



EDUTECH

Jurnal Teknologi Pendidikan

Journal homepage <https://ejournal.upi.edu/index.php/edutech>



Building Collective Thriving through Student Initiative in School Education: A Systematic Literature Review

Ignatia Wijaya & Yuli Utanto

Universitas Negeri Semarang, Semarang, Indonesia

*Correspondence: E-mail: wijayaignatia@gmail.com

ABSTRACT	ARTICLE INFO
<p>World inequality is a major problem that needs to be addressed worldwide. Education will be a perfect vessel to make a change that will make the world less unequal. But what kind of education, and how can we help our pupils to initiate a change that will help their community thrive? There is no current research that connects students' initiative with community thriving, which has resulted in lowering world inequality. Therefore, this SLR aimed to summarize prior research on school education that made attempts to make an impact through fostering students' initiative to take action that leads to collective thriving in its community. PRISMA has helped this systematic literature review (SLR) sieve 1912 journal articles published about students' action and community thriving found from JSTOR, Taylor & Francis, Science Direct, and Google search database into 14 journal articles to be analysed qualitatively. Critical Appraisal Skills Programme (CASP) criteria based on this SLR research questions, then reduce the SLR resources into 5 journal articles to be analysed further through the thematic synthesis method. This SLR shows that it is possible for education to solve the world inequality problem, and it is one of the best vehicles to push a change in society. This study also shows educators some practical strategies that have been used to help students grow in their initiative and take action as a result of their learning, such as inquiry, structured freedom learning, project-based, and collaborative learning.</p> <p>© 2025 Educational Technology UPI</p>	<p>Article History: <i>Submitted/Received 12 April 2025</i> <i>First Revised 26 Mei 2026</i> <i>Accepted 15 June 2026</i> <i>First Available online 24 June 2026</i> <i>Publication Date 24 June 2026</i></p> <p>Keyword: <i>Action as Educational Outcome</i> <i>Collective thriving,</i> <i>Education for a Change,</i> <i>Students' initiative.</i></p>

1. INTRODUCTION

The World Inequality Report wrote in its summary report, “The world is extremely unequal.” (Gómez-Carrera & Fauvel, 2025). This inequality was reported across many aspects of life, such as wealth, gender differences, access to jobs, health, and education. City views are on a 24/7 display of this, and from the look itself, inequality is undeniable. The poor and the rich get to live side by side.

When we look closer around us, we can see how resources are being used unequally. Immanuel Wallerstein defines capitalism as a system that gives priority to the endless accumulation of capital. (Eckhardt, 2024). Long ago, in 1974, Wallerstein developed the World System theory that divides countries into 3 categories. (Da Silva, World Systems Theory, 2021). The first category is the core countries, which are the wealthy and industrialized countries. The semi-periphery is the middle countries that benefited from both the periphery and the core countries. And at the bottom of the system, the Periphery, the poor countries that rely on exporting raw materials.

This theory explains how the Core countries are enjoying a privileged life by using resources from the Periphery countries. If one periphery country somehow improved its economy, the core will look for resources from cheaper countries, the other periphery countries, to keep its prosperity.

To top Wallerstein’s theory, Andre Gunder Frank’s Dependency Theory further explained that developed countries actually kept the developing countries on their heels to make sure the comfort of their own countries. (Da Silva, Dependency Theory, 2021). In other words, the core countries kept the periphery in their developing stage, so they can continue using their resources with minimal compensation to gain wealth. So not only is the world unequal, but also some parts of it are deliberately kept poor to gain a lot from them.

In Indonesia, the world GINI index stayed in 34,9% last year in 2025 (Group, 2025). Celio visualises this inequality in Indonesia as the income of one person from the rich is the same with one million persons in the bottom level of the economic income group. (Askar, 2024). How can people live so comfortably in this inequality right before their eyes? Are they not seeing it? Or humans actually see but ignore this inequality.

Human are supposed to live their life to the fullest, have a flourishing life. Human flourishing, according to the Templeton World Charity Foundation, is when humans are on a path towards a good, holistic whole being as individuals and as a community. (Templeton, 2026). While the Health Equity & Policy Lab at the University of Pennsylvania defines human flourishing as “an ability to live a good life. Human flourishing embraces our shared humanity and serves everyone’s interest.” (Pennsylvania, 2026). Human flourishing is the main catalyst of humanity. (Pawelski, 2022).

But humans need to realize that to reach human flourishing, we need to thrive together. According to (SAR, 2026) “Collective Thriving is fundamentally about recognizing our interconnectedness and fostering conditions where everyone benefits from shared progress”.



Figure 1: Various institutional pathways to flourishing according to the Harvard Human Flourishing Programme. (VanderWeele, 2026)

to measure collective well-being according to Dr. Brita Roy

(Sustainability, 2022) are: Vitality, connectedness, opportunity, contribution, inspiration. And all these criteria cannot be met without other persons in it. In Figure 1, we can see how all the criteria of human flourishing on the right side are closely connected to their community on the left side.

