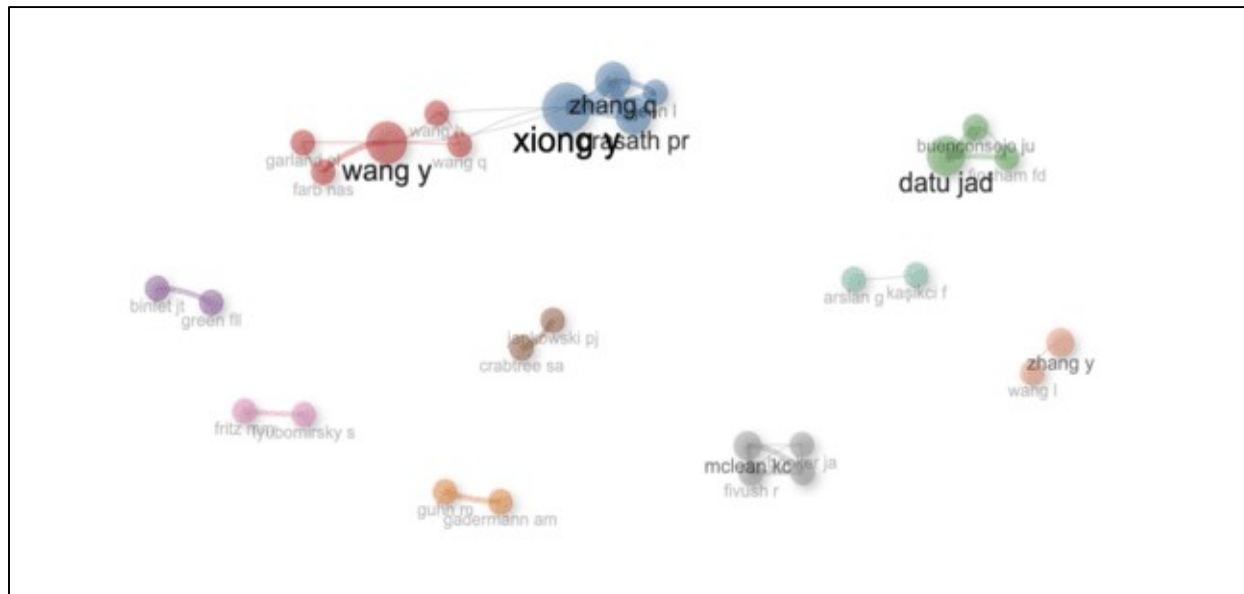


Figure 6. Researcher Network

Observing Figure 6, it is known that the researcher network still tends to be dominated by researcher collaboration within a country. For example, Zhang Q, Xiong Y, et al. are authors from China whose majority of publications are also with colleagues from one country. Likewise, Wang Ym Wang H and Wang Q collaborated with fellow compatriots in China. Even so, Wang Y's authorship network tends to be more comprehensive because he has collaborated with research colleagues from other countries. In addition, the network of authors from Spain (Datu J.A.D., et al.) is also dominated by authors from one country. Referring to these data, it is known that cross-country research networks are still sporadic. This should be an excellent opportunity for further researchers to carry out collaborative research both at the author level and in cross-country data mining. Furthermore, the affiliation network between countries can be seen in Figure 7.

