An Overview of School Well-Being Scale at Students of Muhammadiyah Vocational High School: A Pilot Study

Tinjauan Skala Kesejahteraan Sekolah pada Siswa SMK Muhammadiyah: Studi Percontohan (Pilot Study)

Nurul Lathifah¹, Annisa Hutami Adi², Tri Na’imah³
¹,²Universitas Muhammadiyah Purwokerto, Purwokerto, Indonesia

ARTICLE INFO

Article history:
DOI: 10.30595/pssh.v2i.111
Submitted: July 27, 2021
Accepted: Aug 13, 2021
Published: Sept 24, 2021

Keywords:
Reliability, Validity, School Well-Being, Students

Corresponding Author:
Nurul Lathifah
Universitas Muhammadiyah Purwokerto, Purwokerto, Indonesia
Email: nurullathifa25@gmail.com

1. INTRODUCTION

Education is a crucial part of making humans be better people in all aspects of life. Education is a fundamental right for all people, even for all situations and conditions of an individual, because education is the foundation for lifelong learning. It is hoped that people will realize their potential to compete with the community (Anjarsari, 2018). Schools are the second most important educational institution after the family; due to the increasing needs of children, parents have relinquished some of their responsibilities to school institutions. Schools function as family assistants in the form of educating children (Hawi, 2017).

A school is a place where formal education is carried out and can teach all aspects of life. Learning goals in schools can be achieved if students have satisfaction with their school. This satisfaction comes from students’ satisfaction with the basic needs of school life (Setyawan & Dewi, 2015).

The well-being of the students in schools is one of the determining factors for how the quality of education can be perceived as effective by all people in their school (Ramdani & Prakoso, 2019). Student well-being is strongly influenced by their learning experience in the classroom and their overall teaching and learning experience teacher effectiveness, teacher empathy, and stimulating learning (Frost, 2010).

School well-being discusses the psychological construction of students from school evaluations. Students’ subjective assessment of the school is critical to support the learning process in the school environment. In a supportive school environment, students are expected to be satisfied with their learning environment (Owoeye & Yara, 2011).

Proceedings homepage: https://conferenceproceedings.ump.ac.id/index.php/pssh/issue/view/7
This study will analyze the validity and reliability of the Indonesian version of the school well-being scale applied directly to SMK Muhammadiyah by going through a pilot study. School well-being is a complex concept because it involves various essential elements in the teaching and learning process. School well-being is useful to help create a conducive learning environment and achieve learning goals in schools. This study will focus on the setting of Muhammadiyah Vocational High School Students because Muhammadiyah Vocational School is a vocational high school characterized by the Islamic religion whose development is carried out under the guidance of the Muhammadiyah Foundation. Therefore, science and technology must be combined with Islamic religious values in carrying out learning activities. It is hoped that the learning process results will benefit science, and based on happiness and piety, graduates will become intelligent and have noble character. A pilot study is carried out to make sure the instrument can be carried out and validate the study’s feasibility (In, 2017). A pilot study has several goals: developing and testing the adequacy of research instruments, assessing the feasibility of complete tasks, designing and testing protocols for more extensive studies, establishing and testing sampling and recruitment strategies, and collecting preliminary data (Connelly, 2008). The researcher conducted a psychometric analysis to know the school well-being scale’s validity and reliability and understand the dimensions that could form the school well-being variable.

Discussions on school well-being have been studied in several school settings, but there is little research in Muhammadiyah vocational high school settings. Muhammadiyah Vocational High School is a vocational high school characterized by Islam whose development is carried out under the guidance of the Muhammadiyah Foundation. Therefore, science and technology must be combined with Islamic religious values in carrying out learning activities. It is hoped that the learning process results will benefit the scientific field, and based on happiness and piety, graduates will become intelligent and have noble character (Ambarudin, 2020). Vocational secondary education prioritizes preparing students to enter the workforce and developing professional attitudes (Peraturan Pemerintah Nomor 29 Tahun 1990, n.d.).

2. THEORETICAL FRAMEWORK

Well-being is based on needs, where the amount of well-being is determined by the level of need. In the well-being indicator system, both material and non-material human conditions must be considered. The concept of well-being divides these needs into three categories: loving and being (Allardt, 1993). The definition of well-being is tied to educational success. A child who studies well should be prosperous and vice versa. This reinforces the policy that well-being is a learning servant to a perspective where successful learners can only assess well-being (Spratt, 2017).

