

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)

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ABSTRACT

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. 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. The school well-being variable was measured using four dimensions from Konu & Rimpelä, namely having, loving, being, and health status. Forty students of SMK Muhammadiyah X in Ajibarang District, Banyumas, Indonesia, were involved. Analysis of research data to measure validity uses the corrected item-total correlation formula, while to measure reliability using Cronbach's alpha which is analyzed using SPSS version 25. The analysis results prove that from the four dimensions of school well-being, there are 26 valid items and have a reliability coefficient of 0.903. Thus, the school well-being scale can be used for research.

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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).

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. THEORITICAL 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 (Azyz 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 (Andriany & Setyawan, 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

instruments using SPSS (Statistical Product and Service Solution) version 25.00.

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 ($r_{\text{count}} \geq 0,30$) (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:

Table 1. BluePrint of school well-being before analysis

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

Table 2. The results of the discriminant item test of the school well-being scale

	Item-Total Statistics					Information
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation (r_{hitung})	Cronbach's Alpha if Item Deleted	Validity Standard (0,30)	
AITEM00003	88.0000	124.308	.507	.899	0,30	Selected
AITEM00004	88.6250	124.958	.416	.902	0,30	Selected
AITEM00005	87.4500	124.356	.535	.899	0,30	Selected
AITEM00007	88.3750	127.522	.470	.900	0,30	Selected
AITEM00008	88.0750	127.199	.441	.901	0,30	Selected
AITEM00011	87.7750	124.538	.499	.900	0,30	Selected
AITEM00015	87.4750	126.204	.489	.900	0,30	Selected
AITEM00017	87.4500	128.818	.436	.901	0,30	Selected
AITEM00018	87.6500	129.772	.328	.903	0,30	Selected
AITEM00020	87.8250	127.584	.410	.901	0,30	Selected
AITEM00022	87.7250	126.666	.510	.899	0,30	Selected
AITEM00023	87.5500	119.228	.729	.894	0,30	Selected
AITEM00025	87.4500	129.741	.373	.902	0,30	Selected
AITEM00027	88.4750	128.410	.366	.902	0,30	Selected

AITEM00028	87.7500	122.141	.693	.895	0,30	Selected
AITEM00030	87.5750	129.687	.344	.902	0,30	Selected
AITEM00031	87.4500	123.279	.698	.896	0,30	Selected
AITEM00033	88.0250	128.025	.305	.904	0,30	Selected
AITEM00034	88.0750	125.456	.498	.900	0,30	Selected
AITEM00035	87.3250	122.276	.801	.894	0,30	Selected
AITEM00037	87.8750	123.343	.543	.899	0,30	Selected
AITEM00039	87.8250	125.379	.534	.899	0,30	Selected
AITEM00041	87.2750	129.128	.447	.901	0,30	Selected
AITEM00042	87.7000	127.087	.487	.900	0,30	Selected
AITEM00043	87.9500	125.023	.592	.898	0,30	Selected
AITEM00044	87.7750	127.051	.362	.903	0,30	Selected
Total						26 Aitem

The results of the discriminant item test are shown in Table.2. The theory from Azwar says that an item is said to be valid if the item correlation valuator r count $> 0,30$. So from the validity test results obtained, as many as 26 valuable items can be used to measure the school well-being variable. The validity coefficient moves from 0,305 to 0,801. From the analysis that has been done, the results of the blueprint school well-being analysis which is shown in table 3. The psychometric study results to test the discriminant item of the school well-being scale resulted in 26 valuable items consisting of 16 favorable and ten unfavorable items, as shown in Table 3 above.

Table 3. BluePrint of school well-being after analysis

No.	Aspects	Favorable		Unfavorable		Total
		Selected	Not selected	Selected	Not Selected	
1.	<i>Having</i>	17, 25, 33, 41	1,9	8	16, 24, 32, 40	11
2.	<i>Loving</i>	7, 15, 23, 31, 39	-	18, 34, 42	2, 10, 26	11
3.	<i>Being</i>	3, 11, 27, 35, 43	19	22, 30	6, 14, 38	11
4.	<i>Health status</i>	3, 37	13, 21, 29,	4, 20, 28, 44	12, 36	11
	Total	16	6	10	12	44

Reliability Test Results

The school well-being scale reliability test results for SMK Muhammadiyah students showed a reliability coefficient of 0.903. These results indicate that the reliability coefficient value is 0.903, more significant than 0.7 or the alpha value $>0,70$. Based on these results, it can be concluded that the school well-being instrument used is reliable. This means the tool can be referred to as high accuracy or consistency in measuring school well-being variables. By referring to the school well-being variable's validity and reliability test results, other researchers can directly use the questionnaire to measure the school well-being variable.

After analyzing the validity test on the school well-being scale, here are the results of the elaboration of the valid variable on the school well-being scale, which is shown in the table:

Table 4. The description of the valid variables on the Indonesian version of the school well-being scale

	Corrected Item- Total Correlation (r count)	Information
(B) Saya tidak ada masalah dalam mempersiapkan ujian.	.507	Selected
(HS) Selama enam bulan terakhir saya mengalami merasa lelah atau lemah.	.416	Selected
(HS) Alat indera saya cukup baik dan sehat dalam mengikuti pembelajaran disekolah.	.535	Selected
(L) Guru tertarik dengan apa yang saya lakukan.	.470	Selected
(H) Temperatur dalam kelas saya mengganggu pelajaran.	.441	Selected
(B) Saya tidak ada masalah setelah pembelajaran.	.499	Selected
(L) Guru memperlakukan saya sebagai murid dengan adil.	.489	Selected
(H) Lingkungan sekolah dan ruang kelas saya bersih dan rapi.	.436	Selected
(L) Guru sering tidak memperdulikan saya.	.328	Selected
(HS) Selama enam bulan terakhir saya mengalami sakit kepala.	.410	Selected
(B) Saya tidak pernah di puji oleh guru jika mendapatkan prestasi baik.	.510	Selected
(L) Teman-teman di kelas saya menikmati kebersamaan.	.729	Selected
(H) Ruangan dalam kelas saya luas, sehingga nyaman untuk belajar.	.373	Selected
(B) Guru tidak membebani saya dalam memberikan tugas.	.366	Selected
(HS) Selama enam bulan terakhir saya mengalami nyeri leher atau bahu.	.693	Selected

(B) Sekolah tidak memberikan penghargaan kepada saya jika memperoleh prestasi.	.344	Selected
(L) Saya berhubungan baik dengan guru saya.	.698	Selected
(H) Disekolah saya terdapat ruang ganti yang layak.	.305	Selected
(L) Saya sering mendapatkan masalah ketika bekerja dalam kelompok.	.498	Selected
(B) Saya selalu mengikuti pembelajaran selama pelajaran.	.801	Selected
(HS) Saya merasa sehat dalam enam bulan terakhir.	.543	Selected
(L) Di sekolah saya tidak pernah terjadi bullying.	.534	Selected
(H) Kualitas ventilasi dalam kelas saya baik atau udara ruangan yang baik.	.447	Selected
(L) Saya tidak berkomunikasi dengan baik dengan guru.	.487	Selected
(B) Saya tidak ada masalah dalam mengerjakan pekerjaan rumah atau tugas yang guru berikan.	.592	Selected
(HS) Selama enam bulan terakhir saya mengalami sakit perut.	.362	Selected

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, bored, isolation, 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, in 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 (Anggreni, 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

researchers can validate this measuring instrument with more different participants.

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.

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