Why does this matter? World inequality should no longer be ignored. As the world develops rapidly, it is easy for humans to focus only on self-development. But to be a real human, humans must have humanity. For humans to flourish, it needs its community to flourish as well. HHF summarized steps to reach human flourishing in Figure 2, and wrote five mechanisms that affect human flourishing as: Reflection, Acquisition, Immersion, Socialization, and Expression (HHF, 2025). How can we make this human flourishing work? HHF suggested arts and humanities engagement. But this article suggested a different pathway to reach human flourishing, through education.



Figure 2 Mechanisms to reach Human Flourishing Outcomes through Arts and Humanities engagement (HHF, 2025)

Education is the key to making the change that we are hoping for (Utanto, 2014). Results of learning are a relatively permanent change in one's knowledge, skills, behaviour, and or attitudes. (Schneewind, 2001). From Skinner's behaviourism theory to Gagne's cognitivism theory, most main learning theories agree that learning supposedly results in a change. This change should not only be in one's mind. A change of mind should drive humans to make a behavioural change. Therefore, education should be a transformative vessel that transforms each learner and eventually society.

Can education be the answer to human flourishing and collective thriving? Yes. Education makes this change possible. Education can inspire its pupils to see from different perspectives, to have compassion towards others, to know one's (and its resources) worth, to think of how to develop its community, etc. Education should also push students to take the initiative, to make a change, to solve problems, and take action, no matter how small. Through fostering change and initiative, education will also foster collective thriving. For example, Xiaohusai, a student-led initiative at Concordia International School Shanghai, has developed a direct trade model that addresses challenges of economic inequity among tea farmers in his community (Mizel, 2025). Another example is Bye-bye plastic bags Bali, a primary school student-led initiative by Isabel Wijsen and Melati Wijsen that successfully pushed their local government to ban the single-use plastic bag from all minimarkets and supermarkets in Bali, Indonesia (Kadnikova, 2023).

There is emerging literature about student initiative and its impact on collective thriving. However, current research mostly focuses on students' achievement instead of students' contribution to the community. Current research also focuses on education in general and higher education (university). Therefore, the purpose of this systematic literature review is to summarize prior research on school education that made attempts to make an impact through fostering students' initiative to take action that leads to collective thriving in its community.

The novelty of this SLR is integrating the concept of student initiative and collective thriving within the school context. Contrary to others, this SLR used the PICOC framework, PRISMA organizer, CASP quality assessment, and thematic synthesis method that builds a systematic and transparent research methodology in extracting current best practices in fostering students' initiative and its impact on community thriving.

This systematic literature review aimed to find answers to these questions:

1. How is student initiative defined and understood in educational research?

2. What strategies and approaches have schools used to cultivate student initiative to take action?

3. What impacts of student initiative on collective thriving have been reported in educational communities?

This study will help clarify the concept of fostering initiative to build collective thriving through education and will help advance its theory, so that academia will be able to study further and implement solutions to the world inequality problem. This study will also give educators practical strategies that others have been using successfully to implement in their classrooms, as well as learn from others' mistakes. Therefore, through education, further generations will be driven to make a change in this world, and in consequence, collective well-being will be strengthened.

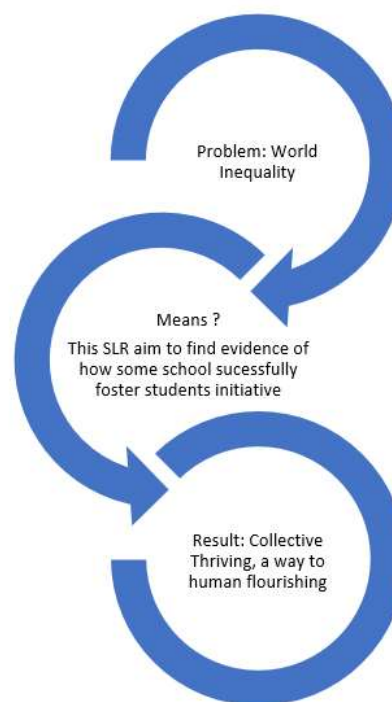


Figure 3: Conceptual Framework of this SLR background

2. METHODS

The study presents a systematic literature review, aiming to bring evidence together to answer a pre-defined research question: "What evidence exists on the effectiveness of teaching student initiative in fostering collective thriving within a school setting?" PICOC (Population, Intervention, Comparison, Outcome, Context) strategy (Carrera-Rivera, Ochoa, Larrinaga, & Lasa, 2022) in Table 1 below was used to plan this research.

Table 1 PICOC strategy of this research

PICOC part	Chosen keywords
Population	Education
Intervention	Fostering students' initiative to take actions
Comparison	Different methods of teaching & curriculum Different strategies and approaches
Outcome	Building Collective thriving/ Community flourishing
Context	Within a school setting Educational research

This Systematic Review was conducted by researching through some major databases such as JSTOR, Science Direct, Taylor & Francis, and Google search using keyword combinations of “school” and “students’ initiative” OR “students’ action”, AND “collective thriving” OR “community flourishing”.