(Konu & Rimpelä, 2002) develop well-being in the context of a school called school well-being, then defines school well-being as a school condition that allows individuals to satisfy their basic needs, in the context of this school there are four dimensions to describe students’ well-being while at school, namely the dimensions of having, loving, being, and health (Konu & Rimpelä, 2002). School well-being arises from the interaction between students’ school satisfaction, positive influences at school, and negative ones. School satisfaction refers to the overall cognitive evaluation of school life, which emerges from students’ everyday school experiences. Positive impact at school refers to the frequency with which positive emotions are experienced, especially during school, such as relaxation, fun, or happiness. Negative influence at school refers to the frequency of negative emotions, such as feeling depressed, annoyed, or bored (Tian et al., 2013).

School well-being is a condition or situation when people can fulfill their basic needs in an educational environment, be it school or college, related to teaching and learning activities. This shows that school well-being is an individual self-assessment related to the state of the school or college environment to meet basic needs (Kartasasmita, 2017). School well-being is a complex concept because it involves various essential elements in the teaching and learning process. Teachers and students as actors in the process and the environment outside, especially the school itself, parents, and all existing facilities, will support the learning process and make it more effective (Konu & Rimpelä, 2002).

School well-being is one of the determining factors for how the quality of education can be perceived as effective by all people (Ramdani & Prakoso, 2019). Student well-being is strongly impacted by their learning experience in the classroom and their overall teaching and learning experience teacher effectiveness, teacher empathy, and stimulating learning (Frost, 2010). The well-being and happiness of the students and their social and psychological development are essential to students’ academic success. Schools are institutions responsible for students’ intellectual development and social and psychological development (Marks, 1998).

School well-being discusses the psychological construction of students from school evaluations. Students’ subjective assessment of the school is critical to support the learning process in the school environment. In a supportive school environment, students are expected to be satisfied with their learning environment (Owoeye & Yara, 2011).

Students are more satisfied with school when they receive positive support from teachers and other students. Students who do not get school welfare can carry out negative behaviors such as truancy, fighting, smoking in the school environment, and damaging school facilities (Laure et al., 2020). So school well-being is also influenced by students’ ability to manage emotions (Na’imah & Putranti, 2020).

School welfare can be seen as a form of students’ quality of life at school. Several studies have shown that...
student well-being in school is positively related to their academic interest and achievement. In contrast, low levels of school welfare have been shown to predict an increased risk of truancy and depression (Ramberg et al., 2019). School well-being is a critical discussion to study because education cannot be separated from the role of schools. As well, student welfare in schools is also an essential construct for the world of education. School well-being, or what is known as school welfare, is helpful to help create a conducive learning environment and achieve learning goals in schools (Azizah et al., 2019). To create a conducive learning environment and the achievement of learning objectives, the school can use the concept of school well-being to understand what things can make students happy to receive lessons and feel prosperous while at school (Nidianti & Desiningrum, 2015).

School well-being is related to increasing students’ academic achievement, student attendance, pro-social behavior, school safety, and mental health (Azizah & Hidayati, 2015). The higher the school well-being of students in their school, the level of delinquency intention will decrease. Conversely, if the lower school well-being of students in school, the delinquency intention will increase. The results of this study indicate that in the high school well-being of students, the level of delinquency intention will decrease. Conversely, if students’ school well-being is low, the delinquency will increase (Effendi, 2016).

Discussions about school well-being were investigated in several settings, including at, among others, students of State Vocational Schools (Andriyani & Setyawati, 2016), Pharmacy Foundation Vocational School (Nanda & Widodo, 2015), college students (Rizki & Listiara, 2015), middle school students (Abdillah et al., 2020), high school student (Wahidah & Royanto, 2019) (Hongwidjojo et al., 2018) (Evans et al., 2018) (Ramberg et al., 2019), Christian high school students (Imelda, A., & Wahyuningrum, 2017). In this study, it will be focused on the setting of Muhammadiyah Vocational High School Students because vocational secondary education is a secondary education level that prioritizes the development of students’ abilities to carry out certain types of work, which is expected after graduates of Muhammadiyah Vocational Schools students have competencies according to the needs of the world of work and have a noble character so that in this study focused on students of SMK Muhammadiyah.

