

SCHOOL BRANDING BASED ON MEANINGFUL LEARNING IN PROMOTING STUDENT WELL-BEING IN ELEMENTARY SCHOOL

Sundari^{1a*}, Muhamad Halim Kusuma^{2b}, Parjianto^{3c}, Anam Sutopo^{4d}, Sabar Narimo^{5e}

¹²³⁴⁵Program Studi Doktoral Ilmu Pendidikan, Universitas Muhammadiyah Surakarta

^aq300250009@student.ums.ac.id

^bq300259013@student.ums.ac.id

^cq300250012@student.ums.ac.id

^das123@ums.ac.id

^esn124@ums.ac.id

(*) Corresponding Author

q300250009@student.ums.ac.id

ARTICLE HISTORY

Received : 20-05-2026

Revised : 07-06-2026

Accepted : 30-06-2026

KEYWORDS

School branding;
Meaningful
learning;
Student well-being;
Elementary school

ABSTRACT

This study aims to analyze school branding based on meaningful learning in promoting student well-being in elementary schools. The novelty of this research lies in its integration of meaningful learning, school branding, and student well-being within a single analytical framework. This study employs a qualitative approach with a case study design. The research subjects include the principal, 8 teachers, and 12 students of SDN Bakipandeyan 01 Sukoharjo. Data were collected through observation, interviews, and documentation. Data analysis was conducted using an interactive model consisting of data condensation, data display, and conclusion drawing. Data validity was ensured through source and technique triangulation. The research results show that school branding can be built through meaningful learning and contribute to realising student wellbeing in elementary schools. In-depth, contextual, and sustainable learning processes shape the school's image as a learning environment that supports the realisation of student wellbeing (student voice, sense of belonging, positive relationships, participation in school life, and feeling valued and respected). Thus, strengthening school branding is not only through image building but also grows from the learning experiences that students actually feel. Therefore, teachers and schools need to optimise the learning process to strengthen branding and student wellbeing.

This is an open access article under the CC-BY-SA license.



INTRODUCTIONS

Primary education plays a crucial role in shaping students' holistic development, not only academically but also socially, emotionally, and in character formation. In the context of modern education, school success is no longer measured solely by cognitive achievement but also by the ability to foster student well-being as part of

the quality of the educational process (Aulia et al., 2020). Student well-being refers to a condition of students' welfare that encompasses psychological, social, emotional, and academic dimensions, which encourages motivation, learning engagement, and positive social relationships in school (Anderson & Graham, 2016; Main & Pendergast, 2020). Therefore, student well-being is an essential aspect that schools need to consider in achieving effective and meaningful learning (Grové & Laletas, 2020; Hossain et al., 2023).

However, various studies show that student well-being in elementary schools still faces various challenges. In the post-pandemic era and the development of digital technology, students are increasingly vulnerable to mental fatigue, reduced social interaction, and gadget addiction, which impacts their comfort and engagement in learning (Aulia et al., 2020; Hossain et al., 2023). Furthermore, student well-being is also influenced by the quality of learning, teacher-student relationships, social support, and the school environment (Blackman, 2020). These conditions result in some students lacking a sense of belonging, optimal learning motivation, and active engagement in learning (Anderson & Graham, 2016; Borgonović & Pál, 2016). Therefore, efforts are needed to create meaningful learning experiences while strengthening the school's branding as an environment that supports student well-being.

School branding is not merely understood as a promotional activity but as a process of building identity, image, and educational experiences perceived by all school stakeholders (DiMartino & Jessen, 2016). A strong branding strategy can enhance public trust, strengthen school reputation, and improve institutional competitiveness (Jukić, 2017; Rofi & Kusumawati, 2020). In addition, school branding is closely related to the quality of educational services, school culture, and the consistency of values reflected in daily school practices (Varadarajan & Malone, 2018; Devi & Suyatno, 2022). Thus, school branding is not merely external in nature but also reflects the real quality of learning experiences within the school.