In choosing studies to examine, the following criteria in Table 2 were used:

Table 2 Inclusion and Exclusion Criteria

Criteria	Inclusion	Exclusion
Period	Publish between 2021 and 2026	Articles published prior to 2021
Language	English	
Type of literature	Articles from Journals	Reports, policy literature, working papers, newsletters, government documents, speeches
Type of Source	Articles from Journals	
Impact Source	Articles indexed by Sinta and or Scopus	
Accessibility		Not accessible
Relevance		Not written within a school setting Not educational research

These criteria in Table 2 above have helped reduce the number of articles researched through these databases in Table 3 below. Table 3 below also shows the number of eligible studies identified from each database.

Table 3 Databases and the number of eligible studies identified

Name of Database	Number of eligible studies identified
JSTOR	1
Science Direct	9
Taylor & Francis	3
Google Search	1
Total	14

To organize sources of this SLR, a Prisma flow diagram 2020 below was made through Haddaway, N. R., Page, M. J., Pritchard, C. C., & McGuinness, L. A. (2022).

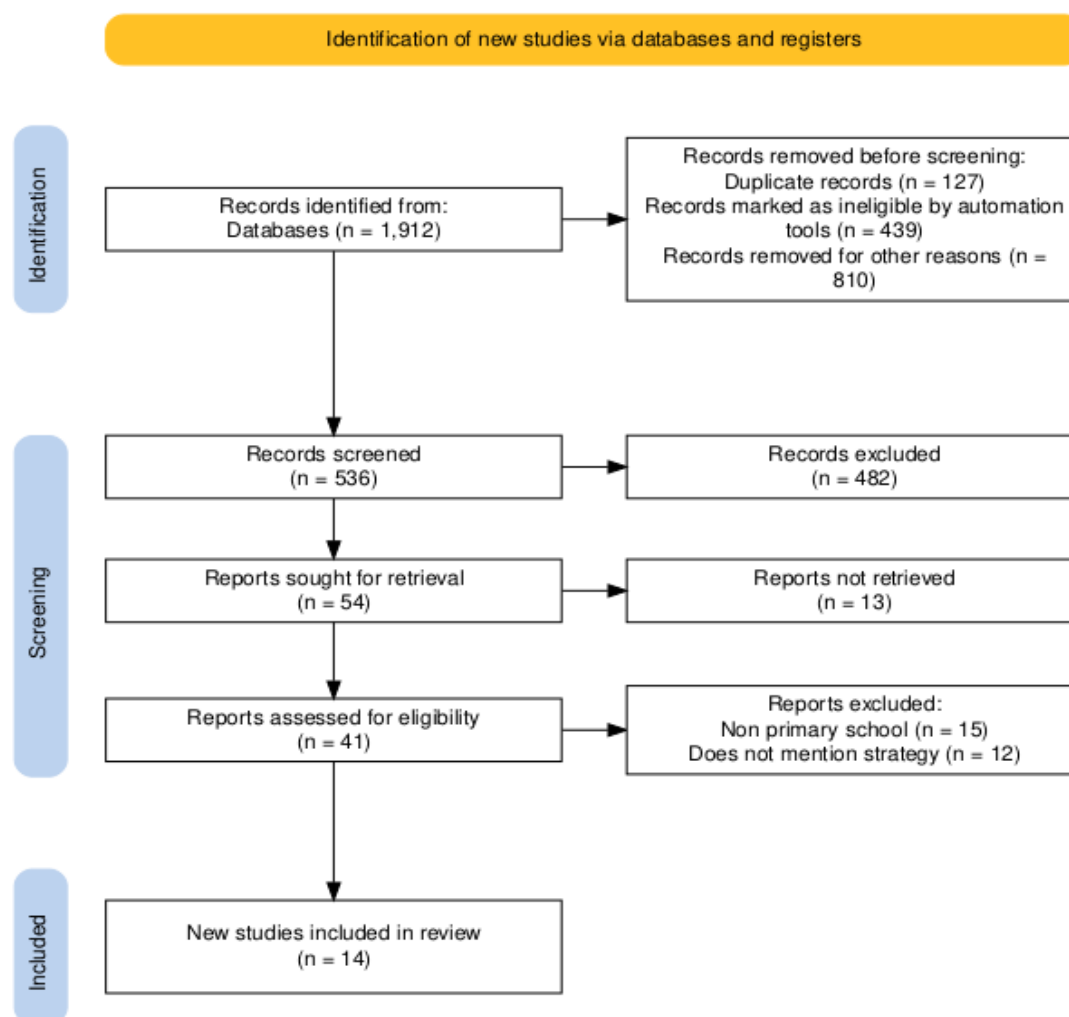


Figure 4 Prisma Flow Diagram 2020 of this SLR regarding Students' Initiative and Community Thriving