Several research instruments are designed to measure well-being. But some researchers consider that the well-being instrument developed by (Allardt, 1993) using the four dimensions of school well-being developed by is one of the most widely used instruments by researchers.

Research on junior high and high school students in Guangzhou, China, using school well-being instruments Adolescent’s School Well-Being Scale (ASW-BS) with dimensions of school satisfaction, positive affect in school, and negative affect in school with a reliability result of 0.93 (Tian et al., 2013). In addition, psychometric analysis of school well-being has been carried out on grade 8 and 9 students in Finland using the having, loving, being, and healthy status scale with reliability results of 0.62 to 0.84 (Konu et al., 2002).

(Konu & Rimpelä, 2002) became the scale for measuring school well-being into the Finland version and applied it in research on students. This study will analyze the Indonesian performance of the school well-being scale (Konu & Rimpelä, 2002). Researchers modified the school well-being scale by adjusting the existing culture in Indonesia. Modification of this scale is done with the approval of professional judgment with the dimensions of a) having, which is defined as school conditions, including the school’s physical environment, b) loving, which is defined as social relations referring to the social learning environment, c) being, which means they need for fulfillment of self and d) health status, which means health status.

So the objectives of this study are: 1) To test the validity of the school well-being scale. 2) Testing the reliability of the school well-being scale applied to students of SMK Muhammadiyah.

3. RESEARCH METHODOLOGY

In this study, as many as 40 males and female SMK Muhammadiyah students aged 15-18 years in Ajibarang, Banyumas, Indonesia, were involved as participants. Muhammadiyah Vocational High School Students in vocational secondary education is a secondary education level that prioritizes the development of students’ abilities to carry out certain types of work, which is expected after graduates of Muhammadiyah Vocational Schools students have competencies according to the needs of the world of work and have a noble character so that in this study focused on students of SMK Muhammadiyah.

The method used in this pilot study provides a school well-being scale with 44 question items consisting of 22 favorable items and 22 unfavorable items. Researchers made modifications to the school well-being scale belonging to (Konu et al., 2002): having, loving, being dan health status (Konu et al., 2002). Having, which is defined as the condition of the school, includes the physical environment around the school and the environment within the school. Loving, expressed as a social relationship, refers to a social learning environment, where loving needs include student-teacher relationships, relationships with schoolmates, group dynamics, bullying, cooperation between school and home, decision-making at school, and the school’s overall atmosphere organization. Being defined as the need for self-fulfillment, when applied in a school environment, can be seen as the school’s way of providing a means of self-fulfillment. And health status, which is defined as health status. These include physical and mental symptoms, fever, illness, and other illnesses. Modifications to the scale are carried out by adjusting the culture in Indonesia.

This study using quantitative methods, especially psychometric analysis of the scale, to form school well-being. The researcher used the technique of distributing questionnaires through Google form, which was conducted from March 27, 2021, to March 28, 2021. Psychometric analysis to measure the validity and reliability of research.
A validity test leads to the accuracy of the research results or the conclusions of the research. Measurements are in the form of surveys or tests, and validity will assess the accuracy of these measurements (Sullivan, 2011). A validity test is a test of the content used to test the accuracy of the instruments to be used in research (Sugiyono in Bakhtiyar et al., 2012). The validity test in this study was carried out with the approval of professional judgment and the selection of items using the item correlation formula. The item selection calculation uses the item correlation formula by correlating the score of the question item with the total score of the construct or variable. An object has high discrimination of an item with a significance level of 5%, namely if the corrected-item absolute correlation ($r_{coun}$) ≥ 0.30 (Azwar S., 2014).

Achieving validity is carried out by compiling measuring instruments based on relevant theories and can describe the problem to be studied, then collecting measuring devices that can produce statements stating the aspects of the variables in question and then agreed by professional judgment (Saiffudin, 2020).

The reliability test was carried out using the Cronbach Alpha formula. A reliability test is a test to see the consistency of the answers given from the same question (test) even though the test is given twice at different times (Charles in Golafshani, 2003). Reliability testing leads to consistency or repetition carried out several times in the measurement (Bruton et al., 2000). A constructor variable is reliable if it gives a Cronbach alpha value > 0.70 (Nunnaly in Ghozali, 2018).

