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The Role of Student-Teacher Trust and School Well-Being on Student Engagement in High School Students

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Abstract

This study examines the role of student-teacher trust, school well-being and student engagement in students. This research method uses a quantitative approach with a correlational type of research. The research design is ex post facto. The research respondents were 180 students selected using a stratified random sampling technique. Data was collected using the student engagement scale, student-teacher trust scale, and school well-being scale, which uses the attitude scale of the Likert model. The data analysis method in this research uses multiple linear regression analysis. The results of multiple linear regression analysis in this study show an F value of 278.134 with a significance level (p) of 0.000 (p less than 0.01). The research results show that student-teacher trust and school well-being on student engagement effectively contribute 75.9 percent to students. Student-teacher trust has a positive role in student engagement, with an effective contribution of 20.25 percent. In addition, there is also a positive role for school well-being towards student engagement, with an effective contribution of 55.64 percent. The conclusions that can be drawn from the research show that there is a very significant role for student-teacher trust and school well-being towards student engagement. The conclusions that can be drawn from the research show that there is a very significant role for student-teacher trust and school well-being in student engagement.

Abstrak

Studi ini mengkaji peran kepercayaan siswa-guru, kesejahteraan sekolah dan keterlibatan siswa pada siswa. Metode penelitian ini menggunakan pendekatan kuantitatif dengan jenis penelitian korelasional. Desain penelitian adalah *ex post facto*. Responden penelitian berjumlah 180 siswa yang dipilih dengan menggunakan teknik *stratified random sampling*. Pengumpulan data menggunakan skala keterlibatan siswa, skala kepercayaan siswa-guru, dan skala kesejahteraan sekolah yang menggunakan skala sikap model Likert. Metode analisis data dalam penelitian ini menggunakan analisis regresi linier berganda. Hasil analisis regresi linier berganda pada penelitian ini menunjukkan nilai F sebesar 278,134 dengan tingkat signifikansi (p) sebesar 0,000 (p lebih kecil dari 0,01). Hasil penelitian menunjukkan bahwa kepercayaan siswa-guru dan kesejahteraan sekolah terhadap keterlibatan siswa secara efektif memberikan kontribusi sebesar 75,9 persen kepada siswa. Kepercayaan siswa-guru berperan positif dalam keterlibatan siswa, dengan sumbangan efektif sebesar 20,25 persen. Selain itu, terdapat pula peran positif kesejah-

teraan sekolah terhadap keterlibatan siswa dengan sumbangan efektif sebesar 55,64 persen. Kesimpulan yang dapat ditarik dari penelitian ini menunjukkan bahwa terdapat peran yang sangat signifikan antara kepercayaan siswa-guru dan kesejahteraan sekolah terhadap keterlibatan siswa. Kesimpulan yang dapat ditarik dari penelitian ini menunjukkan bahwa terdapat peran yang sangat signifikan antara kepercayaan siswa-guru dan kesejahteraan sekolah dalam keterlibatan siswa.

INTRODUCTION

Schools are presently implementing a learning-from-home (LFH) system regarding learning during the pandemic. Precel et al. (2009) explain that the component of LFH greatly contributes to learning, including exercises, printed books, presentations and face-to-face meetings led by instructors, as well as the results of online learning and online books, which make a low contribution to learning. Students continue to study effectively through video calls, discussions, and Q&A via WhatsApp chat during both online and offline learning. However, they still need to communicate with other people, including family at home and friends outside of school, to hone their abilities in social skills.

Learning, success, and student achievement in schools require active student participation, where active students are referred to as student engagement (National Research Council and the Institute of Medicine, 2004). This is consistent with the statements of Fredricks et al. (2004), who argue that there are factors that influence student engagement, with school-level being one of these factors. These factors include clear and consistent goals for students when choosing a school, school management regarding student engagement, as well as staff and student collaboration regarding the learning process.

The next level is engaging in learning within and outside the grade, asking questions, and being proactive. Based on the factors described, student engagement has cognitive, emotional, and behavioral aspects, which are also included in the form of student engagement. Students with student engagement will channel their energy and motivate themselves to actively participate in all school activities (Wang & Holcombe, 2010). In the literature, indicators of student engagement in schools, such as student participation in school activities, high grades, time spent on homework, and the quality of homework, have been discussed repeatedly (Jimerson et al., 2003).

Another factor that is very important in keeping youth at school is active engagement that is directly involved in school (Hidayatishafia & Rositawati, 2017). The most basic level is active participation, meaning attending class with discipline, preparing, listening to and responding to teachers, and following school rules. Student engagement in schools can optimize the achievement of student learning outcomes obtained from students' conditions towards the learning process in the form of cognitive, emotional, and behavioral as well as activities that focus on academics and social (Gunuc & Kuzu, 2015).

Student engagement is students' active participation, which is marked by the interest and effort of students in school assignments and activities (Wang & Holcombe, 2010). Willms (2003) defines student engagement as a psychological factor associated with students' attitudes toward school, approval of school values, and school-related behaviors. Fredricks et al. (2004) explained that student engagement is the participation of students in academic and non-academic activities both at and outside of school. Sa'adah & Ariati (2018) explained that student engagement is the time and effort students spend on learning activities related to the results de-

sired by the school to encourage students to participate in activities at school.