Quality Assessment

As seen in the PRISMA flow diagram above, 14 articles were eligible to be included in this SLR. However, to further choose SLR sources that truly answer these SLR questions, each article was then graded through these criteria below, based on the Critical Appraisal Skills Programme (Validity, relevance, and depth of analysis), customised with the three research questions of this SLR:

- Q1. Does the article include the definition of students' initiative?
- Q2. Does the article include a school strategy in fostering action?
- Q3. Does the article include the impact of students' actions on community thriving?
- Q4. Does the article include deep analysis?
- Q5. Does the article have bias control?
- Q6. Does the article have a good overall quality?

To reduce 14 related articles into a few most suitable articles to be analysed, each article was graded through the criteria above, with this scheme:

- 0 = not evident at all
- 1 = mentioned

- 2 = somewhat explained
- 3 = explained thoroughly
- 4 = analysed and explained thoroughly

Table 4 below summarizes 10 articles that have the highest score based on the quality assessment; the top 5 articles will be analysed and discussed in this SLR article.

Table 4 Quality Assessment Result

No	Writer & Year	Q1	Q2	Q3	Q4	Q5	Q6	Total Score	Article to be analysed
1	(Brown, Douthwaite, Donnelly, & Olaniyan, 2025)	4	2	2	4	4	4	20	-
2	(Elaiho, Gundacker, Chelius, Currie, & Meurer, 2026)	3	2	3	4	4	4	20	-
3	(Ansori, Nahdi, Juanda, & Santoso, 2024)	4	4	4	3	4	4	23	V
4	(Abia, Fomboh, Kognoudjui, & Abia, 2025)	3	3	2	3	4	3	18	-
5	(Giera, 2025)	4	4	4	3	4	4	23	V
6	(Rey & Nasrudan, 2025)	4	4	4	4	4	4	24	V
7	(Ardhyantama et al., 2025)	4	4	4	3	4	4	23	V
8	(Hassan & Razak, 2024)	3	2	3	3	4	3	18	-
9	(Manyukhina, 2025)	4	4	4	3	4	3	22	V
10	(Nainggolan, et al., 2024)	3	3	3	3	4	3	19	-

4. RESULTS AND DISCUSSION

This SLR was analysed through the thematic analysis method. The three research questions became the 3 big themes to investigate through the 5 main articles of this SLR. Question 1 is: How is student initiative defined and understood in educational research? This question focuses on the definition of students' initiative as each sources seen. Question 2 is: What strategies and approaches have schools used to cultivate student initiative to take action? This question raises a theme of strategies and approaches that schools in each article used to foster students' initiative. Question 3 is: What impacts of student initiative on collective thriving have been reported in educational communities? This question builds a theme of impact, the impact of students' initiative on thriving.

Q1 How is student initiative defined and understood in educational research?

Table 5 shows comparisons of "Students' initiative" understanding from each article.

Table 5 Comparisons of “Students’ initiative” understanding

(Ansori, Nahdi, Juanda, & Santoso, 2024)	Students’ initiative = ownership in learning, a key contributor to a harmonious school that produces adaptive students with good morals and socially responsible.
(Giera, 2025)	Students’ initiative = active participation, rights in action. A transformative process that is conceptualized through participatory vision (by student or inspired by teacher), followed by co-construction learning pathways as an active involvement in social, economic, political, and cultural life.
(Rey & Nasrudin, 2025)	Students’ initiative = students’ voice and agency as active stakeholders.
(Ardhyantama et al., 2025)	Students’ initiative = initial effort or action without prompt. It is an output of motivation, curiosity, and proactive desire to learn.
(Manyukhina, 2025)	Students’ initiative = children's agency, the capacity to make meaningful choices and contribute to making decisions.

Every writer agrees that students’ initiative is an integral part of learning, for it helps students to take ownership of their learning and actions. Students’ initiative is an action conducted by students, an action that comes out of students’ thoughts that has been provoked by self-thoughts, circumstances, and or their surroundings. From Table 5 above, it is evident that students’ initiative is an active contributor that can change learning directions, deepen it, and contribute to social, economic, political, and cultural life.

Q2 What strategies and approaches have schools used to cultivate student initiative to take action?

Table 6 shows different ways of teaching student initiative in fostering collective thriving found in each article.

Table 6 Student initiative teaching strategies

(Ansori, Nahdi, Juanda, & Santoso, 2024)	The school focuses on values-based leadership with 4 pillars (Modelling, family values, cooperation, and visionary leadership) that are embedded in academic lessons. Utilizing extracurricular activities (e.g., community service, arts, and environmental cleanup competitions) to foster initiatives.
(Giera, 2025)	Schools utilized some interdisciplinary strategies, such as teaching that involves students in lesson design, service-learning engagement, civics education projects, art-based pedagogy, vocational preparation, or application days, process-oriented workshops like writing workshops.
(Rey & Nasrudin, 2025)	Participatory policy and critical pedagogy are the key to fostering students’ initiative.