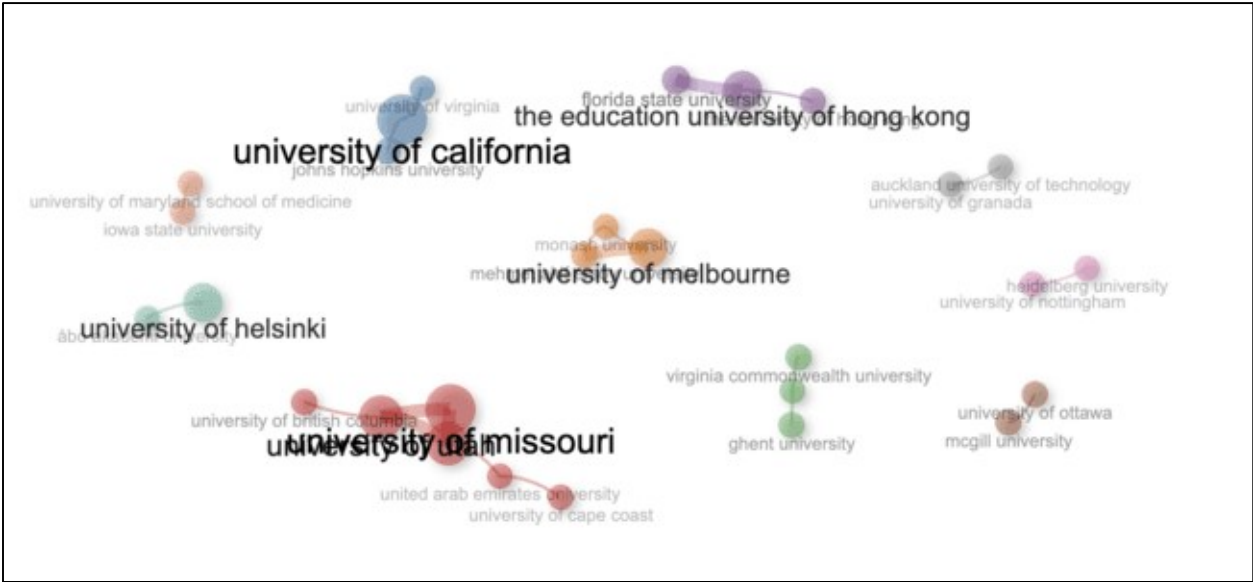


Figure 7. Author Affiliate Network

Figure 7 shows that several educational institutions are the epicenter of research networks. From the United States, the University of California and the University of Missouri are the epicenters of institutions that collaborate between institutions in their respective regions. In the European region, the University of Helsinki and the University of Granada are the epicenters and driving forces that produce research on student well-being. In the Australian region, the University of Melbourne is the epicenter of researcher affiliations. In general, institutions from the European and American regions have the most significant research collaboration networks on student well-being compared to other continents and countries. Furthermore, cross-country networks that carry out research collaboration can be seen in Figure 8.

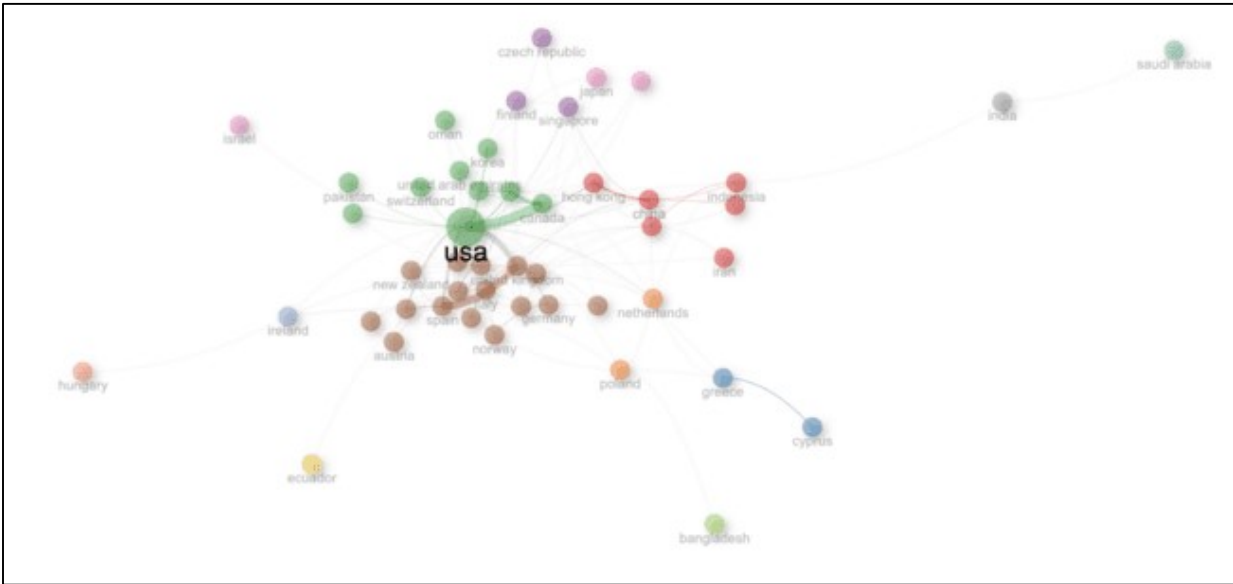


Figure 8. Network of Cooperation between Countries

Based on Figure 8, it is known that the United States is a very central epicenter in research with the theme of student well-being. Even when viewed from its network, several Asian countries such as Korea, UAE, and Pakistan are involved in cross-country research collaboration with the United States as the epicenter. In the Asian region, China is the most productive country and the epicenter of the research collaboration network. Other countries that participated in the collaboration were Hong Kong, Indonesia, Iran, and Singapore. Referring to the data, it is understandable that there is already a cross-country research network, even though it is still sporadic in each group. However, this is enough to start forming a more massive research network. Referring to the results of the analysis, in the future, this sporadic movement needs to be organized more systematically to get comprehensive scientific insight from all types of cultures, characters, and social emotions from all countries.

Journal Productivity

In order to complete the understanding of publication sources from the most referenced publication media and academic integrity, this section explains journals and other publication media that are relevant to publication media with the theme of students' well-being. The complete details can be seen in Figure 9.