School branding can be strengthened through the Meaningful Learning approach. According to Ausubel's theory, meaningful learning occurs when new knowledge is connected to students' prior knowledge, resulting in deeper understanding that can be applied in real-life contexts (Agra et al., 2019; Nurhasanah, 2022). This approach not only enhances cognitive aspects but also creates active, valued, and contextually relevant learning experiences for students (Andrews et al., 2023; Svendsen & Madsen, 2026). In addition, meaningful learning fosters students' motivation, engagement, and emotional development (Filali et al., 2022; Mystakidis, 2021). At the elementary school level, this approach has been shown to strengthen conceptual understanding as well as student engagement in learning (Kurniawati & Hadi, 2024).

Based on this explanation, student well-being, school branding, and meaningful learning are interrelated concepts in improving the quality of primary education. However, studies that integrate these three concepts remain relatively limited and are generally discussed separately. The novelty of this study lies in the integrated analysis of meaningful learning, school branding, and student well-being within a unified research framework. School branding is examined through the implementation of meaningful learning based on Ausubel's theory (1968, in Nurhasanah et al., 2022), which includes the integration of new knowledge with prior knowledge, deep and continuous conceptual understanding, systematic organisation of information, and application of knowledge in real-life situations. Furthermore, its impact is analysed on student well-being using Anderson & Graham's framework (2016), which includes student voice, sense of belonging, positive relationships, participation in school life, and feeling valued and respected.

The aim of this study is to analyse the implementation of school branding based on meaningful learning in promoting student well-being in elementary schools. Theoretically, it is expected to enrich the literature on school branding, meaningful learning, and student well-being in the context of primary education. Practically, the findings are expected to serve as a reference for schools and teachers in developing school branding based on meaningful learning to enhance student well-being and improve the quality of educational services.

RESEARCH METHOD

This research employed a descriptive qualitative method with a case study design. The case study was chosen because it focused on gaining an in-depth understanding of the implementation of meaningful learning-based school branding in realizing student well-being in elementary schools in a real-life context. Moleong (2018) explains that a case study is a qualitative research strategy that explores a bounded system through rich and in-

depth data collection. This approach aligns with Sugiyono (2023), who asserts that qualitative research aims to understand phenomena holistically in natural settings.

The research was conducted from April to May 2026 at Bakipandeyan 01 Elementary School in Sukoharjo. The location was chosen purposively because the school's implementation of meaningful learning-based school branding aligns with the research focus. The research subjects were selected using purposive sampling. They included the principal (KS) as the policymaker and primary driver of school branding; eight teachers (G1–G8), consisting of six class teachers and two subject teachers, as implementers of meaningful learning-based school branding; and twelve students (S1–S12) in grades I–VI to explore their experiences with meaningful learning and student well-being. The entire research process was conducted in accordance with ethical research principles, obtaining permission from the school, obtaining informed consent, and maintaining the confidentiality of informants.

Data were collected through observation, semi-structured interviews, and documentation. The research instruments used included an observation sheet to record the implementation of meaningful learning-based school branding in learning activities, an interview guide to gather information from the principal, class teachers, subject teachers, and students, and a documentation sheet to identify supporting data such as the school's vision and mission, school programs, learning tools, activity photos, and other documents relevant to the research focus. Observations were used to directly observe the learning process, teacher-student interactions, and the school's environmental conditions that support student well-being. Interviews were conducted to obtain in-depth information regarding school branding strategies, the implementation of meaningful learning, and students' experiences of well-being at school. Documentation was used as supplementary data to strengthen the findings from the observations and interviews. These three techniques were used simultaneously to obtain complete, in-depth, and complementary data. All processes adhered to research ethics guidelines through obtaining approval from the school, securing participants' informed consent, and ensuring the confidentiality of participants' identities and data.