	<p>Providing formal participatory structures, such as a student council.</p> <p>Using culturally responsive pedagogy, local languages, and familiar scenarios to encourage students to volunteer in taking action.</p> <p>Regularly consulting students to plan learning with mutual respect and accountability.</p> <p>Using peer mentorship.</p>
(Ardhyantama et al., 2025)	<p>Implementing problem and project-based pedagogical models such as Student Teams Achievement Division (STAD) and Problem-Based Learning (PBL) that foster student-led solutions.</p> <p>Fostering a safe, open, and democratic classroom climate.</p> <p>Use an incentive or a reward system for extrinsic motivation.</p> <p>Adapt instructions as reinforcement, such as using games for learning.</p>
(Manyukhina, 2025)	<p>Schools are using structured freedom.</p> <p>Students are asked to choose how to design learning.</p> <p>Child-led curriculum.</p> <p>The school needs to have a systematic mechanism for voice.</p> <p>School is open to experiential development according to students' concerns or interests.</p>

Ardhyantama et al. (2025) found that initiative is consistently driven by problems, requires a strategic response, and an immediate solution. Manyukhina (2025) argues that structure and freedom are not opposite; they complement each other. Structure as a framework, freedom to develop learning that nurtures a sense of agency in students. According to these 2 theories, to raise students' initiative, educators should develop a structure of learning that gives their students freedom to be creative in solving world problems, as well as driving students' curiosity and awareness of those problems.

Also, Giera (2025) underlined interdisciplinary collaboration as a useful and holistic tool to foster students' initiative. Raising students' authenticity, as a unique person, is crucial to maximizing students' motivation, but also identity formation. This uniqueness will help each individual to solve world problems through different lenses. Giera also believes that learning to take action will help students learn to overcome obstacles in real-life situations. Rey & Nasrudin (2025) researched their theory that students' initiative is most effective when it is a part of synergy. Therefore, the school needs to affirm students' identities by creating inclusive and safe spaces for students to express their thoughts and actions. As each student learned to take initiative to solve certain community problems, the school as a community is able to solve community problems together through different approaches.

Q3 What impacts of student initiative on collective thriving have been reported in educational communities?

Table 7 shows each article's note on the impact of student initiative.

Table 7 Impacts of students' initiative to collective thriving

(Ansori, Nahdi, Juanda, & Santoso, 2024)	Having a positive and collaborative school culture results in social harmony with mutual respect that fosters togetherness and a sense of shared destiny. Improve social capital and improve community building.
(Giera, 2025)	Social cohesion and equity. Civic responsibility, like sharing public spaces. Empowerment, especially for marginalized groups (students with special needs or from lower-class groups). Practicing democratization and cooperation. Hopefully leads to systemic change (greater change).
(Rey & Nasrudin, 2025)	Empowerment and boost of confidence for the students. Students are having a sense of ownership. Improved academic performance. Social cohesion and safety. Stronger community bonds. Students understood that they had shared responsibilities.
(Ardhyantama et al., 2025)	Efficiency in the classroom as students are problem solvers. Social and relational growth. Collaborative problem solving. Democratic engagements.
(Manyukhina, 2025)	Higher academic achievements. Increased learning engagement Better well-being and social development. Empowerment for all learners.

The success of students' initiative to learn helps students to take ownership of their own actions. This confidence and sense of identity will then lead to trust and trustworthiness in the classroom that causes the classroom to flourish and thrive together. When every classroom is flourishing, this will also help the school's community to thrive. Every individual has the awareness to see problems around them and collaborate to solve those problems. This school's initiative to make sure its community thrives and flourishes will also lead the surrounding community to thrive together. Students' initiative as a result of their reflection and learning will drive students to contribute to a bigger community. These students will not be able to ignore problems in their surroundings and will find a way to meet the needs of their surroundings; this will contribute to the greater good. For example, students' initiative in raising funds for less fortunate kids, students' initiative to make social media content promoting the sales of local products, or students' initiative to not use single-use plastic in their daily life to reduce trash.