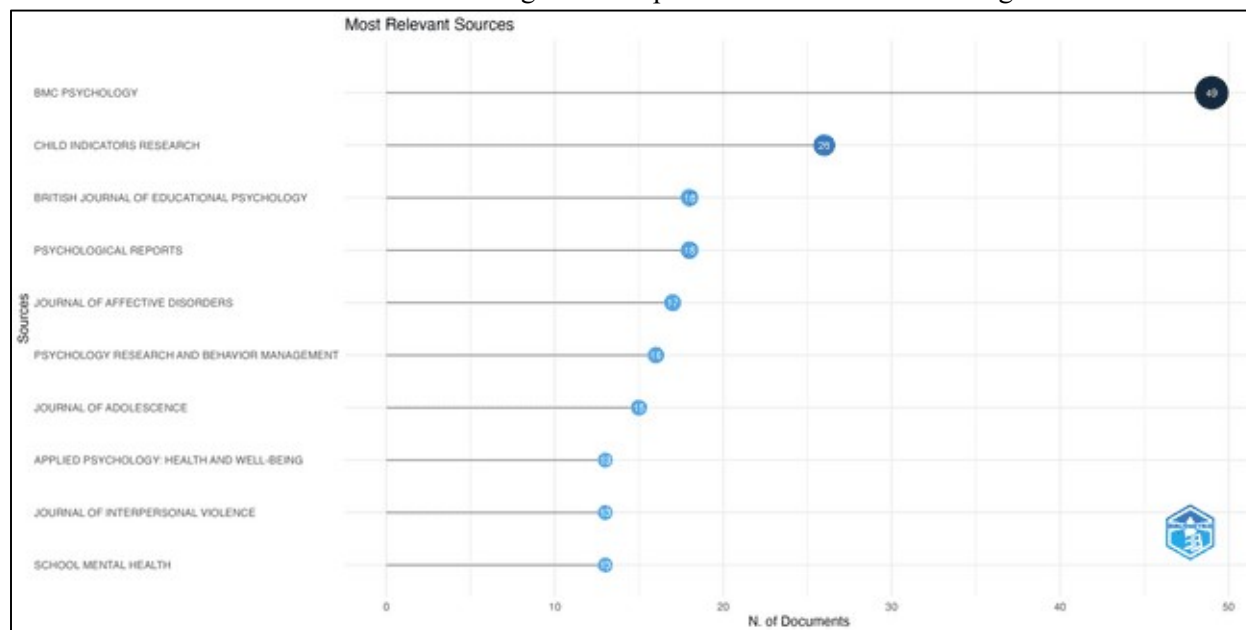


Figure 9. List of Most Productive Journals

Based on Figure 9, it is known that the BMC Psychology journal is the most productive journal that publishes about students' well-being with 49 articles. Next, the Child Indicators Research Journal is ranked second most productive with 26 articles. The British Journal of Educational Psychology is ranked third with 18 articles. In general, the condition of the core source, which is the place of publication as well as the primary reference for research in Bradford's Law analysis, can be seen in Figure 10.

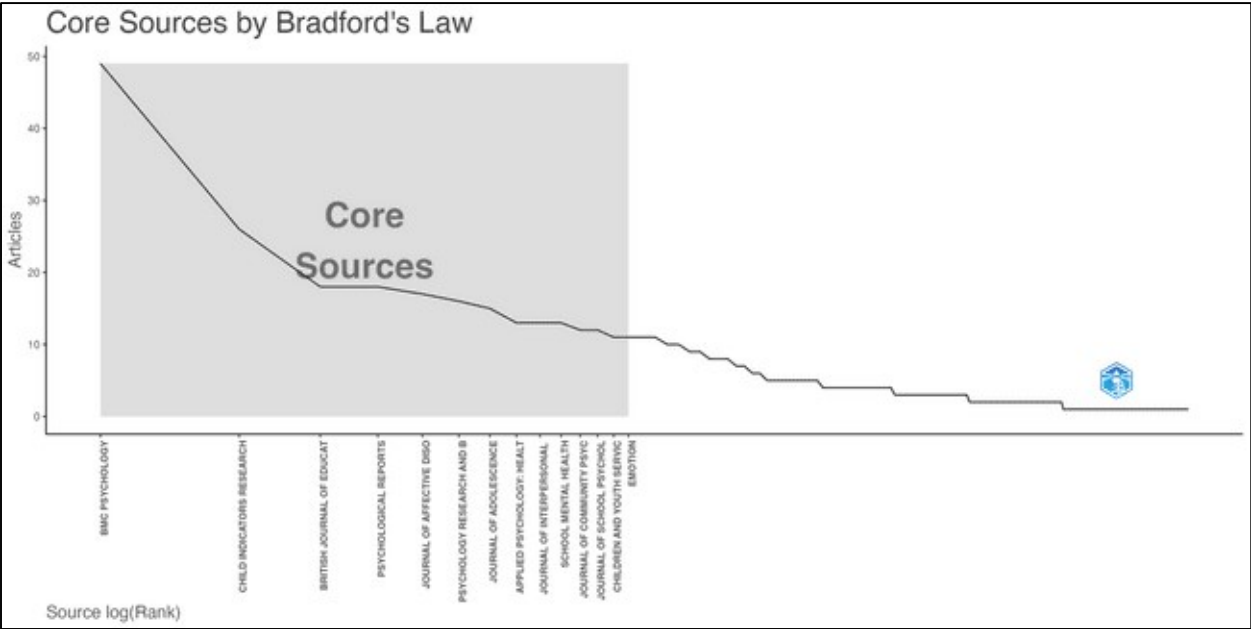


Figure 10. Primary Journal as Reference Source

Based on Figure 10, it is known that BMC Psychology is the primary source and the most dominant producer of article publications that are the primary references in student well-being research. The second journal that is the primary reference is Child Indicators Research, which is part of the core source of the study of student well-being. In general, because this field of study is dominant in the study of psychological well-being, the primary references are journals in the fields of psychology and education. In general, the impact of journals on subsequent research can be observed in Figure 11.