The validity of the data in this study was tested through source and technical triangulation. Source triangulation was conducted by comparing information from the principal, class teachers, subject teachers, and students regarding the implementation of meaningful learning-based school branding and student well-being experiences. Technical triangulation was conducted by matching data from observations of the learning process, in-depth interviews, and school documentation such as the vision and mission, school programmes, and learning activities. Furthermore, member checks were conducted with informants to ensure data interpretations matched actual conditions on the ground, and an audit trail was conducted to systematically document the entire research process to obtain credible and accountable data.

The data analysis in this study used the interactive model of Miles, Huberman, and Saldaña (2014), which includes data condensation, data presentation, and drawing and verifying conclusions. In the condensation stage, all data from observations, interviews, and documentation were selected, coded, and grouped according to the research focus, namely, the implementation of school branding based on meaningful learning and student well-being. The coding process was carried out by referring to Ausubel's (1968, in Nurhasanah et al., 2022) theoretical framework of meaningful learning and the concept of student well-being according to Anderson and Graham (2016). Next, in the presentation stage, the organized data were arranged in the form of narrative descriptions and a thematic matrix to illustrate the interrelationships between concepts in the study. The final stage was carried out by drawing and re-examining conclusions by repeatedly comparing data from various sources until consistent, credible, and comprehensive findings were obtained.

RESULTS AND DISCUSSION

RESULT

The findings of this study were obtained through qualitative analysis of the implementation of *school branding* based on *meaningful learning* in elementary schools, covering learning practices, school strategies, and students' *student well-being* experiences. The implementation of *meaningful learning* as a foundation for *school branding* was analysed using Ausubel's theory (1968, in Nurhasanah et al., 2022), which includes teachers'

efforts to connect new knowledge with students' prior experiences, deliver contextual learning, organise learning materials logically, and encourage the application of concepts in real-life situations. These indicators were used to examine how the learning process contributes to strengthening the school's image (*school branding*) through meaningful learning experiences. Furthermore, the impact of this implementation on *student well-being* was analysed based on Anderson and Graham's framework (2016), which includes *student voice*, *sense of belonging*, *positive relationships*, *participation in school life*, and *feeling valued and respected*. The results of the analysis are presented in the following table.

Table 1. Analysis of School Branding Based on Meaningful Learning in Promoting Student Well-Being in Elementary School

Meaningful Learning (School Branding Formation)	Observation	Documentation	Interview	Student Well-Being	Findings Interpretation
Integration of new knowledge with students' prior experiences	Teachers relate learning materials to students' daily experiences; students actively respond based on their own experiences	Lesson plans and teaching modules include real-life contexts	School branding is shaped through contextual learning closely connected to students' experiences	Student voice	Contextual learning contributes to the school's image as an institution closely connected to students' real-life experiences
	Students actively respond to experience-based questions	Worksheets include reflective questions based on students' daily lives	Teachers provide opportunities for discussion and questioning	Participation in school life	Student involvement increases as they feel directly engaged in the learning process
Deep and continuous conceptual understanding	Students explain concepts in their own words, showing understanding beyond memorization	Teaching modules and assessments demonstrate gradual conceptual strengthening	Teachers emphasize conceptual understanding rather than memorization; school branding is reflected in the quality of students' understanding	Feeling valued and respected	The school is perceived as a learning environment that strengthens understanding and makes students feel their thinking is appreciated, increasing confidence
Logical and systematic organization of information	Learning materials are arranged from simple to complex with a clear and structured flow	Teaching materials are systematically organized	School branding is reflected in structured and well-organized learning processes	Sense of belonging	Structured learning reflects school professionalism and helps students feel comfortable and connected to the learning process
Application of knowledge in	Learning activities and	Worksheets and project-	School branding is reflected in	Participation in	The school is perceived as a

Meaningful Learning (School Branding Formation)	Observation	Documentation	Interview	Student Well-Being	Findings Interpretation
real-life contexts	tasks are based on real-life situations and practical application	based assignments	relevant and contextual learning practices	school life, sense of belonging	relevant learning environment, strengthening students' sense of belonging
	Students engage in collaboration and group interaction during learning	Documentation of group discussions and collaborative activities	Teachers emphasize collaborative learning, active communication, and reflection	Positive relationships	The school builds an image as an environment that supports healthy and positive relationships between students and teachers

Source: Research data analysis (2026).