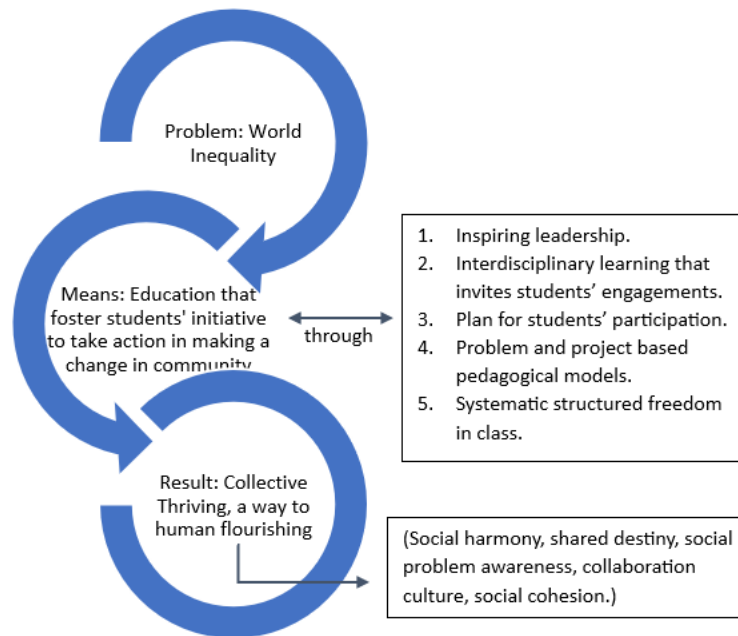


Figure 5 Conceptual framework of this SLR result

Figure 5 above connects and summarizes the 3 theme or research questions of this SLR. Through education, a change can be made to solve world inequality problems through fostering students' initiative to take actions in making small changes in the community, and those changes will then build collective thriving.

Manyukhina (2025) stated that students' initiative emerged from students' agency or students' capacity to direct their own learning. Students' agency in the process of learning will build students' initiative as a result of learning. Ansori, Nahdi, Juanda, & Santoso (2024) mentioned that student initiative is important because, through it, students are able to take responsibility over their own learning and actions, which leads to acknowledging their social responsibility as well. Students' initiative grows students' personal excellence as well as their caring nature for their surroundings. Therefore, it is very important for schools to challenge their students to take action for learning (deeper understanding) and of their learning (follow-up after learning) by fostering students' initiative in every lesson taught.

This SLR found some successful practices for schools in implementing education that fosters students' initiative. The first successful practice is inspiring leadership. According to Ansori, Nahdi, Juanda, & Santoso (2024), modelling is a powerful way for children to learn to care and take actions, leadership becomes a key to foster initiative, while collaboration is the foundation of its success. Teachers became the first role model, who trains and leads student leaders to then help all students collaborate to make initiatives and take actions.

The second successful school implementation suggested planning for students' participation. To make sure students will eventually come up with an initiative, educators must plan for it, making sure to make room for students to share ideas and make up a certain plan to learn deeper and plan to act after acquiring new knowledge. Further than planning, Manyukhina suggested school make a systematic, structured freedom in class. Because freedom is a key to creativity, but structure is important to make a safe room for students to be creative in their view of the world and its problems, as well as solving those problems.

Another successful practice is through interdisciplinary learning that invites students' engagement. Interdisciplinary learning is a good way to integrate different themes in learning. Through it, school can raise some world problems as concerns, explore different content (math, biology, geography, etc) to find solutions, and encourage students' initiative. A practical style of teaching students' initiative is using problem and project-based pedagogical models. Both project-based learning and problem-based learning focus the learning process on a certain problem or theme and drive students to find a solution (the project). These two pedagogical models have proven to foster students' initiative, school then need to help their students to carry out the initiative into real-life actions.

As learning should change one's mind and actions, students' initiative should be an outcome of every learning as well as its means of learning. Students' initiative raised from social problem awareness will raise students' awareness of shared destiny. This will also help students to grow a culture of solving community problems. Then social cohesion will be developed, and social harmony will become possible. Therefore, action carried out from students' initiative improves collective thriving. Yet, to reach this initiative to take action to build collective thriving, every individual has to feel safe within their learning community. Having confidence to sound out their thoughts, having enough freedom to own their learning, and learning to collaborate in solving problems are some of the key conditions that students should have in order to execute their initiative. School has to find the balance between structure and freedom, to make sure learning is happening, but also students are free to learn to such depth and any branch of learning. Project-based, problem-based, and collaborative learning are voted by most authors as a strategy that can nurture students' initiative.

4. CONCLUSION

Students' initiative is the initial effort or action taken by students, driven by their agency, their motivation, curiosity, and desire to make a change. It is driven by problems around them, by self-thoughts and reflections, or as a part of self or group initiative. To foster students' initiative, schools must be efficient, adaptable, nurturing inquiry, and encourage leadership. School and classroom climate must help students to feel safe to express themselves. Teachers should be more approachable and open-minded to receive students' brilliant ideas. Schools must use the best-fit pedagogical frameworks, such as cooperative learning and problem-based learning. Schools also have to be flexible and adaptable to changes, especially as a result of learning.

Fostering students' initiative is proven to increase social cohesion and relational solidarity that leads to community thriving. Unity and shared identity strengthen social relationships and foster an inclusive and diverse community. It is also building social capital as it increases a sense of belonging and collaboration in taking care of their surroundings. This also leads to transformation in institutional climate, to trust each other, which causes the community to be more closely related and able to work together to flourish. This will also empower the community to have civic participation and global stewardship.