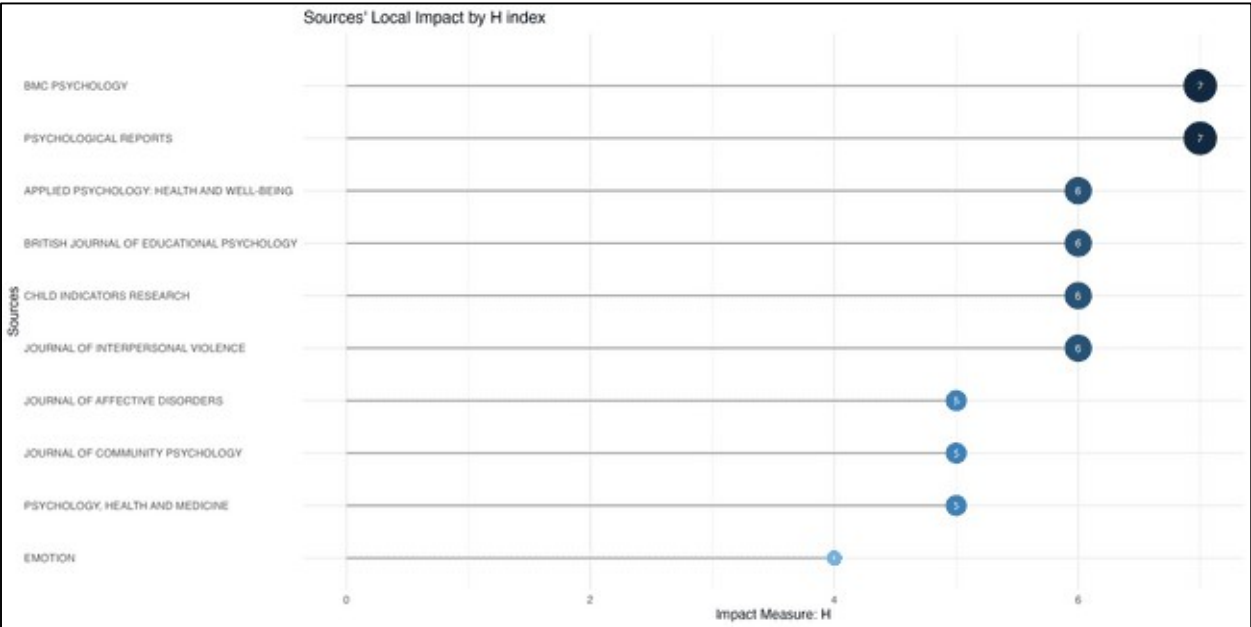


Figure 11. Journal Impact on Publication of Students Well-Being Studies

Based on Figure 11, it is known that BMC Psychology and Psychological Reports are the most impactful journals with an H-Index of 7. Next, the journal Applied Psychology Health and Well-Being, British Journal of Educational Psychology, Child Indicators Research, and Journal of Interpersonal Violence are the media that have the second highest impact, with an H-Index of 6. Seeing these data reinforces that psychological studies on the aspect of student well-being are important contributors to the level of student psychological well-being. Further exploration of what psychological components are contributors is a challenge for subsequent researchers to find out more about what components influence achieving student well-being.

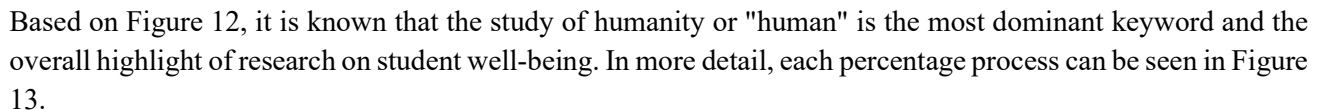
Keyword Trend

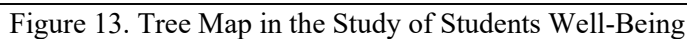
After exploring the metadata aspect, a substantial in-depth analysis is carried out on keywords, which, in other parts, are often one of the indicators of research variables in a publication. In this section, the most frequently used keywords, the network between variables and keywords, and the dominance of the most determinative variables among other variables or keywords will be explored.

