

## School Wellbeing Examined Through Student Adjustment and Peer Support Among High School Students

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### Abstract

School well-being reflects students' assessment of their school environment, making it a pleasant and safe place for them. Students feeling secure and comfortable at school will have a positive impact on their academic performance. This study aims to examine the influence of self-adjustment and peer social support on school well-being among high school students in Penggerak, Yogyakarta. The research adopts a quantitative approach using a survey method. The population consists of high school students in the city of Yogyakarta. The sampling technique employed in this study is multistage random sampling, combining cluster random sampling and stratified random sampling. Data collection instruments include scales such as the School Well-being Scale, Self-Adjustment Scale, and Peer Social Support Scale. Data analysis utilizes multiple linear regression analysis. The analysis results show an F value of 3.805 with a significance level of 0.024 ( $p < 0.05$ ). Self-adjustment positively influences school well-being with a t value of 1.990 and a significance level of 0.048 ( $p < 0.05$ ), while peer social support significantly enhances school well-being with a t value of 4.149 and a significance level of 0.000 ( $p < 0.01$ ). The findings indicate that both self-adjustment and peer social support contribute effectively to school well-being by 10.1% among students. Self-adjustment contributes 2.24% effectively to school well-being, whereas peer social support contributes 7.86% effectively. In conclusion, the study suggests a significant influence of both self-adjustment and peer social support on school well-being.

**Keywords:** high\_school; peer\_social; peer\_support; school\_well-being; student\_adjustment

### Abstrak

*School well-being* merupakan gambaran tentang penilaian siswa terhadap kondisi sekolah, sehingga sekolah menjadi tempat yang menyenangkan dan aman bagi siswa. Siswa yang memiliki perasaan aman dan nyaman saat di sekolah akan berdampak pada performansi akademik siswa. Penelitian ini bertujuan untuk menguji pengaruh penyesuaian diri dan dukungan sosial teman sebaya terhadap *school well-being* pada siswa SMA Penggerak di Yogyakarta. Penelitian ini menggunakan pendekatan kuantitatif dengan metode *survey*. Populasi yang digunakan adalah siswa SMA di Kota Yogyakarta. Teknik *sampling* pada

penelitian ini menggunakan *multistage random sampling* dengan menggabungkan dua teknik *sampling* yaitu *cluster random sampling* dan *stratified random sampling*. Alat pengumpulan data pada penelitian ini menggunakan skala, yaitu Skala *School Well-being*, Skala Penyesuaian Diri dan Skala Dukungan Sosial Teman Sebaya. Teknik analisis data pada penelitian ini menggunakan analisis regresi linear berganda. Hasil analisis menunjukkan nilai F 3,805 dengan taraf signifikansi 0,024 ( $p < 0,05$ ). Penyesuaian diri mampu meningkatkan *school well-being* dengan nilai t 1,990 dengan taraf signifikansi 0,048 ( $p < 0,05$ ) dan dukungan sosial teman sebaya mampu meningkatkan *school well-being* dengan nilai t 4,149 dengan taraf signifikansi 0,000 ( $p < 0,01$ ). Hasil penelitian menunjukkan penyesuaian diri dan dukungan sosial teman sebaya terhadap *school well-being* memiliki sumbangan efektif sebesar 10,1% pada siswa. Penyesuaian diri mampu mempengaruhi *school well-being* dengan sumbangan efektif sebesar 2,24% dan dukungan sosial teman sebaya mampu mempengaruhi *school well-being* dengan sumbangan efektif sebesar 7,86%. Kesimpulan yang dapat diambil dari penelitian menunjukkan terdapat pengaruh yang signifikan pada penyesuaian diri dan dukungan sosial teman sebaya terhadap *school well-being*.

Kata kunci: dukungan\_sosial; dukungan\_teman\_sebaya, penyesuaian\_diri; school well-being, sekolah\_menengah\_atas

## INTRODUCTION

School well-being, or well-being in school, is a depiction of students' assessment of a comfortable and safe school environment (Duckett et al., 2010; Soutter et al., 2014), a school that is enjoyable and fosters students' potential development (O'Brien, 2008), encompassing social relationships, friendships, leisure time, social roles, personality traits, optimistic attitudes, and goals (Bornstein et al., 2003). School well-being is also described as students' subjective assessment of their school environment, which includes having, loving, being, and health (Konu & Rimpela, 2022), relating to school conditions, social relationships, self-fulfillment facilities, and health status (Konu & Lintonen, 2006). It can be concluded that school well-being is a portrayal of students' assessment of the school environment, making the school a pleasant and safe place for students.

