

## WELLBEING IN SCHOOL: THE ROLE OF SCHOOL WELL BEING TOWARDS SELF-RESILIENCE ON STUDENTS

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### ABSTRACT

This research aimed to examine the influence of school wellbeing towards self-resilience on students. The method used in this research was ex-postfacto. The instrument of this research was adopted from Konu and Rimpela school wellbeing and Reivich and Shatte's self-resilience measurement. Sampling techniques was incidental sampling. Participant in this research was 201 students. Based on the analysis, the influence of school wellbeing toward self resilience was about 23,6 % with significancy of 0,000% ( $p=0,05$ ). The results of this research showed that significant influence occurred towards resilience.

**Keywords:** School Well Being, Self Resilience, Student and School.

### INTRODUCTION

School is a means to develop the potential of students. Apart from that, schools are a medium for students to achieve their dreams, shape their personalities and can produce quality resources. During adolescence, school is an important element in the individual development process. Currently, teenagers in Indonesia are generally in Senior High Schools (SMA) and Vocational High Schools (SMK) to prepare for career choices (Ratna, 2016). A school will not be successful if its development is not optimal.

Improving the quality of schools as educational institutions is a problem that is the focus in Indonesia, from the problem of building infrastructure that is far from adequate, infrastructure, the quality of teachers as teachers, and the learning methods that are developed (Setyawan and Dewi, 2015). The problem of building infrastructure is far from worthy of being a task for the government. Moreover, schools in rural areas have differences, as stated by Griffiths (1982), schools in rural areas have simple building construction and little equipment. This difference creates a gap between schools in cities and in rural areas, as stated by Vito, Krisnani and Resnawaty (n.d) that schools in cities have good facilities and competent teachers so as to produce intelligent students. This is in contrast to schools in rural areas which have poor school facilities and incompetent teaching staff.

Based on the results of interviews with guidance and counseling teachers at SMAN I Pangkalan and Vocational School Sanggabuanan, they said that the school area in Pangkalan is a rural area, limited public transportation in the area has resulted in most students using motorbikes to go to school even though at that age they do not have a driving license (driver's license) and ultimately they violate traffic regulations, and some teaching staff are not linear in their field which makes it difficult for students to receive learning materials and the distance from the education office to the school area is around 34 kilometers, sometimes the information from the service is late. This data is strengthened from the results of interviews conducted with

students, saying that students feel that the learning load is high, the facilities at the school are inadequate in the form of insufficient classes so that to overcome this deficiency the laboratory room is used as a classroom, the student toilet is not suitable for use, and the findings are in the form of a collection. illegal activities carried out by the school.

The description above reflects some of the difficulties faced by students in their daily lives. Basically, individuals will experience difficulties that cannot be separated from various difficulties in their lives. The difficulties faced by students are not only academic but also the school environment, so a student must have the ability to adapt and overcome existing problems. This ability is called self-resilience. Resilience in the field of education is referred to as academic resilience, students who have good resilience are called resilient students. Resilient students are students who succeed at school despite unfavorable conditions (Waxman, 2003 in Tarmidi & Pulungan, 2012). A student's ability to be successful in the academic field, even though they are in difficult conditions, is called academic resilience (Bryan, 2005 in Tarmidi & Pulungan, 2012). Resilience emerged as a positive psychology study which is seen as the ability to bounce back from situations of adversity, conflict, failure, change of events which actually adds responsibility for the better (Lunthans, 2007 in Imbiri, 2018). According to Bobey (in Shally & Prasetyaningrun, 2017), a resilient individual is an individual who rises up, overcomes suffering, and improves the disappointment he faces.

One way to increase resilience in students according to Victoria State Government, Training and Education (2015) is the contribution of the school environment. supported by Grotberg, 1999 (in Desmita, 2016) the quality of the social environment including home, school and community contributes to increasing resilience where students live in the school context. School as a medium for cultivating student resilience is very important, the source of resilience in students is the result of a combination of three sources, namely the fulfillment of being loved (I HAVE), students having self-esteem (I AM) or having interpersonal and social skills (I CAN), so they can become a resilient person. It is not just having one source that determines resilience in students, but it must be sustainable. Students' subjective assessment of school perception is seen from the school environment, the relationship between teachers and friends, feelings of being loved and loving the school and the level of possibility of getting sick during school.