Table 8. 10 Most frequently used keywords

Words	Occurrences
human	734
female	696
male	651
article	517
adult	451
adolescent	408
humans	406
controlled study	272
major clinical study	264
student	261

Figure 12. Highest Word Count in Students Well-Being Study





The figure displays a complex network graph where nodes represent research concepts and edges represent their interrelationships. The nodes are color-coded into two primary groups: blue and red.

- Blue Cluster (Left Side):** This group contains terms related to general well-being and research methodology. Key nodes include "wellbeing", "article", "controlled study", "major clinical study", "life satisfaction", "emotion", "happiness", "college student", "motivation", "teacher", "satisfaction", "child", "emotional well-being", "human experiment", and "randomized controlled trial".
- Red Cluster (Right Side):** This group focuses more on specific demographics and psychological studies. Key nodes include "human", "adult", "female", "students", "psychology", "survey", "questionnaire", "cross-sectional study", "cross-sectional studies", "university", "adolescent", "young adult", "coronavirus disease 2019", "pandemic", "streak", "mental stress", "social support", "anxiety", "self concept", "mindfulness", "university student", "mental health", "universities", "male humans", "school", "schools", "burnout", and "confer-19".

The central area of the graph shows significant overlap and connections between the two clusters, particularly around the nodes "human", "adult", "female", "students", and "psychology", indicating a highly interconnected research landscape.

Figure 14. Relationship between Keywords related to Students Well-Being

Based on Figure 14, it is known that in the first network section, the study of humanity "human" is associated and correlated with the aspects of male and female gender. In addition, this network shows an effort to reveal the correlation and influence of social support, self-concept, mindfulness, mental stress, and the impact of the COVID-19 pandemic. In another section, the well-being aspect is correlated, and its influence is studied in relation to happiness, emotion, and life satisfaction. This shows that the study of student well-being. However, it has a specificity in the conditions of students at school and does not rule out the possibility of being associated with other variables related to individual emotional dynamics.

Study Themes

The study themes that have dominated publications in the last three years are also a concern in this study. Researchers analyzed the clusters and factors that dominate the study themes of researchers around the world. In general, the factorial analysis of study themes can be seen in Figure 15.