Based on a survey conducted on high school students in Yogyakarta, students concluded that well-being involves a safe, comfortable, peaceful, harmonious life, and a feeling of happiness derived from interpersonal relationships. 56.3% of students are satisfied with the quality of air and lighting in classrooms. Schools also provide opportunities for students to participate in competitions both within and outside the school, but 25% of students feel excluded from these competitions. Some relationships between students and teachers are still lacking, with 25% reporting poor relationships. The survey results are supported by interviews conducted in mid-July 2023 with five high school students in Yogyakarta, using psychological dimensions based on Soutter et al. (2014). In the "having" dimension related to resources and facilities, interview results indicated that students feel comfortable learning with adequate facilities such as fields, laboratories, libraries, and others.

In the "functioning" dimension, opportunities and involvement in school activities make students comfortable. For example, competitions and activities involving students. However, some students still feel left out during competitions; they feel that only talented and outstanding classmates are frequently involved in school activities. Pelana's research (2012) states that student involvement in school activities can enhance school well-being. In the "relating" dimension, the relationship between teachers and students, as well as between students and their peers, contributes to students' comfort and happiness in school. However, students still feel awkward among peers and teachers, and there is bullying behavior in school, causing students to feel anxious, lazy, and rarely attend school. Students also find it difficult to adapt to the new curriculum.

Several dimensions describe school well-being (Soutter et al., 2014): assets dimension includes having (possession) related to resources, tools, opportunities, then being (becoming) focusing on interpersonal or self, relating (relating) focusing on perceived and desired interpersonal, thus creating experiences, emotions, thoughts, and choices in action. The second dimension, appraisals, involves feelings focusing on happiness and depression, thinking exploring phenomena with cognitive assessment. The third dimension, action, includes functioning exploring individual activities, behaviors, and participation, and striving includes the process, content, and results of future goals.

Several factors can influence school well-being (Keyes & Waterman, 2008), such as social roles. Students need to explain who they are and their roles in society. School environments are one place where students can fulfill their roles, including adapting to the school environment (Keyes & Waterman, 2008). Self-adjustment is needed when individuals are in a new environment to overcome conflicts and achieve a balanced quality of life between personal demands and environmental demands (Ali & Asrori, 2014). Self-adjustment contributes 8.7% effectively to student school well-being (Rizki & Listiana, 2014). Moreover, there is a relationship between self-adjustment and school well-being in organizational students with a significance of 0.000, meaning it is highly significant (Perkasabela, 2018). Student school well-being has a positive influence and contributes to improving the quality of students, both academically and non-academically (Handrina & Ariati, 2017).

Self-adjustment is the ability of individuals to understand and comprehend the changing environment around them and balance the demands from within themselves and the demands from the environment (Schneider, 1964; Ali & Asrori, 2010). To be accepted by the environment, individuals will understand and fulfill the demands of the surrounding environment (Alberti & Emmons, 2002; Hurlock, 2009). Usually, students experience self-adjustment in their first year of school, often described as a difficult or transitional period (Feldt et al., 2011; Santrock, 2013).

There are four aspects of self-adjustment (Alberti & Emmons, 2002): self-knowledge related to realistic attitudes and self-insight related to caring attitudes, self-objectivity, and self-acceptance related to positive attitudes toward shortcomings and strengths. Self-development and self-control are related to the ability to direct oneself and control oneself, and satisfaction is related to considering all stimuli as an experience.

Good self-control abilities are also important for individuals to take appropriate actions within their capacity and ability to address issues that arise in school (Marpaung & Hapsari, 2023). This is consistent with the research of Azizah and Hidayat (2015), which found that good self-adjustment can increase well-being and comfort while at school. Adjustment at school can make students more confident and comfortable interacting, which can affect students' learning outcomes.