Based on the results of data triangulation obtained through observation, documentation, and interviews with the principal, teachers, and students, as presented in Table 1, it is known that the implementation of meaningful learning serves as a foundation for building school branding and realising student well-being in elementary schools. All indicators of meaningful learning show a consistent relationship with the emergence of various aspects of student well-being. These findings indicate that school branding is not only built through image building or school promotional strategies but also grows from meaningful learning experiences experienced directly by students. This is evident in the consistency of learning practices carried out by teachers in various classes and positive student responses during the learning process. A more comprehensive explanation is presented below.

Integration of New Knowledge with Students' Prior Experiences

School branding is strengthened through the implementation of meaningful learning that connects learning materials with students' real-life experiences. Based on observation results, teachers consistently begin lessons by linking new concepts to students' daily experiences, making learning more contextual, communicative, and easier to understand. This instructional pattern is applied consistently across grade levels, forming the school's identity as a learning environment that is closely connected to students' lives.

These observational findings are supported by documentation in the form of lesson plans, student worksheets, and teaching materials that include guiding questions, simple case-based tasks, and reflection activities rooted in students' experiences. The principal stated that this approach reflects the school's commitment to building its image through the quality of learning rather than promotional activities. The principal explained, *"We want the community to recognise this school through students' learning experiences. Therefore, every teacher is directed to ensure that learning is always close to children's lives so that they feel learning is meaningful"* (Interview with KS, 04/05/2026).

This statement is reinforced by G2, who noted that connecting material with students' experiences makes them more active in discussions and more confident in expressing opinions. Similarly, G5 explained that students understand concepts more easily when lessons begin from their prior experiences. These experiences are also reflected in students' responses. S3 stated, *"If the teacher gives examples I have experienced, I understand faster and feel more confident to answer"* (Interview with S3, 06/05/2026).

Meanwhile, S8 expressed that learning feels more enjoyable because students are able to share their personal experiences during discussions (Interview with S8, 06/05/2026). These conditions show that contextual learning experiences have become part of the school's identity while also fostering student voice and participation

in school life as dimensions of student well-being.

Deep Understanding and Continuous Conceptual Development

School branding is also strengthened through meaningful learning that emphasises deep conceptual understanding rather than merely academic scores. Based on observations, teachers consistently encourage students to re-explain concepts using their own words, connect new material with prior learning, and reflect on their learning outcomes. Learning is implemented in a gradual sequence, allowing students to construct understanding in a continuous manner.

Instructional documents indicate that learning materials are systematically organised with conceptual reinforcement at each stage of instruction. The principal emphasised that learning quality represents the core identity of the school; therefore, success is not only measured by test results but also by students' ability to understand and articulate concepts. In line with this, G1 stated, "*What we expect is not memorisation, but genuine understanding where students can explain concepts in their own words*" (Interview with G1, 05/05/2026).

The same view was expressed by G6, who emphasized that discussion and reflection activities are important strategies for strengthening students' conceptual understanding in greater depth. From the students' perspective, S6 stated that they are often asked to re-explain learning materials to their peers as a form of concept reinforcement. In addition, S10 noted that teachers tend to guide students through prompting questions rather than directly providing answers, encouraging them to think more critically in constructing the correct concepts.

Furthermore, such learning practices not only enhance conceptual mastery but also create a learning climate that values students' thinking processes. Students feel that their opinions and ways of thinking are appreciated, which fosters confidence and comfort in learning. This condition indicates that meaningful learning functions not only as a pedagogical approach but also as part of the school's identity that emphasizes the quality of the learning process. Accordingly, school branding is reflected not merely in academic achievement, but also in meaningful and humanistic learning experiences, which ultimately strengthen the *feeling valued and respected* aspect of student well-being.