4. RESULTS AND DISCUSSION

The following is a blueprint that will be used to analyze the school well-being scale, which can be seen in table 1:

| No. | Aspects | Favorable | Unfavorable | Total |
|-----|---------|-----------|-------------|-------|
| 1   | Having  | 1,9,17,25,33,41 | 8,16,24,32,40 | 11    |
|     | (ex: the room in my class is spacious, so it is comfortable to study) |          |             |       |
| 2   | Loving  | 7,15,23,31,39 | 2,10,18,26,34,42 | 11    |
|     | (ex: master treats me as a student fairly) |          |             |       |
| 3   | Being   | 3,11,19,27,35,43 | 6,14,22,30,38 | 11    |
|     | (ex: i have no difficulties after learning) |          |             |       |
| 4   | Health  | 5,13,21,29,37 | 4,12,20,28,36,44 | 11    |
|     | status  |            |             |       |
|     | (ex: my feelings are pretty good and healthy in participating in learning at school) |          |             |       |
|     | Total   | 22         | 22          | 44    |

Table 1 above is a blueprint for the school well-being scale before the psychometric analysis is calculated. The variable of school well-being in Muhammadiyah SMK students was measured using 44 statement items consisting of 22 favorable and 22 unfavorable items.

The results of the analysis of the discriminant item of school well-being are shown in table 2:

| Item-Total Statistics | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation ($\phi_{hitung}$) | Cronbach’s Alpha if Item Deleted | Validity Standard (0.30) | Information |
|-----------------------|----------------------------|-------------------------------|-------------------------------------------------|---------------------------------|--------------------------|------------|
| ITEM00003             | 88.0000                    | 124.308                       | .507                                            | .899                            | 0.30                     | Selected   |
| ITEM00004             | 88.6250                    | 124.958                       | .416                                            | .902                            | 0.30                     | Selected   |
| ITEM00005             | 87.4500                    | 124.356                       | .535                                            | .899                            | 0.30                     | Selected   |
| ITEM00007             | 88.3750                    | 127.522                       | .470                                            | .900                            | 0.30                     | Selected   |
| ITEM00008             | 88.0750                    | 127.199                       | .441                                            | .901                            | 0.30                     | Selected   |
| ITEM00011             | 87.7750                    | 124.538                       | .499                                            | .900                            | 0.30                     | Selected   |
| ITEM00015             | 87.4750                    | 126.204                       | .489                                            | .900                            | 0.30                     | Selected   |
| ITEM00017             | 87.4500                    | 128.818                       | .436                                            | .901                            | 0.30                     | Selected   |
| ITEM00018             | 87.6500                    | 129.772                       | .328                                            | .903                            | 0.30                     | Selected   |
| ITEM00020             | 87.8250                    | 127.584                       | .410                                            | .901                            | 0.30                     | Selected   |
| ITEM00022             | 87.7250                    | 126.666                       | .510                                            | .899                            | 0.30                     | Selected   |
| ITEM00023             | 87.5500                    | 119.228                       | .729                                            | .894                            | 0.30                     | Selected   |
| ITEM00025             | 87.4500                    | 129.741                       | .373                                            | .902                            | 0.30                     | Selected   |
| ITEM00027             | 88.4750                    | 128.410                       | .366                                            | .902                            | 0.30                     | Selected   |

Proceedings homepage: https://conferenceproceedings.ump.ac.id/index.php/pssh/issue/view/7
Proceedings homepage: https://conferenceproceedings.ump.ac.id/index.php/pssh/issue/view/7
From testing the validity and reliability of the school well-being scale, 26 valid and reliable items were obtained so that the 26 items on the school well-being scale consisting of 5 items in the having dimension, eight items in the loving extent, seven items in the being dimension, and six items in the health status dimension can be used to measure school well-being, especially for SMK Muhammadiyah students.

Several research instruments are designed to measure well-being. However, some researchers consider that the well-being instrument developed by (Allardt, 1993) using the four dimensions of school well-being created by (Konu & Rimpelä, 2002) is one of the most widely used instruments by researchers as (Konu & Rimpelä, 2002) revealed that a high-quality school environment is a healthy environment and pays attention to social relationships that occur in the school environment, student self-development and the health of the school environment.