Another factor that can enhance school well-being is social factors related to social support (social relationships) related to students' relationships with family, friends, or significant others, which are crucial for happiness and fulfillment in life (Keyes & Waterman, 2008; Tian et al., 2013). Social support involves presence, care, appreciation, and affection from those who can provide it (Sarason et al., 2011). Adolescents who establish good relationships with their surroundings will indirectly also receive support from the environment or social support (Musthafa & Widodo, 2013). Close individuals or significant others such as family and close friends can be sources of social support (Oktaviana & Hertinjung, 2014).

Peer social support is support given to individuals by their peer groups in the form of care so that individuals feel noticed and cared for. Social support can be categorized into supportive actions such as emotional support and instrumental support (Heaney & Israel, 2008), care, and providing reward assistance (Smet, 1994). Peer support is an important source of emotional support throughout adolescence (Sarafino & Smith, 2011; Papalia et al., 2008).

There are four aspects of social support (Sarafino & Smith, 2011): the first aspect is emotional support, which includes caring, empathy, and making individuals feel

comfortable. Second is appreciation support (expressing positive appreciation), instrumental support which involves direct assistance such as services, time, and money, informative support which involves giving advice and feedback, and social network support which makes individuals feel what their friends feel. Theory and previous research results indicate that peer social support plays an important role in school well-being.

Self-adjustment and peer social support are factors needed to fulfill school well-being in high school students. Consistent with the research of Rizki and Listiara (2014), which states that effective self-adjustment contributes 8.7% to school well-being, this study further emphasizes that individuals who have an optimistic outlook will be able to adjust well, thus making campus life more enjoyable. Additionally, peer social support can also support well-being in school. When students have support from their environment, including their peers, it will increase students' motivation to learn.

Rokhmatika and Darminto (2013) stated that there is a significant and positive relationship between perceptions of peer social support in school, self-concept with self-adjustment in school, and perceptions of peer social support with self-concept. Based on research by Wijayanti & Sulistiobudi (2018), it is shown that the description of parental support, peer support, teacher support, affects school well-being in the loving dimension.

There is a connection between self-adjustment and school well-being. Good self-control abilities are also important for individuals to take appropriate actions within their capacity and ability to address issues that arise in school (Marpaung & Hapsari, 2023). This is consistent with the research of Azizah and Hidayat (2015), which states that good self-adjustment can increase well-being and comfort while at school. Adjustment at school can make students more confident and comfortable interacting, which can affect students' learning outcomes.

Furthermore, the connection between peer social support and school well-being can be seen in one aspect of Alberti and Emons (2002), namely emotional support related to care, empathy, and attention to students so that students feel cared for. Emotional support from peers is very important because students will feel accepted and more comfortable when interacting at school. Handono and Bashori (2013) stated that enthusiasm in achieving goals and being able to overcome various problems faced are also forms of impacts gained when individuals receive social support.

Positive social relationships with peers in school have a positive influence on school well-being (Buchanan & Bowen, 2008). The role of students' emotional intelligence in responding to activities at school (Rathakrishnan et al., 2019). Compton and Hoffman (2013) explained that positive relationships with peers in school can increase school well-being and enhance the effects of other predictors. Social support from peer groups plays an important role in increasing students' school well-being (Khatimah, 2015).

To achieve good self-adjustment, students need social support from those closest to them in the environment, namely their peers. Furthermore, social support has an influence on adolescent adjustment (Kumalasari, 2012). Student well-being in school can be optimal if there is external support, namely the school atmosphere, social relationships at school, and opportunities for self-actualization (Wahyuni, 2016). Good self-adjustment will impact students' school well-being to form comfort and enthusiasm in activities at school.

The purpose of this research is to test the influence of self-adjustment and peer social support on school well-being in high school students in Yogyakarta. Considering that research related to school well-being has never been conducted on high school students in Yogyakarta and research that links all three variables simultaneously has never been conducted, this research aims to empirically test self-adjustment and peer social support on school well-being in high school students in Yogyakarta.

The study conducted in this research aims to contribute to the field of educational psychology, particularly in the context of school well-being. Furthermore, this research is expected to provide discourse to high school students to further enhance school well-being during their education. Through discourse related to school well-being, all educational

components in high schools can support and encourage the development of school well-being.