Logical and Systematic Organization of Information

Organizing information logically and systematically is crucial for building a school brand based on meaningful learning. Observations show that teachers deliver material coherently, moving from simple concepts to more complex ones, enabling students to follow the learning flow effectively. The learning environment is structured and provides clear direction throughout the learning process, making it easier for students to understand the interrelationships between materials.

Documentation in the form of teaching modules, lesson plans, and evaluation tools demonstrates that all learning activities are designed to follow the developmental sequence of student understanding. The principal emphasized that teachers' consistency in developing systematic learning is one of the school's strengths in maintaining the quality of educational services. This is also reflected in the uniformity of learning patterns across classes, demonstrating the existence of directed pedagogical standards within the school.

According to G4, delivering material in a step-by-step manner helps students understand the relationships between concepts, thus reducing their learning difficulties. The G7 also stated that structured learning makes students more confident and feel safe and comfortable in their learning, which ultimately strengthens their attachment to the school as part of positive school branding.

From the students' perspective, S1 stated, "*The lesson is easy to follow because it is explained step by step, so I do not feel confused*" (Interview with S1, 06/05/2026). This is supported by S12, who expressed greater comfort in learning because the teacher consistently explains the material in sequence before assigning tasks. Thus, systematic learning can demonstrate the school's professionalism and strengthen the school's branding as a school that provides a focused learning experience, thereby fostering a sense of belonging in students.

Applying Knowledge in Real-Life Contexts

School branding is further strengthened through learning activities that encourage students to apply knowledge in real-life situations. Observations indicate that teachers assign contextual tasks, simple projects, group discussions, and collaborative activities related to students' surrounding environment. This approach enables students not only to understand concepts but also to practice their application in daily life, making it a distinctive feature of learning in elementary education.

Documentation such as student worksheets, project portfolios, and records of school activities shows that learning is designed to create authentic learning experiences. The principal explained that various learning activities are also documented and disseminated as part of strengthening the school's identity, highlighting the quality of students' learning processes.

"We want the public to see that the school's branding is built from real student learning activities, not merely from slogans or promotional statements" (Interview with KS, 04/05/2026). This statement is supported by G3, who explained that students are consistently encouraged to connect classroom content with everyday life through projects and collaborative tasks. G8 also noted that learning is designed to help students develop teamwork skills, engage in discussions, and solve problems collaboratively.

Students echoed similar experiences. S4 stated, *"I prefer learning through practice or group work because it makes it easier to understand"* (Interview with S4, 06/05/2026). In addition, S9 expressed that group activities helped him become closer to peers and more confident in presenting ideas in class. These findings confirm that authentic and collaborative learning experiences form the foundation of school branding while simultaneously contributing to student well-being, particularly in the dimensions of participation in school life, positive relationships, and sense of belonging.

The meaningful learning experiences perceived by students are subsequently communicated to the community and parents through various forms of engagement and the publication of school activities. Based on the interview findings, the school actively shares learning practices, students' work, and school programmes through parent meetings, activity documentation, and school communication media. This strategy aims to demonstrate that the school's identity is built through the quality of learning processes and student development rather than merely through promotional information. Parents gain an understanding of the learning culture implemented by the school, which contributes to the formation of trust and positive perceptions towards the school. Therefore, communicating students' learning experiences to the community becomes an essential part of strengthening school branding, as the school image is shaped by authentic student experiences that are recognised, appreciated, and valued by the surrounding community.

DISCUSSION

The findings of this study confirm that school branding in elementary schools cannot be understood as a product of external image engineering but rather as a construction emerging from the quality of learning experiences directly lived by students. In Ausubel's perspective of meaningful learning (1968, in Agra et al., 2019), meaningful learning is not merely a cognitive mechanism for connecting new knowledge with prior cognitive structures but also serves as the foundation for the formation of institutional identity that becomes internalized through students' experiences. In other words, school branding does not function as a communication strategy but as an embodied experience formed through daily instructional practices.