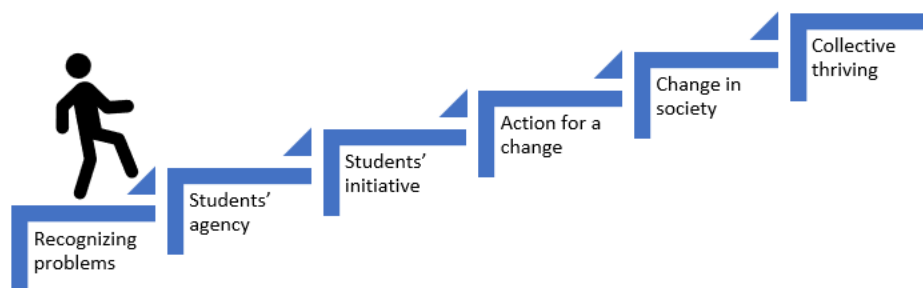


Figure 6 Diagram of How Education Became a Vessel for Building Collective Thriving

From recognizing world problems and students' agency, students' initiative was born. Students' initiative leads students to take actions for a change to solve certain problems. This problem-solving action that comes from students' initiative slowly changes the society to be less ignorant, to collaborate, and to be problem solvers; these changes then make the community thrive and eventually flourish together.

Findings in this SLR article are limited to recent articles from the last 5 years. Another limitation is the number of articles about students' initiative to take action; very few researchers are interested in this topic and have written academic research papers discussing this idea. Not to mention the collective thriving topic that is not trendy for humanity in this 21st century.

Therefore, there are a few research gaps that can be some future research agendas to explore. First, the importance of students' initiative to bring a change in society. Society sees students as children who are weak, unable to express their voice, and unable to make an impact. On the contrary, students make future leaders. If education can train students to be active contributors to their community, future adults and future leaders will be active contributors to the community. Consequently, if academia could write more to raise people's awareness of this, schools and educators might get inspired and start educating students to have initiative. Another future research is in proving that small actions can affect collective thriving in a bigger community. Focusing on action from student initiative, the writer can observe and analyse how one action can be a drop of water, a ripple in the water that moves the pond. Lastly, future researchers can persuade educators to make student initiative (to take action) a learning outcome.

5. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. The authors confirmed that the paper was free of plagiarism.

6. REFERENCES

- Abia, W. A., Fomboh, R., Kognoudjui, A. M., & Abia, E. A. (2025). One Health Education for Children as a Catalyst for Systems Change and Climate Action in Africa. *Public Health Reviews*, 46, 1608071. Retrieved from <https://doi.org/10.3389/phrs.2025.1608071>
- Ansori, Y. Z., Nahdi, D. S., Juanda, A., & Santoso, E. (2024). Developing the Character of Elementary School Students Through Values-Based Leadership. *Al-Ishlah: Jurnal*

DOI: <https://doi.org/10.17509/e.v25i2.100731>

P-ISSN 0852-1190 E-ISSN 2502-0781

- Pendidikan*, 16(4), 5335-5344. Retrieved from <http://journal.staihubbulwathan.id/index.php/alishlah>
- Ardhyantama, V., Andriningruma, H., Wardani, R. P., Indrawatia, D., Malik, M. S., Bali, S., & Hadi, M. S. (2025). How Initiative Plays a Role in the Learning Process. *Multidisciplinary Science Journal*, 2026382. Retrieved from <https://doi.org/10.31893/multiscience.2026382>
- Askar, M. W. (2024). *Indonesia Inequality Report 2024: Private Jets for the Rich, Bicycles for the Poor*. Jakarta, Indonesia: Center of Economic and Law Studies (Celios).
- Brown, C., Douthwaite, A., Donnelly, M., & Olaniyan, Y. D. (2025). Resilience Through Belonging: Schools' Role in Promoting the Mental Health and Wellbeing of Children and Young People. *Behavioral Sciences*, 15(10), 1421. Retrieved from <https://doi.org/10.3390/bs15101421>
- Carrera-Rivera, A., Ochoa, W., Larrinaga, F., & Lasa, G. (2022). How to Conduct a Systematic Literature Review: A Computer Science Research. *MethodsX*, 9, 142. Retrieved from <http://creativecommons.org/licenses/by-nc-nd/4.0/>
- Da Silva, A. (2021). *Dependency Theory*. Retrieved from EBSCO: <https://www.ebsco.com/research-starters/diplomacy-and-international-relations/dependency-theory>
- Da Silva, A. (2021). *World Systems Theory*. Retrieved from EBSCO: <https://www.ebsco.com/research-starters/social-sciences-and-humanities/world-systems-theory>
- Eckhardt, I. (2024). *Immanuel Wallerstein: World-Systems Analysis: An Introduction*. (Durham and London: Duke University Press, 1st Edition, 2004, pages, ISBN: 0822334429.) Retrieved from Columbia International Affairs Online: https://ciaotest.cc.columbia.edu/olj/iirp/25_2005-06_winter/
- Elaiho, C. R., Gundacker, C., Chelius, T. H., Currie, B., & Meurer, J. R. (2026). Schools as Neighborhoods: A Holistic Framework for Student Well-Being, Opportunity, and Social Success. *Children*, 13, 59. Retrieved from <https://doi.org/10.3390/children13010059>
- Giera, W.-K. (2025). The Inclusive Learning Community: Theoretical Arguments and Practical Insights in Five School Projects. *Sustainability*, 17, 8016. Retrieved from <https://doi.org/10.3390/su17178016>
- Gómez-Carrera, R., & Fauvel, A. (2025). *World Inequality Report 2026*. (©World Inequality Lab) Retrieved 12 19, 2025, from Executive Summary: <https://wir2026.wid.world/insight/executive-summary/>
- Group, T. W. (2025). *Gini Index Indonesia*. (The World Bank Group) Retrieved 12 19, 2025, from <https://data.worldbank.org/indicator/SI.POV.GINI?locations=ID>.
- Hassan, N. A., & Razak, H. (2024). Problem-Based Learning Implementation in Elementary Schools: A Case Study in Kuala Lumpur Primary Schools. *Tricks: Journal of Education and Learning Practices*, 1-11. Retrieved from <https://journal.echaprogres.or.id/index.php/tricks/article/view/19>
- Hassan, N. A., & Razak, H. (2024). Problem-Based Learning Implementation in Elementary Schools: A Case Study in Kuala Lumpur Primary Schools. *Tricks: Journal of Education and Learning Practices*, 1-11. Retrieved from <https://journal.echaprogres.or.id/index.php/tricks/article/view/19>
- HHF. (2025). *Conceptual Model for the Arts, Humanities, and Human Flourishing*. Retrieved from Humanities and Human Flourishing: <https://www.humanitiesandhumanflourishing.org/conceptual-model>