The main hypothesis of this research is that self-adjustment and peer social support play a role in school well-being in high school students in Yogyakarta. The minor hypotheses of this research are 1) self-adjustment has a positive role in school well-being in high school students. 2) peer social support has a positive role in school well-being in high school students.

## **METHOD**

### **Design**

This research utilizes a quantitative approach with a survey research design. In this study, the survey was conducted by collecting data related to respondent characteristics, using a sample. Data collection aimed to understand students' opinions regarding school well-being.

### **Participants**

The population of this study consists of active students in grades XI and XII of senior high schools (SMA) in the city of Yogyakarta categorized as 'driving schools.' During grades XI and XII, adolescents are in the middle of adolescence, where their social development task includes the ability to socialize with peers or the community through friendship (Hurlock, 2009). The sampling technique used in this study is multistage random sampling, which combines two different sampling methods. In the initial step, the researcher conducted cluster random sampling by randomly selecting public and private senior high schools categorized as 'driving schools.' Sample determination was done by setting the sample size equally across each class or stratum.

Based on data from <https://sekolah.data.kemendikbud.go.id>, the researcher obtained the number of registered students and schools classified as 'driving schools.' After the researcher conducted clustered random sampling, the sample for this study consisted of students in grades XI and XII at SMA PL Yogyakarta and students in grades XI and XII at SMAN P Yogyakarta. The second step involved stratified random sampling by grouping the population based on certain levels with the aim of evenly sampling across all levels and representing the characteristics of the entire population.

The researcher sampled students from grades XI and XII in social science classes 1, 2, 3, and science classes 1, 2, 3 at SMAN P Yogyakarta and SMA PL Yogyakarta, with a total sample size of 220 students. Sampling was conducted using the Slovin formula with a 0.01% margin of error.

### **Instrument**

The data collection procedure in this study was conducted offline by distributing three measurement instruments in the form of scales. The scales were distributed directly to schools and handed out to students. The scales consisted of a modified school well-being scale based on Diastu's scale (2022) with reference to Soutter et al.'s theory (2014), a self-adjustment scale created by the researcher with reference to Alberti and Emmons' theory (2002), and a peer social support scale created by the researcher with reference to Sarafino & Smith's theory (2011) for high school students.

In this study, the pilot data collection was conducted offline from November 10<sup>th</sup> to November 22<sup>nd</sup>, 2023. The scales were distributed to students with the assistance of the Guidance Counselor. The scales were handed out to student representatives in each class, and students filled out the scale sheets provided by the researcher. The pilot was conducted at PL Yogyakarta School with a total of 80 students.

The validity of these measurement tools was assessed using content validity by seeking assessments from expert judgment and conducting scale testing to obtain good

validity and reliability results. Six expert judgments were involved in the validation and reliability process of the measurement tools in this study.

### Data Analysis

The analysis used in this study is multiple linear regression analysis, which is an approach to model two independent variables (X) and a dependent variable (Y) with the aim of examining how much the independent variables can predict or influence the dependent variable, as well as to assess the contribution of predictor variables to the dependent variable. Data analysis was conducted using SPSS V.25.

Assumption tests were conducted first, including tests for normality, linearity, and multicollinearity. The normality test was performed to determine whether the scores on the subjects were normally distributed, the linearity test was conducted to assess the linearity of the two variables under investigation, and the multicollinearity test was carried out to determine whether there was any correlation between the independent variables in the regression study. After conducting these assumption tests, hypothesis testing was conducted using multiple linear regression analysis.

### Major Hypothesis

Hypothesis testing for the major hypothesis was conducted using regression analysis to determine the extent of the influence of self-adjustment and peer social support on school well-being. Based on the multiple regression analysis results for the major hypothesis, an R value of 0.318 and an F value of 3.805 were obtained for self-adjustment and peer social support on school well-being with a significance level of 0.024 ( $p < 0.05$ ), indicating a significant influence of self-adjustment and peer social support on school well-being. Referring to these results, it can be stated that the first hypothesis is accepted.