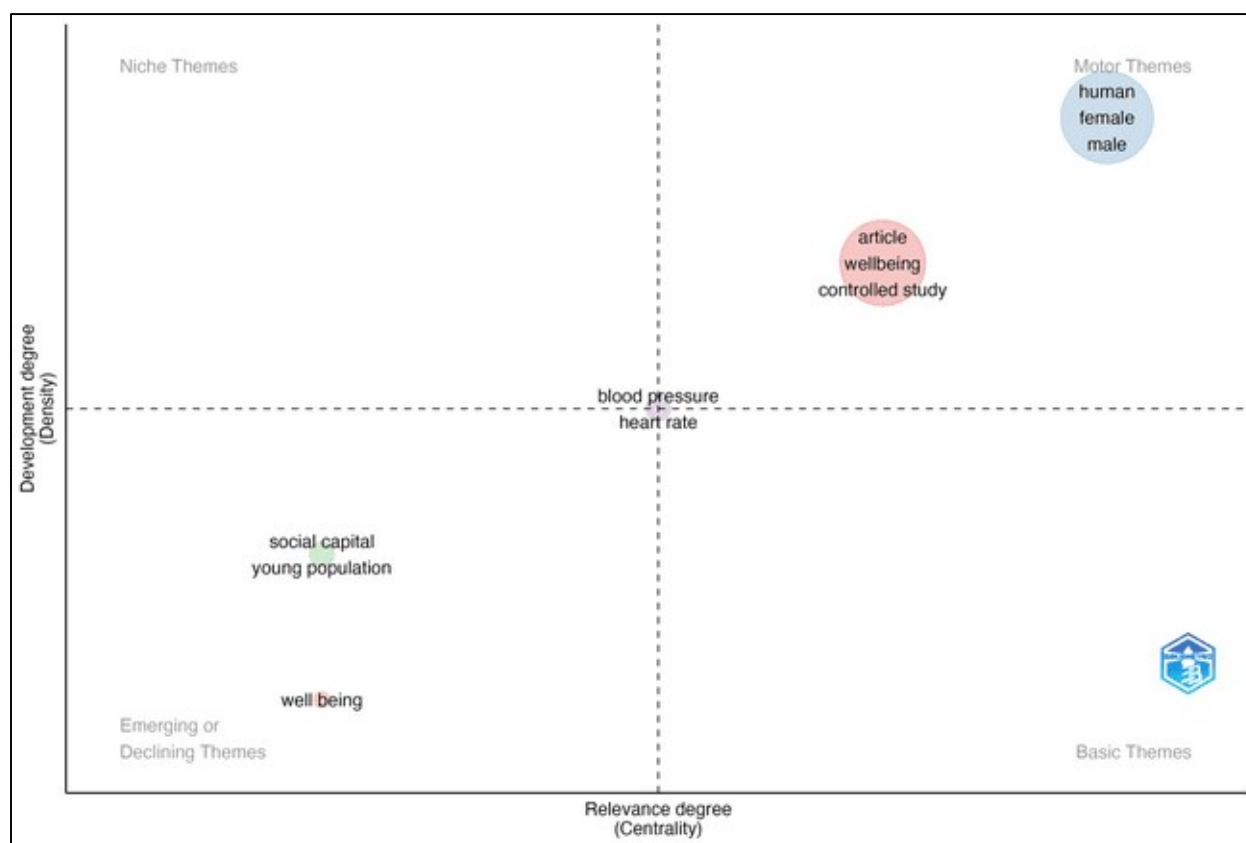


Figure 15. Thematic Factors in the Study of Students Well-Being

Based on Figure 15, it is known that the initial study that became the entry point for the theme of student well-being was social capital in the young generation population. Furthermore, this theme was driven by other themes that included gender-based humanitarian values, as well as human well-being in general. Among them, there is a Meis study on blood pressure and heart performance in humans with certain well-being conditions. Furthermore, in more detail, the factors that influence research in the field of student's well-being are explained

in Figure 16.

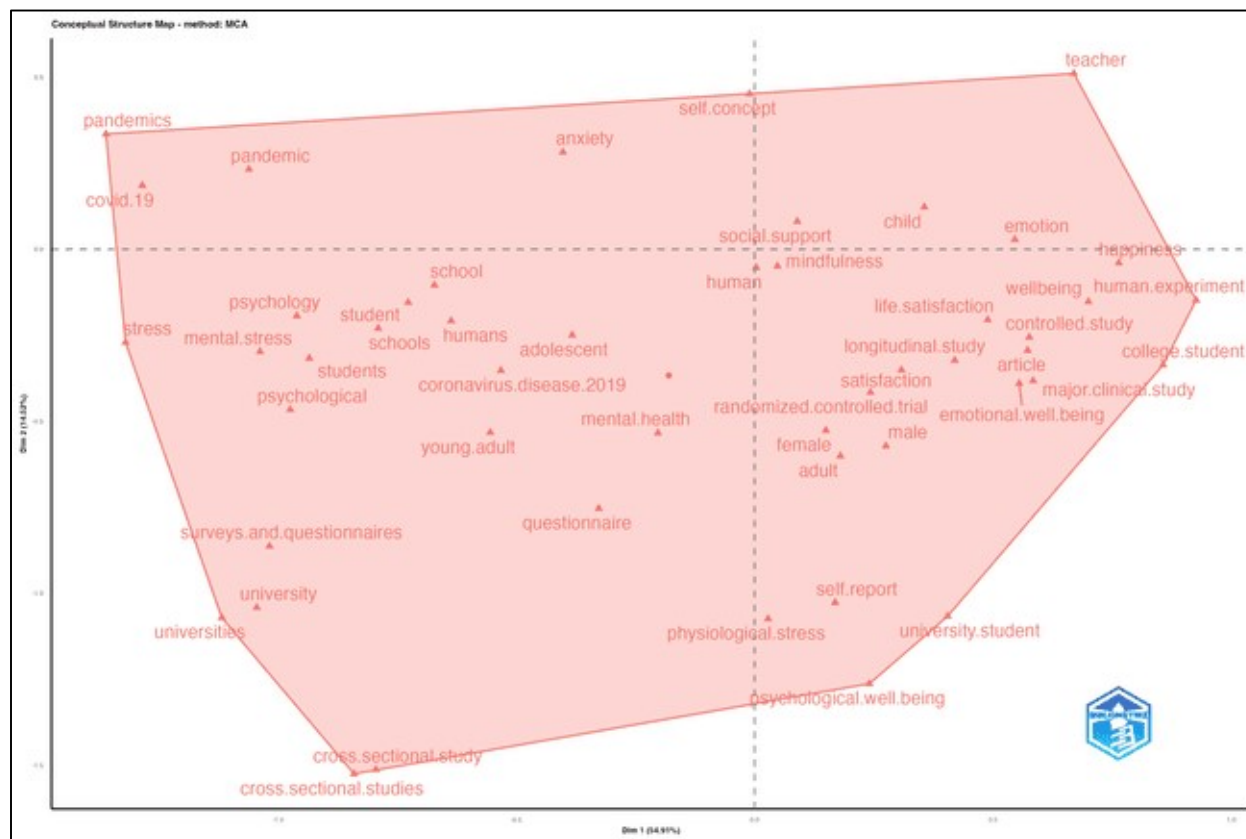


Figure 16. Thematic Structure Map for Students Well-Being Study

Referring to Figure 16, it is known that the theme of psychological well-being is close to the study of emotional well-being, stress, life satisfaction, mindfulness, and happiness. On the other hand, studies related to teachers are always related to emotions, social support, and self-concept. In the next quartile, the side of the Covid-19 pandemic is associated with anxiety and self-concept. The next quartile is dominated by studies on students and students related to mental stress, age (young and adult), and mental health during and after the COVID-19 pandemic. Based on these data, it is known that many factors influence the perspective of each researcher's study. Further research should refer to these findings to find more comprehensive factors regarding the variable of students' well-being.