The integration of students' prior experiences with learning content shows that the school constructs its identity through the closeness between learning contexts and students' real lives. Analytically, this condition shifts the branding paradigm from a promotion-based approach to experience-based branding. The school does not "project" an image but instead "produces" its image through pedagogical interactions. Compared to the views of DiMartino & Jessen (2016) and Varadarajan & Malone (2018), school branding is generally understood as the management of public perception through managerial strategies. However, these findings indicate an important shift: public perception is actually formed from micro-level experiences in the classroom. Thus, branding is bottom-up rather than top-down.

Within Ausubel's framework (1968, in Sari, 2026), the process of linking prior experience with new concepts creates a subsumption process that strengthens learning meaning. However, in this study, the process extends beyond the cognitive domain, as it also produces student voice and participation in school life (Anderson & Graham, 2016). Accordingly, meaningful learning does not only generate understanding but also fosters social engagement as an indicator of student well-being.

Furthermore, the findings show that deep conceptual understanding does not only affect academic achievement but also students' psychological experiences of feeling valued within the learning process. This expands the concept of meaningful learning (Nurhasanah et al., 2022), which has previously been dominated by

cognitive outcomes, into an affective dimension related to feeling valued and respected.

From a critical perspective, studies by Hossain et al. (2023) and Riva et al. (2020) emphasize that student well-being is strongly influenced by relational quality and learning environment experiences. However, this study highlights a more specific insight: feelings of being valued do not only emerge from interpersonal relationships but also from pedagogical recognition when teachers provide space for students' thinking processes. Thus, the meaning of well-being shifts from a purely psychological condition to a pedagogically constructed outcome. This strengthens Borgonovi & Pál's (2016) argument that student well-being is the result of a complex interaction between school structures and learning experiences, rather than an independent psychological variable.

The systematic organization of learning does not only function as an instructional strategy but also fosters students' sense of connectedness to the school environment. Interpretively, this order creates a predictable environment that reduces cognitive load while increasing feelings of safety. Compared to Main & Pendergast (2020), sense of belonging is usually associated with social relationships and school climate. However, this study extends that view by showing that instructional structure itself produces belonging. Thus, pedagogical order becomes part of students' emotional ecology. In the context of school branding, this is important because school image is not only constructed through social relations but also through students' experience of "following the learning flow." Branding becomes an identity of experience rather than merely a social identity.

The application of knowledge in real-life contexts demonstrates that learning does not stop at conceptual transfer but develops into collaborative social practice. Conceptually, this aligns with Glassner (2022) and Grové & Laletas (2020), who position meaningful learning as a space for developing social and emotional skills. However, this study emphasizes a different point: collaborative activities are not only pedagogical strategies but also mechanisms for constructing school identity. When students work together, discuss, and solve problems, they do not only develop social skills but also strengthen the perception that school is an active social space. Compared to Williams et al. (2017) on the Student WPQ, well-being is often measured as an individual condition. This study instead shows that well-being is collective and formed through structured social learning practices.

CONCLUSION

School branding emerges from meaningful learning practices that cultivate a contextual, purposeful, and sustainable environment conducive to student well-being. This is reflected in the development of student voice, a sense of belonging, positive relationships, school participation, and feelings of being valued and respected. Ultimately, school branding transcends mere promotion; it is a natural consequence of authentic learning experiences that directly foster student well-being in elementary schools.

Theoretically, these findings broaden the understanding that school branding is not only institutional and promotional, but also the result of meaningful and consistent pedagogical practices in the classroom. Practically, teachers need to design more contextualized learning, provide space for active student participation, and strengthen reflection and collaboration to ensure truly meaningful learning experiences. Schools also need to build a culture of documentation and reflection on learning as part of strengthening a school identity based on process, not just outcomes. Strengthening teacher competency in managing meaningful learning is key to ensuring the impact on student well-being continues to grow sustainably.