Based on previous studies on one of the dimensions of school well-being, namely the loving dimension, some teachers teach only with a monotonous method and make students feel tired (Abdillah et al., 2020). In this study, the loving dimension shows that students are happy if they are glimpsed by the teacher and communicate well. As education teacher support has a more significant contribution, previous research found that teacher support has a more substantial contribution to school well-being than classmates support (Kumalasari, 2020).

In addition, this study with a good school environment and adequate facilities made students feel comfortable at school. This is important to reckon because school is a potential means to form individual personalities and good social concepts, which in turn will bring prosperity to students, an unpleasant, stressful, and boring school environment will cause students to have negative reaction patterns such as stress, boredom, alienation, loneliness, and depression. This condition will have an impact on their school’s assessment (Khatimah, 2015).

Having, which is defined as the condition of the school, terms of school conditions (having) includes the physical environment around the school and the environment within the school. Areas covered include environmental noise, comfort, safety, ventilation, temperature, etc. Other indicators of school conditions relate to the learning environment, such as curriculum, study schedules, and punishments given to students. The third indicator includes services to students such as school lunches, health services, school guardians, and counseling (Konu & Rimpelä, 2002). An unpleasant, urgent, and boring school environment can cause students to have negative reaction patterns, such as stress, boredom, alienation, loneliness, and depression (Rachmah, 2016).

“Loving” is defined as a social relationship. Social relationships in this context refer to a social learning environment, where loving needs include student relationships with teachers, relationships with schoolmates, group dynamics, bullying, cooperation between school and home, decision making at school, and the overall atmosphere of the school organization (Konu & Rimpelä, 2002). School climate and learning climate will affect the welfare and satisfaction of students at school. A good relationship and atmosphere are said to be good for relationships, and an excellent interpersonal atmosphere can increase one’s resources in the community and improve performance at school (Fatayati et al., 2019).

"Being" is defined as the need for self-fulfillment, namely the school’s way of providing a means of self-fulfillment for students in the school environment. All students should be treated equally as members of the school. The category is in the school context; being can be seen in the school's efforts to equip students with self-realization. Every student can think of himself as an essential member of the school community. This can be achieved by providing equal opportunities to all students to be part of the school community. Students are also allowed to receive awards for their achievements and develop their knowledge and skills according to their interests (Angrgreni, N. M. S., & Immanuel, 2020).

Health status is physical and mental symptoms, fever, illness, and other diseases. The appearance of disease symptoms at a specific time becomes a benchmark for measuring student health. The mental health of students is also included in the category of health conditions. Anxiety that occurs when students go to school is an example of psychological symptoms studied (Anne Konu & Rimpelä, 2002). Students who have good health will tend to feel happy and prosperous in taking lessons in class and can learn effectively to make a positive contribution to the school (Abdillah, HZ et al., 2020).

The description shows that the school well-being scale at SMK Muhammadiyah can be used to conduct research. This study has limitations because it only involved 40 students and came from one type of school. Future
5. CONCLUSION

From the results of the psychometric analysis, it can be concluded that the school well-being measuring instrument compiled in this study can be classified into valid and reliable criteria for students, especially for Muhammadiyah vocational high school students. The advantage of this measuring tool is the context that is specific to students. The reliability of the school well-being scale is 0.903, and the validity coefficient moves from 0.305 to 0.801.

On the previous scale, namely (Tian et al., 2013) Adolescent's School Well-Being Scale (ASW-BS), has a reliability of 0.93 and (Konu et al., 2002) scale with a reliability score of 0.62 to 0.84. so that the scale in this study has a reliability of 0.90 which means it is smaller than Tian's scale but more significant than Konu's scale. So this scale is feasible to be used to measure school well-being.

REFERENCES

Abdillah, H. Z., Made, N., & Iswary, D. (2020). Peran Kecerdasan Emosi Terhadap School Well-being Siswa SMP di Kota Yogyakarta. Jurnal Psikologi Islam, 11(1), 23–29.

Allardt, E. (1993). Having, loving, being: An alternative to the Swedish model of welfare research. The quality of life. Ambarudin, R. I. (2020). Pola Pembinaan Akhlak Dan Pengembangan Life Skills Di SMK Muhammadiyah I Wates. KREATIF: Jurnal Studi Pemikiran Pendidikan Agama Islam, 18(2), 206–215.