### Minor Hypothesis

Hypothesis testing for the minor hypotheses was used to determine the influence of self-adjustment on school well-being and the influence of peer social support on school well-being. The analysis is shown in the following table.

**Tabel 1.** Results of minor hypothesis analysis

Hipotesis	Nilai t	Sig (p)	r-partial	Keterangan
X1 with Y	1,990	0,048	0,134	significant
X2 with Y	4,149	0,000	0,271	Highly Significant

The result of the first minor hypothesis test, which is on the variable of adaptation to school well-being, obtained a partial r-value of 0.134 and a (t) value of 1.990 with a significance level (p) of 0.048 ( $p < 0.05$ ). These results indicate that the adaptation variable has a positive role in school well-being; thus, the hypothesis proposed by the researcher is accepted. It can be concluded that adaptation can enhance school well-being.

The result of the second minor hypothesis test, which is on the variable of peer social support for school well-being, obtained a partial r-value of 0.271, and a (t) value of 4.149 with a significance level (p) of 0.000 ( $p < 0.01$ ). It can be concluded that peer social support can enhance school well-being.

### Coefficient of Determination

The coefficient of determination in this study shows that the combined effect of adaptation and peer social support on school well-being contributes an effective percentage of 0.101% (R-Square  $0.101 \times 100\%$ ) to school well-being. The separate effective contributions of the adaptation variable to school well-being is 2.24%, and the contribution of peer social support to school well-being is 7.86%. The total effective contribution is 10.1%, with the

remaining 89.9% determined by other factors not discussed in this study. Based on the findings, it is evident that peer social support is an independent variable with a more dominant contribution to school well-being, while adaptation has the lowest contribution to school well-being.

### **T-test**

Based on the results of the independent sample test, a t-value of 0.601 was obtained with a significance value of 0.214 ( $p > 0.05$ ). This indicates that there is no difference between Public High Schools and Private High Schools.

## **RESULT AND DISCUSSION**

The research conducted at State High School P Yogyakarta and PL Yogyakarta indicates a highly significant role between adaptation and peer social support towards school well-being. Based on the analysis results, there is a highly significant influence of adaptation and peer social support variables on school well-being among high school students in Yogyakarta, with an obtained value of F 3.805 and a significance level of 0.024 ( $p < 0.05$ ), indicating significance.

Peer social support and adaptation are two important factors that can have a positive impact on school well-being. They are interrelated and mutually reinforcing, exerting a positive influence on various aspects of school well-being. This is supported by the explanation regarding factors contributing to school well-being, where adaptation can help students achieve harmony between themselves and the school environment and can influence school well-being positively (Marpaung & Hapsari, 2023).

Furthermore, the influence of adaptation and peer social support can enhance students' motivation to learn and participate in school activities, leading to improved school well-being. When students perceive school well-being, they feel comfortable being at school. Peer social support also influences students' adaptation; when students receive social support, they find it easier to adapt to the school environment, and vice versa. When students easily adapt to the school environment, they can easily provide social support to peers in need.

Based on the results of the first minor hypothesis test, regarding the variable of adaptation to school well-being, a value of (t) of 1.757 was obtained with a significance level (p) of 0.080 ( $p < 0.01$ ). This result indicates that the adaptation variable has a positive influence on school well-being, thus accepting the researcher's proposed hypothesis. The influence of adaptation on school well-being can enhance academic achievement and emotional well-being. This is consistent with the study conducted by Rizki and Listiara (2014), which showed a correlation between adaptation and school well-being, where students with good adaptation skills tend to have a more optimistic attitude, making school life more enjoyable.

Findings from this study and similar studies can support the statement by Konu and Rimpela (2002), stating that a quality school is a healthy school that pays attention to social relationships within the school environment, personal development, and environmental health, all of which are aspects of school well-being. This aligns with the research by Apriani (2019), indicating that students need to adapt to the school environment to avoid discomfort while at school. Good adaptation skills are crucial for students to actively participate in all school activities. School well-being also helps mitigate student aggressiveness, especially in the field of education (Suryandari et al., 2023).