- Manyukhina, Y. (2025). Children's Agency in England's Primary Schools: A Case for Structured Freedom. *British Educational Research Journal*, 2491-2510. Retrieved from www.wileyonlinelibrary.com/journal/berj
- Nainggolan, D. M., Nainggolan, R., Hakim, A. J., Abriansah, M., Acung, W., & Mohede, H. S. (2024). Building Solidarity and Cooperation Among Students Through the Gotong Royong Program at the Indonesian School of Kuala Lumpur. *Teumulong: Journal of Community Service*, 2(3), 161. doi:10.62568/jocs.v2i3.147
- Pawelski, J. (2022). The Positive Humanities: Culture and human flourishing. In L. Tay and J.O. Pawelski (Eds.), *The Oxford Handbook of the Positive Humanities*. Oxford University Press.
- Pennsylvania, U. o. (2026). *Health Equity & Policy Lab; Human Flourishing*. Retrieved from Health Equity & Policy Lab at the University of Pennsylvania: <https://www.healthequityandpolicy.com/human-flourishing>
- Rey, N., & Nasrudin, L. (2025). The Impact of Community-Driven Educational Policies on Achieving Equity for Marginalized Students. *International Journal of Post Axial: Futuristic Teaching and Learning*, 3(2), 85-96. Retrieved from <https://journal.amorfati.id/index.php/postaxial>
- SAR, S. D. (2026). *Term Collective Thriving*. Retrieved from Lifestyle Sustainability: <https://lifestyle.sustainability-directory.com/term/collective-thriving/>
- Schneewind, K. (2001). Socialization and Education: Theoretical Perspectives. *International Encyclopedia of the Social & Behavioral Sciences*, 14507-14513. Retrieved from <https://www.sciencedirect.com/science/article/pii/B0080430767023287>
- Sustainability, Y. (2022). *Yale Experts Explain Collective Wellbeing*. Retrieved from Yale Sustainability: <https://sustainability.yale.edu/explainers/yale-experts-explain-collective-well-being>
- Templeton, W. C. (2026). *What is Human Flourishing?* Retrieved from Building The Field of Human Flourishing: <https://www.templetonworldcharity.org/our-priorities/launch/building-field-human-flourishing/what-is-human-flourishing>
- Utanto, Y. (2014). *Tafsir Hermeneutika Kurikulum Pendidikan Sekolah Alternatif: Studi atas Sekolah Alternatif Qaryah Thayyibah, Kalibening-Salatiga*. (Universitas Pendidikan Indonesia) Retrieved 12 19, 2025, from UPI Repositori: <https://repository.upi.edu/16109/>.
- VanderWeele, T. J. (2026). *Harvard University Human Flourishing Program: An Introductory Framework*. Retrieved from THE HUMAN FLOURISHING PROGRAM at Harvard's Institute for Quantitative Social Science: <chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://hfh.fas.harvard.edu/sites/g/files/omnuum8886/files/2025-09/HFH.framework.final8%20%28single%20page%20version%29-small.pdf>