3.2 Discussion

Research Trends on Students Well-Being

After going through this challenging pandemic, psychological well-being is one of the crucial aspects that needs to be considered. The pandemic has had a significant psychological impact on individuals, both directly and indirectly (Chang et al., 2024). Those who are infected with the virus, either in the form of severe or mild symptoms, may experience stress, anxiety, and trauma (Arslan & Allen, 2022a). In addition, those who are not infected also experience psychological stress due to health threats, economic uncertainty, social isolation, and

drastic lifestyle changes (Harris & Tadros, 2022). However, despite the difficult conditions, there is also hope for the recovery of psychological well-being after this pandemic. For example, the discovery of an effective vaccine can provide protection and reduce levels of anxiety and fear. In addition, social support from family, friends, and community can also play an essential role in restoring psychological well-being (Gao & Meng, 2023). In the long term, communities need to build mental readiness and develop adaptive strategies to deal with crises and unexpected changes (Collie, 2023). Developing problem-solving skills, emotional regulation, and maintaining healthy social relationships can be essential assets in improving psychological well-being in the future. The condition of student well-being after the pandemic is an essential concern in the context of Education (Gao & Meng, 2023). The COVID-19 pandemic has drastically affected daily life and changed the way students learn (Barbayannis et al., 2022). The effects of these changes can have a significant impact on the mental, emotional, and physical well-being of students (Huong, 2024). In the context of mental well-being, the pandemic has created feelings of anxiety, stress, and uncertainty in students. The instability of online lectures and the lack of social interaction can affect their mental health (Benjamin et al., 2024). This condition can increase the risk of mental health disorders such as depression and anxiety. In addition, conditions that require adjustment to these changes can also affect students' ability to manage themselves, motivation to learn, and concentration (Benner et al., 2022).

Emotional well-being can also be affected by this pandemic. Loneliness, loss of routine, and social isolation caused by social restrictions can cause feelings of sadness and frustration in students (Arslan, 2023). Concerns about the safety of themselves and their families can also increase their levels of anxiety and emotional distress (Nalipay et al., 2024). On the physical side, restrictions on activities and distance learning can reduce students' physical activity levels (Yang & Maccann, 2024). Lack of access to sports facilities and limited space for physical activity can affect their physical health. Mental health coaching, counseling services, and adequate accessibility to supporting facilities can help maintain students' well-being (Tuominen & Haanpää, 2022). In addition, adopting healthy learning practices and providing flexibility in teaching methods can also help reduce the mental and emotional burdens borne by students (Daulay et al., 2022). The COVID-19 pandemic has had a significant impact on various aspects of life, including education. Schools around the world have been forced to implement distance learning in an effort to limit the spread of the virus (Xiong et al., 2022). However, this policy can have a negative impact on student well-being. Therefore, the attention and role of educational institutions in addressing student well-being after the pandemic becomes very important. Student well-being is a condition where students can feel safe, healthy, and happy in a school or learning environment (Valentina et al., 2023). During the pandemic, student well-being may be compromised due to various factors such as social isolation, health-related anxiety, and uncertainty about the future. Therefore, educational institutions must play an active role in helping students face and overcome these well-being issues (Berger et al., 2024).

Educational institutions must pay adequate attention to student well-being. This can be done by increasing understanding of the problems that students are facing and ensuring that there is adequate support in addressing these problems. In addition, educational institutions must also ensure that students have adequate access to mental health services and emotional support. Educational institutions must also adopt a holistic approach to addressing student well-being after the pandemic. This means not only paying attention to the physical and mental aspects of students but also paying attention to the social and emotional aspects (Pfetsch et al., 2022; Santa-Cruz et al., 2022). This can be done by building an inclusive school environment where students feel accepted and socially supported. In addition, educational institutions must also involve families and communities in supporting student well-being. The role of educational institutions is not only limited to

providing attention and support for student well-being but also to encouraging the recovery process (Jiang & Tanaka, 2022; Yang & Maccann, 2024). This can be done by providing learning programs and extracurricular activities that are beneficial to student development. In addition, educational institutions must also ensure that monitoring and evaluation of the progress of student welfare is monitored and support efforts are made to improve student's quality of life. The attention and role of educational institutions in handling student welfare after the pandemic are significant and cannot be ignored (Barbayannis et al., 2022; Trierweiler & Franklin, 2023). In an effort to restore student welfare, educational institutions must provide adequate attention, adopt a holistic approach, and encourage recovery through beneficial programs. Thus, students can face the future better after the challenges faced during the pandemic.

Implications for Indonesian Education

The COVID-19 pandemic has changed many aspects of daily life, including the education system in Indonesia. Social restrictions, school closures, and the shift to distance learning have significantly impacted student well-being (Trierweiler & Franklin, 2023). Therefore, addressing student well-being is important for educational institutions to anticipate the long-term impacts of this pandemic. This article will explain the implications that need to be considered in addressing student well-being after the pandemic in educational institutions in Indonesia.