This concept was created in a model of welfare in schools called school wellbeing by Konu and Rimpela in (2002). Students' perceptions regarding their sense of belonging to the school, feeling loved and loving the school, the school has made students become meaningful people in the school environment and how the school is perceived as facilitating student health services. School wellbeing as a school model of well-being felt by students is defined according to Konu and Rimpela as the condition of students including satisfaction in fulfilling basic needs at school which include school conditions, social relationships, self-fulfillment and health status. A comfortable school environment makes students feel connected to the school.

The school model that has prosperity according to Konu and Rimpela (2002) is a student's assessment of the conditions of the school, if it is not met then students will feel disappointed. If this is not done, students will not be able to optimize what they get from school. Every individual wants to get positive satisfaction from the school environment, not fulfilling this satisfaction gives rise to negative emotions. This statement is supported by Fatimah's research (in Khatimah, 2015) stating that the higher the level of stress in students will have an impact on their assessment of their school, the student will feel boredom which results in their social relationships not being fulfilled and other fulfillment at school being neglected. The negative

emotions experienced by students cause their learning outcomes to decrease. Positive satisfaction obtained from school can be in the form of school facilities, relationships between students, relationships between teachers and activities at school that support student achievement at school. The overall approach of all parts of the school to create a learning environment that has a comfortable relationship between teachers and students.

## RESEARCH METHODS

This research is to find out whether there is an influence of school wellbeing on self-resilience. Based on the research method, this research method includes ex-postfacto, namely ties between independent variables and between independent variables and the dependent variable that occur naturally (Sangadji & Sopiah, 2010). The subjects in this research were 201 high school and vocational school students in Pangkalan.

Data collection can be seen in terms of how it can be done using a questionnaire. The school wellbeing measuring tool uses the School Wellbeing Model created by Konu and Rimpela and the Resilience Quotient Test to measure resilience created by Reivich and Shatte. The regression test in this study used single predictor regression to determine the prediction of a particular variable (Rangkuti and Wahyuni, 2017).

## RESEARCH RESULTS AND DISCUSSION

The results of data analysis using a single predictor regression test show statistical notation (). This research shows that there is a significant influence between school wellbeing and self-resilience.

<i>School wellbeing towards self-resilience</i>	Mark P	N.Sig	Mark R Square	Interpretation
	0,000	0,05	0,236	There is Influence

The results of this research show that there is an influence of school wellbeing on students' self-resilience of 23.6%.

Based on the research results, it can be seen that one way to increase resilience in students is the contribution of the school environment. Schools that are able to provide excellent kites to students will create high resilience in students. The school environment is important because it supports students in their pursuit of knowledge, through school the formation of students' character. The role of schools in increasing resilience in students is very much needed, as stated by Konu and Rimpela. In 2002, the school wellbeing program became mandatory in schools, students become healthy, feel happy, prosperous in participating in class learning, can learn effectively, make positive contributions and wider in society. Apart from that, stated by Victoria State Government, Training and Education (2015) that the most important formation is the student's family and the student's learning environment.

The condition of schools in rural areas with simple conditions and lack of facilities can be overcome by providing support from people closest to the respondent such as parents, school friends and teachers. Students who have entered adolescence are able to choose and assess various things, including the school where they study. Schools are said to be optimal if there is external support, namely the social atmosphere at school, opportunities for self-actualization

and health services for children (Ratna, 2016). In line with the opinion of Knuver and Brandsma (in Ratna, 2016) it shows that school wellbeing can increase good affection towards school and its learning activities.

Fulfilling children's needs and good relationships with levels within the school environment can increase student comfort at school. Students do not feel burdened by the assignments given by the teacher and do not cause stress which is in line with the ability of coping methods that will be faced, high resilience according to Reivich and Shatte 2002 (in Anggraeni, 2015) states that individuals are able to process emotions healthily, of course they have the right to be sad, angry, feeling lost, hurt and depressed. The difference is, individuals do not let these feelings persist for long.

## CONCLUSION

Based on the results of the research conducted, it can be concluded that there is a significant influence between school wellbeing and self-resilience in students and the results show that the higher the school wellbeing, the higher the self-resilience, conversely the lower the school wellbeing, the lower the self-resilience.

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