This study has limitations because it was conducted in only one elementary school, so the results cannot be generalized widely. Furthermore, it did not measure the relationship between variables quantitatively. Future research is recommended to use a mixed methods or quasi-experimental approach to more empirically test the effect of Meaningful Learning on student well-being. It is also recommended to expand the research context to several schools with different characteristics and add other variables such as school climate, teacher digital competence, and school culture.

REFERENCES

- Aulia, F., Hastjarjo, T. D., Setiyawati, D., & Patria, B. (2020). Student Well-Being: A Systematic Literature Review. *Buletin Psikologi*, 28(1), 1–14. <https://doi.org/10.22146/buletinpsikologi.42979>
- Anderson, D. L., & Graham, A. P. (2016). Improving Student Well-being: Having a Say at School. *School Effectiveness and School Improvement*, 27(3), 348–366. <https://doi.org/10.1080/09243453.2015.1084336>

- Andrews, D., Van Lieshout, E., & Kaudal, B. B. (2023). How, Where, and When Do Students Experience Meaningful Learning? *International Journal of Innovation in Science and Mathematics Education*, 31(3), 28–45. <https://doi.org/10.30722/IJISME.31.03.003>
- Agra, G., Formiga, N. S., Oliveira, P. S. D., Costa, M. M. L., Fernandes, M. D. G. M., & Nóbrega, M. M. L. D. (2019). Analysis of the Concept of Meaningful Learning in Light of Ausubel's Theory. *Revista Brasileira de Enfermagem*, 72, 248–255. <https://doi.org/10.1590/0034-7167-2017-0691>
- Ausubel, D. (1968). *Educational Psychology: A Cognitive View*. New York: Holt, Rinehart and Winston.
- Blackman, T. (2020). *What Affects Student Well-being?* Oxford: Higher Education Policy Institute.
- Borgonovi, F., & Pál, J. (2016). A Framework for the Analysis of Student Well-Being in the PISA 2015 Study: Being 15 in 2015. *OECD Education Working Papers*.
- Devi, M., & Suyatno, S. (2022). School Branding Strategy in Facing the Impact of Zoning System. *International Journal of Educational Management and Innovation*, 3(3), 288–304. <https://doi.org/10.12928/ijemi.v3i3.6089>
- DiMartino, C., & Jessen, S. B. (2016). School Brand Management: The Policies, Practices, and Perceptions of Branding and Marketing in New York City's Public High Schools. *Urban Education*, 51(5), 447–475. <https://doi.org/10.1177/0042085914543112>
- Filali, H., Riffi, J., Boulealam, C., Mahraz, M. A., & Tairi, H. (2022). Multimodal Emotional Classification Based on Meaningful Learning. *Big Data and Cognitive Computing*, 6(3). <https://doi.org/10.3390/bdcc6030095>
- Hossain, S., O'Neill, S., & Strnadová, I. (2023). What Constitutes Student Well-Being: A Scoping Review of Students' Perspectives. *Child Indicators Research*, 16(2), 447–483. <https://link.springer.com/article/10.1007/s12187-022-09990-w>
- Johar, R., Khairunnisak, C., Zubainur, C. M., Abdullah, A. H., & Indriyani, L. (2026). Examining Mathematics Teachers' Perceptions of Concept Mapping to Facilitate Meaningful Learning. *Infinity Journal*, 15(2), 439–462. <https://doi.org/10.22460/infinity.v15i2.p439-462>
- Jukić, D. (2017). The Importance of Corporate Branding in School Management. *Strategic Management – International Journal of Strategic Management and Decision Support Systems in Strategic Management*, 22(4), 11–18. <https://www.smjournal.rs/index.php/home/article/view/138/110>
- Khoirusaadah, K., Prihatiningrum, W., Prakosa, W., Yulianthoro, A., Budiastuti, H., & Rokhimah, S. (2025). Penerapan Model Meaningful Learning untuk Meningkatkan Hasil Belajar Siswa. *Jurnal Ilmiah Penelitian Mahasiswa*, 3(5), 478–487. <https://doi.org/10.61722/jipm.v3i5.1467>
- Kostiainen, E., Nousiainen, T., & Näykki, P. (2026). From a Bitter Start to Meaningful Learning in Online Teacher Education. *Scandinavian Journal of Educational Research*, 70(1), 32–49. <https://doi.org/10.1080/00313831.2025.2459404>
- Kurniawati, I., & Hadi, S. (2024). Evaluation of the Implementation of the Meaningful Learning Model Based on Educational TV for High School Level. *Jurnal Teknodik*. <https://doi.org/10.32550/teknodik.vi.1083>
- Main, K., & Pendergast, D. (2020). Student Well-being and Engagement. In *Teaching Middle Years* (pp. 47–65). Routledge.
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2018). *Qualitative Data Analysis: A Methods Sourcebook* (4th ed.). Thousand Oaks, CA: Sage Publications.
- Moleong, L. J. (2018). *Metodologi Penelitian Kualitatif* (Edisi Revisi, Cet. 38). Bandung: PT Remaja Rosdakarya.
- Mystakidis, S. (2021). Deep Meaningful Learning. *Encyclopedia*, 1(3), 988–997. <https://doi.org/10.3390/encyclopedia1030075>
- Nurhasanah, A., Ramadhanti, S., Utami, S., & Putri, F. A. (2022). Improving Elementary School Students' Understanding of the Concept Through Meaningful Learning in David Ausubel's Perspective. *Jurnal Basicedu*, 6(4), 5728–5734. <https://doi.org/10.31004/basicedu.v6i4.2935>
- Riva, E., Freeman, R., Schrock, L., Jelicic, V., Ozer, C. T., & Caleb, R. (2020). Student Well-being in the Teaching and Learning Environment: A Study Exploring Student and Staff Perspectives. *Higher Education Studies*, 10(4), 103–115. <http://dx.doi.org/10.5539/hes.v10n4p103>
- Rofi, S., & Kusumawati, D. (2020, October). The Effect of School Branding on the Reputation of Islamic Schools. In *International Conference on Community Development (ICCD 2020)* (pp. 643–646).