Andriany, N., & Setyawan, I. (2016). Adversity Intelligence Dan Kesejahteraan Sekolah Pada Siswa Kelas Xi Dan Xii. Empati: Jurnal Karya Ilmiah SI Undip, 5(1), 24–27.

Anggreni, N. M. S., & Immanuel, A. S. (2020). Model School Well-Being Sebagai Tatanan Sekolah Sejahtera Bagi Siswa. Psikobuletin: Buletin Ilmiah Psikologi, 1(3), 146–156.

Anjarsari, A. D. (2018). Penyelenggaraan Pendidikan Inklusi Pada Jenjang SD, SMP, Dan SMA Di Kabupaten Sidoarjo. JPI (Jurnal Pendidikan Inklusi), 1(2), 91.

Azizah, A., & Hidayati, F. (2015). Penyesuaian Sosial Dan School Well-Being: Studi Pada Siswa Pondok Pesantren Yang Bersekolah Di Mbi Amanatul Ummah Pacjet Mojokerto. Empati, 4(4), 84–89.

Azwar S. (2014). Reliabilitas dan Validitas (Edisi 4). Yogyakarta: Pustaka Pelajar.

Azyz, A. N. M., Huda, M. Q., & Atmasari, L. (2019). School Well-Being and Kecemasan Akademik pada Mahasiswa. Happiness, Journal of Psychology and Islamic Science, 3(1), 19–31.

Bakhtiyar, A., Soehardjono, A., & Hasyim, M. H. (2012). Analisis faktor-faktor yang mempengaruhi keterlambatan prospek konstruksi pembangunan gedung di kota lamongan. Jurnal Rekayasa Teknik Sipil, 6(1), 55–66.

Bruton, A., Conway, J. H., & Holgate, S. T. (2000). Reliability: What is it, and how is it measured? Physiotherapy, 86(2), 94–99. https://doi.org/10.1016/S0031-4124(03)0031-9

Connelly, L. M. (2008). Pilot studies. Medsurg Nursing: Official Journal of the Academy of Medical-Surgical Nurses, 17(6), 411–412. https://doi.org/10.1145/3081016.3081020

Effendi, A. S. (2016). Hubungan Antara School Well-Being Dengan Intensi Delinkuensi Pada Siswa Kelas Xi SMK Negeri 5 Semarang. Empati: Jurnal Karya Ilmiah SI Undip, 5(2), 195–199.

Evans, P., Martin, A. J., & Ivcevic, Z. (2018). Personality, coping, and school well-being: An investigation of high school students. Social Psychology of Education, 21(5), 1061–1080.

Fatayati, N. U., Hidayah, N., & Yuzarion, Y. (2019). School well being pada sekolah menengah pertama dengan program tahfidz Al-Qur’an. In Prosiding Seminar Nasional Magister Psikologi Universitas Ahmad Dahlan, 273–283.

Frost, P. (2010). Victorian Auditor-General’s Report The Effectiveness of Student Wellbeing Programs and Services. Melbourne: Victorian Auditor-General’s Report.

Ghozali, I. (2018). Aplikasi Analisis Multivariate dengan Program IBM SPSS 25 (9th ed.). Badan Penerbit Universitas Diponegoro.

Golafshani, N. (2003). Understanding and Validity in Qualitative Research. The Qualitative Report, 8(4), 597–607.

Hawi, A. (2017). Tantangan Lembaga Pendidikan Islam. Tadrib, 3(1), 144–161.

Hongwidjojo, M. P., Monika, M., & Wijaya, E. (2018). Relation of Student-Teacher Trust with School Well-Being to High School Students. Psikodimensi, 17(2), 162.

Imelda, A., & Wahyuningrum, E. (2017). Hubungan Antara Locus Of Control Dengan School Well-Being Pada Siswa SMA Kristen 2 Salatiga. Jurnal Psikohanamika, 9(1), 50–61.

In, J. (2017). Introduction of a pilot study. Korean Journal of Anesthesiology, 70(6), 601–605. https://doi.org/10.4097/kjae.2017.70.6.601

Kartasasmita, S. (2017). Hubungan antara School Well-Being dengan Rumination. Jurnal Muara Ilmu Sosial, Humaniora, Dan Seni, 1(1), 248–252.

Khatimah, H. (2015). Gambarkan School Well-Being pada Peserta Didik Program Kelas Akseleerasi di SMA Negeri 8 Yogyakarta. PIKOPEDAGOGIA Jurnal Bimbingan Dan Konseling, 4(1), 20–30.

