

# **Workshop on Establishing School Well-Being Program and Training for Improving Teachers' Social Relation Ability Through Therapeutic Communication as a Means for Promoting School Well-Being at Madrasah Ibtidaiyah An-Nuur Sleman Yogyakarta**

**by Rita Eka Izzaty, Yulia Ayriza, Rahmatika Kurnia Romadhani**

## **ABSTRACT**

This Community Service Program (CSP) was initiated based on the need analysis that shows a clear need for such program at Early Childhood Learning Centre (PAUD) and Primary School (Madrasah Ibtidaiyah/MI) An-Nuur Sleman; 1) the school was yet to have a written and structured program on school mental health, 2) teachers and educational staffs needed further training on therapeutic communication in order to communicate better with their students. Therefore, this CSP was aimed to: 1) establish a written program on school mental health that is structured and easy to use, 2) improve teachers' ability to interact positively through therapeutic communication.

The program involved 16 people: 1 from the school committee, 13 teachers and 2 academic staff from PAUD and MI An-Nuur, Sleman, Yogyakarta. The CSP begins with need analysis, followed by lecture on school mental health and therapeutic communication, group discussion to establish the program on school level, and therapeutic communication practice. We measured improvement on participants' knowledge on topics given through *pre-test* and *post-test*. Further we also asked the participants to provide evaluation and feedback on the speakers and their respective lecture. Our indicators of success are the establishment of school program on school mental health and well-being, positive improvements of the participants' understanding and skills, and qualitative evaluation on the usefulness and clarity on the lectures given.

Outcome of this program includes a written and structured school program in school mental health and school well-being, and the success of therapeutic communication training demonstrated by participants' active engagement during the sessions, comparison between pre-test and post-test score, and evaluation from the participants on the lectures, training materials, as well as the trainer. Factors that contributes to the success of this program includes: 1) openness and willingness from the school to collaborate with our team, 2) enthusiasm and active participation from the participants, 3) full support from the school committee, 4) team's full commitment to conduct this program on each stage of planning, executing, through evaluation process. Factors that hinders us from achieving full success in the program includes the overlap of schedules between our program date and activity from the department of education, which impacts the attendance of our program. Moreover, some participants brought their young children to the training process that impacts their full attention to our training.

*Kata Kunci: school mental health program, mental health, therapeutic communication*