- Sari, M. W., Faiza, Z. N., Putra, J., & Palawa, A. H. (2026). Teori Belajar Bermakna. *Jurnal Pendidikan Sosial dan Humaniora*, 5(1), 175–188. <https://publisherqu.com/index.php/pediaqu/article/view/3306>
- Stanton, A., Zandvliet, D., Dhaliwal, R., & Black, T. (2016). Understanding Students' Experiences of Well-Being in Learning Environments. *Higher Education Studies*, 6(3), 90–99. <https://eric.ed.gov/?id=EJ1109954>
- Sugiyono. (2021). *Metode Penelitian Kualitatif, Kuantitatif, dan R&D* (Edisi 2, Cetakan ke-3). Bandung: Alfabeta.
- Svendsen, A. M., & Madsen, K. L. (2026). Lower Primary School Pupils' Experience of Meaningfulness in Physical Education—A Movement Culture Analysis. *Sport, Education and Society*. <https://doi.org/10.1080/13573322.2026.2628093>
- Varadarajan, B., & Malone, T. (2018). Branding Strategies of a Private International School. *The Qualitative Report*, 23(4), 932–948. <https://www.proquest.com/openview/39061c0a977563b9c4059a2cb5203d3b/1>
- Williams, G. M., Pendlebury, H., Thomas, K., & Smith, A. P. (2017). The Student Well-being Process Questionnaire (Student WPQ). *Psychology*, 8(11), 1748–1761. <https://orca.cardiff.ac.uk/id/eprint/104512/>