Konu, A., Alanen, E., Lintonen, T., & Rimpelä, M. (2002). Factor Structure of the School Well-being Model. Health Education Research, 17(6), 732–742. https://doi.org/10.1093/her/17.6.732

Proceedings homepage: https://conferenceproceedings.ump.ac.id/index.php/pssh/issue/view/7
Konu, A., & Rimpelä, M. (2002). Well-being in schools: A conceptual model. *Health Promotion International, 17*(1), 79–89.

Kumalasari, D. (2020). Teacher Versus Classmate Support: Which One Is More Important to School Well-Being of Senior High-School Students? In *International Conference on Educational Psychology and Pedagogy—6th Diversity in Education (ICEPP 2019)*, Atlantis Press, (pp. 61-64).

Marks, G. (1998). Attitudes to school life: Their influences and their effects on achievement and leaving school. *LSAY Research Reports, 62.*

Na’imah, T., & Putranti, A. N. (2020). The Impact Of Emotional Intelligence On School Well-Being. *GESJ: Education Science and Psychology, 2*(56), 21–26. https://doi.org/10.1177/026142940702300203

Nanda, A., & Widodo, P. (2015). Efekasi Diri Dinjau Dari School Well-Being Pada Siswa Sekolah Menengah Kejuruan Di Semarang. *Empati, 4*(4), 90–95.

Nidianti, W. E., & Desiningrum, D. R. (2015). Hubungan Antara School Well-Being Dengan Agresivitas. *Empati: Jurnal Karya Ilmiah SI Undip, 4*(1), 202–207.

Owoeye, J. S., & Yara, P. O. (2011). School facilities and academic achievement of secondary school agricultural science in Ekiti state, Nigeria. *Asian Social Science, 7*(7), 64–74. https://doi.org/10.5539/ass.v7n7p64

Peraturan Pemerintah Nomor 29 Tahun 1990. (n.d.). *Peraturan Pemerintah No. 29 Tahun 1990 tentang Pendidikan Menengah* (Sekretaria). Undang-Undang, (20).

Ramberg, J., Brolin Låftman, S., Åkerstedt, T., & Modin, B. (2019). Teacher Stress and Students’ School Well-being: The Case of Upper Secondary Schools in Stockholm. *Scandinavian Journal of Educational Research, 64*(6), 816–830.

Ramdani, Z., & Prakoso, B. H. (2019). Integritas Akademik: Prediktor Kesejahteraan Siswa di Sekolah. *Indonesian Journal of Educational Assessment, 2*(1), 29–40.

Rizki, M., & Listiara, A. (2015). Penyesuaian Diri dan School Well-Being pada Mahasiswa. *Seminar Psikologi & Kemanusiaan, 978–979.*

Saifuddin, A. (2020). *Penyusunan Skala Psikologi.* Penerbit Kencana.

Setyawan, I., & Dewi, K. S. (2015). Kesejahteraan Sekolah Dinjau Dari Orientasi Belajar Mencari Makna Dan Kemampuan Empati Siswa Sekolah Menengah Atas. *Jurnal Psikologi Undip, 14*(1), 9–20.

Spratt, J. (2017). Wellbeing, Equity and the Validity of Education: A Critical Analysis of Policy Discourses of Wellbeing in Schools. In U. School of Education, University of Edinburgh, Edinburgh (Ed.), *Springer.* Springer Nature.

Sullivan, G. M. (2011). A Primer on the Validity of Assessment Instruments. *Journal of Graduate Medical Education, 3*(2), 119–120. https://doi.org/10.4300/jgme-d-11-00075.1

Tian, L., Liu, B., Huang, S., & Huebner, E. S. (2013). Perceived Social Support and School Well-Being Among Chinese Early and Middle Adolescents: The Mediational Role of Self-Esteem. *Social Indicators Research, 113*(3), 991–1008.

Wahidah, F. R., & Royanto, L. R. M. (2019). Peran Kegigihan Dalam Hubungan Growth Mindset Dan School Well-Being Siswa Sekolah Menengah. *Jurnal Psikologi TALENTA, 4*(2), 133–144.

Proceedings homepage: https://conferenceproceedings.ump.ac.id/index.php/pssh/issue/view/7