During the pandemic, students faced a lot of pressure and stress that impacted their mental health (Kokkinos et al., 2023; Kokkinos & Koutsospyros, 2023). Addressing student mental health should be a top priority after the pandemic. Educational institutions need to provide adequate counseling and psychological support services to help students cope with anxiety, stress, and depression that they may experience (Hoffman et al., 2023). In addition, the need for training for teachers and educators to identify signs of mental health problems in students is also essential. Distance learning has isolated students from social interactions with peers and teachers (Katajavuori et al., 2023). Therefore, it is crucial to develop students' social skills after the pandemic. Educational institutions should facilitate collaboration among students through online group projects, virtual discussions, and online extracurricular activities. This will help students rebuild their social skills, expand their friendship networks, and improve their social well-being (Jin et al., 2022). During the pandemic, not all students have equal access to distance learning. Some students may face difficulties in following the online learning process, such as limited internet or adequate equipment. Therefore, educational institutions should pay attention to the academic gaps that may occur after the pandemic. Academic recovery programs are needed that provide additional help and support for students who have difficulty catching up on material missed during distance learning. Active participation of parents is essential to address students' well-being after the pandemic (Arslan, 2023; Goodwin & Long, 2023). Parents need to be involved in supporting students' learning, monitoring their academic progress, and providing emotional support. Educational institutions should provide regular communication between teachers and parents to ensure that students receive consistent support in the home environment (Krtkova et al., 2023; Layachi & Schuelka, 2024).

Addressing student well-being after the pandemic is a challenge that educational institutions in Indonesia must face. Prioritizing students' mental health, developing social skills, addressing academic gaps, and encouraging active parental involvement are essential steps in maintaining student well-being (Booker, Ell et al., 2022a; Booker, Hernandez, et al., 2022; Booker & Johnson, 2024; Pasupathi et al., 2022). Collaboration between the government, educational institutions, teachers, and parents is needed to ensure that students receive adequate support and can recover from the impacts of the COVID-19 pandemic (Booker, Ell, et al., 2022a, 2022b; Shin

& Adame, 2024; S. Zhao et al., 2023; Y. H. Zhao et al., 2024).

Future Research Direction

The results of this study indicate that there are still opportunities for future research on student well-being. In addition to the influence of changes in social and psychological dynamics, the influence of more detailed aspects is also very important to study. For example, there has been no study linking student well-being with general cultural values or local wisdom values from one region. In addition, the influence of spiritual values has also not been widely studied as one of the components and variables that influence student well-being. Furthermore, medical studies from a physiological perspective have also not been widely studied in relation to student well-being after the COVID-19 pandemic. Judging from the research network, publications circulating after the pandemic are still dominated by the United States as the most productive country and the University of California as the most productive institution. The representation of the United States is still too dominant. This can only be clarified by researchers from China who are affiliated with Beijing Normal University and are representatives of Asia. The differences in socio-cultural conditions between the Asian and American continents create research opportunities for the Asian, African, Latin American, and ASEAN continents to explore more detailed and comprehensive factors about student well-being. Especially countries or regions that, in social and psychological contexts, are strongly influenced by cultural and religious values as guidelines in measuring their psychological well-being. The following research is expected to be able to provide a more comprehensive and holistic perspective on student well-being. Efforts to examine the relationship and contribution of variables such as local wisdom values, culture, spirituality, and religion need to be studied more deeply so that they can be used as a basis for determining the provision of treatment through therapeutic processes or general development through general pedagogical efforts. The following research should also be carried out more collaboratively with researchers between countries so that a universal core scientific value is found from all cultural and socio-emotional backgrounds of the community so that the scientific study of student well-being becomes richer. Systematic cooperation from all continents is even recommended because it is known that the differences in characteristics of each continent will enrich the scientific perspective of student well-being.

4. Conclusion

The results of this study found quite an interesting research phenomenon. Sporadic groups conducted many researchers to examine the relationship between variables that affect student well-being according to studies in their respective communities. The United States is the country that contributes the most research that studies students' well-being. The University of California is the institution that contributes the most research in the study of students' well-being. The BMC Psychology Journal contributes the most publications in this field of study. Meanwhile, Wang Y from Beijing Normal University is the most productive writer, with ten articles on human well-being in the last three years. In terms of keywords and variables, the human side is the most frequently used keyword in many studies. Referring to the study between variables, there are actually still many possible studies found on variables that contribute to student's well-being. So far, studies have only been linked to aspects of life satisfaction, anxiety, stress, emotion, self-concept, and social support. There have been no studies that have examined the contribution of local wisdom values, cultural values, spirituality, and religion to student's well-being. Further research can utilize these variables to test their correlation, contribution, and influence on the components of student well-being so that they can be used as a more comprehensive reference in handling the problem of low student well-being in individuals.

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Conflict of interest

The author has no conflict of interest in writing this article.

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