The second minor hypothesis test results, regarding the variable of peer social support towards school well-being, obtained a value of (t) of 1.869 with a significance level (p) of 0.063 ( $p < 0.01$ ). Peer social support has a significant influence on school well-being. Peer social support can reduce students' stress levels at school, as feeling accepted and supported by peers can provide emotional comfort and help students cope with academic pressure. Peer social support also plays a role in preventing bullying, as students who receive social support from their peers are less likely to engage in bullying behavior

(Sulfemi & Yasita, 2020). Additionally, peer social support enhances students' adaptive abilities. In the aspect of school well-being, one of the loving aspects is the relationship between students and other peers, which involves adaptability in the school environment.

Moreover, social support increases feelings of acceptance and involvement within the school environment, enhancing students' participation and reinforcing their identity. This is consistent with the research by Sofia and Purba (2023), explaining that peer social support influences school well-being, with both internal and external social support playing crucial roles in enhancing school well-being. This is in line with the research by Alwi and Fakhri (2022), which found that interpersonal relationships contribute to improving school well-being in students. Positive interpersonal relationships have a positive impact on students, leading to positive perceptions of the school environment.

The effective contributions separately for the adaptation variable to school well-being are 2.4%, and for peer social support to school well-being is 7.9%. The total effective contribution is 10.1%, with the remaining 89.9% determined by other factors not addressed in this study, such as school climate and learning motivation, which can affect school well-being. Based on the findings, it is known that peer social support is an independent variable with a more dominant contribution to school well-being, while adaptation has the lowest contribution to school well-being.

Peer social support plays an important role in students' learning. The research conducted by Iqbal (2019) indicates a significant positive correlation between social support and school well-being among students, implying that higher peer social support leads to higher school well-being, and vice versa. According to Wijayanti and Sulistiobudi (2018), students who have enjoyable friends are more likely to feel happy, proud, and enjoy being at school.

Peer social support plays a crucial role in increasing school well-being (Khatimah, 2015). Compton and Hoffman (2013) explain that positive relationships with peers at school can enhance school well-being. According to Bandura (2006), adolescence is a period where individuals emphasize freedom of expression and rebellion, focusing on light-hearted expressions of non-compliance. Long-term problematic social relationships can lead to neglect, loneliness, and social stress, potentially resulting in chronic illnesses and death (Schwarzer et al., 2003).

Based on the results of the independent sample test analysis, a t-value of 0.601 was obtained with a significance value of 0.214 ( $p > 0.05$ ). This indicates that there is no difference between Public High Schools and Private High Schools. Currently, differences between Public and Private schools in the city are rare, in terms of facilities, education, and curriculum provided.

Based on the above explanation, it is known that all three hypotheses in this study are acceptable, indicating a significant influence of adaptation and peer social support on school well-being among students in Yogyakarta's Motivated High Schools.

### **Limitations of the Study**

The research conducted by the researcher has limitations and requires significant improvements. The study was conducted with a sample of 220 high school students, and of course, this is still insufficient to depict the conditions of all high school students in the city of Yogyakarta.

### **CONCLUSION**

Based on the research results and discussions, it can be concluded that the major hypothesis in this study is accepted, namely that self-adjustment and peer social support have a highly significant effect on school well-being among high school students in Yogyakarta city with an effective contribution (R-Square) of 10.1%. Referring to these results, it can be said that the first hypothesis proposed by the researcher is accepted. The separate effective contributions to the variables of self-adjustment to school well-being are 2.4%, and the contribution of peer social support to school well-being is 7.9%. Based on



the findings, it is known that peer social support is an independent variable that has a more dominant contribution to school well-being, while self-adjustment has the lowest contribution to school well-being. The minor hypotheses indicate that each independent variable has a significant role in school well-being; thus, the hypotheses proposed by the researcher are accepted.

For future researchers who will examine school well-being variables, it is recommended to add independent variables such as school climate and teacher communication, which are assumed to influence students' well-being with adolescent development. As for schools, it is recommended to evaluate student assessments related to student well-being, which will impact the improvement of teaching and learning quality.

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### **Funding**

Penelitian sebagian didanai oleh Lembaga Penelitian & Pengabdian pada Masyarakat (LPPM) Universitas Ahmad Dahlan.

### **Acknowledgments**

The authors have no support to report.

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