Student engagement has three aspects: (1) emotional engagement of students in schools where students have positive feelings; (2) cognitive engagement of students who have the desire to study seriously; and (3) behavioral engagement, where students follow school rules and do well in homework assignments (Fredricks et al., 2004). If students have all three engagements regarding the use and efforts to achieve these assets, they are motivated to direct their engagement in school.

The results of a survey conducted by the Indonesian Child Protection Commission (Indonesian: *Komisi Perlindungan Anak Indonesia* or KPAI, 2021) show that 77.8% of participants complained about piling up homework because teachers set deadlines, 37.1% of participants complained about the time, limited work time made students lack rest, 42.2% participants said they did not have an internet quota, 15.6% of participants did not have sufficient facilities, such as a laptop or mobile phone with specifications suitable for online learning, 20.1% of students felt that interaction with teachers was limited to homework only and 79.9% taught and interactive learning as in the classroom has faded.

Lidiawati & Helsa (2021) surveyed 215 female students in Indonesia and found that more than half encountered internet network obstacles. This has made learning in Indonesia still traditional in nature or relying on face-to-face meetings within the community, so the move to online learning requires efforts so that learning can be as effective as possible during a pandemic. Other obstacles include classroom space and infrastructure, such as computer difficulties, learning boredom, and living conditions that are not conducive.

Interviews with eight students from "X" High School was conducted on 7–8 November 2022 via WhatsApp voice call or video call with the aim of finding out more about the student engagement phenomenon. Regarding the aspect of engagement in the behavior, the students answered that some teachers looked boring when starting explanations or using note-taking systems, making learning monotonous and causing them to be reluctant to be actively engaged in ongoing learning. Some students feel burdened by school regulations and feel constrained because, for them, students need a bit of freedom.

Regarding the aspect of engagement in emotions, students answered that each teacher had a different response. Some teachers respond indifferently and prefer not to interfere when they see a student expressing an error. Some teachers rarely appreciate students who successfully answer questions or participate actively in class. Some students did not participate actively in their groups, which irritated their group mates and resulted in friends who did not participate in getting grades because their names were not written in the group. Regarding cognitive engagement, some students are not serious about carrying out the educational process, as evidenced by behaviors such as cheating on exams and not completing schoolwork to the best of their ability. Furthermore, some students have not yet developed a vision for their future careers.

Bagriacik Yilmaz & Banyard (2020) say that involving students in online learning situations is more difficult because students are physically separated from teachers and classmates. This limitation can lead to lower participation in e-learning (Sun & Rueda, 2012). According to research by Hongwidjojo et al. (2018), the factors involved in building student engagement are honesty in student-teacher trust with the highest experimental average or practical value.

Students tend to trust teachers more when there is reliable information from the teacher to students, for example, academics (Hongwidjojo et al., 2018). Align with research from Dotterer & Lowe (2011) states that positive teaching quality can make students more confident and increase engagement in behavioral components

such as doing homework on time and paying attention while studying and also increasing emotional components. The behavior of students and teachers became more relaxed. Teachers have the opportunity to develop various learning methods.

Goddard et al. (2000) concluded that student-teacher trust is highly relational, and the level of teacher trust to promote student learning and engagement increases. According to Putnam (2000), the formation of a student-teacher trust relationship in schools becomes an environment for building social cohesion between teachers and students to develop a relationship of mutual trust. Corso et al. (2013) revealed that student engagement in class could be understood by the trust relationship between students and teachers, the level of teacher content and pedagogical expertise, and the degree to which students perceive class content as relevant to their current interests, future goals, and identities.

Tschannen-Moran (2014) explains that trust consists of five forming aspects: (1) benevolence, which refers to trust; (2) honesty, which refers to integrity; (3) openness, which means one will not save referrals; (4) reliability, which means to be inclined to trust someone; and (5) competence which means more inclined to the level of ability. When students know their abilities, students will establish relationships with teachers. This will shape student engagement when carrying out activities at school.

Deci & Ryan (2008) explain that student engagement and efficiency in dealing with learning demands are related to the school's well-being of students. Pyhältö et al. (2010) added that school well-being could be seen by the results of student engagement, such as students who can realize their capacities that must be fulfilled and can meet the demands of learning according to school. Students are encouraged to express themselves freely, make choices, do what they want and take risks.

Soutter et al. (2014) said that three dimensions represent well-being: (1) the assets dimension (what students have), which concerns three domains, namely having (related to resources, tools, and opportunities), being (focusing on intrapersonal or oneself), and relating (related to interpersonal relationships that are felt, and desired to make the experience, emotion, thought, and selection in action); (2) the appraisals dimension (student assessment), which involves two domains, namely feeling (focusing on happiness and depression) and thinking (exploring phenomena with cognitive assessments); and (3) the action dimension (actions carried out by students), which involves two domains, namely functioning (exploring activities, behavior, and individual participation) and striving (influence, process, content, and results of future goals). Each domain ends with examples of well-being indicators deemed consistent with research related to this domain.

Based on the description above, the goal is to test the role of student-teacher trust and school well-being in student engagement in high school students. The major hypothesis in this research is that there is a role of student-teacher trust and school well-being in student engagement in high school students. The minor hypotheses in this research are: (1) there is a positive role of student-teacher trust on student engagement in high school students, where the higher the student-teacher trust relationship, the higher the student engagement, and conversely, the lower the student-teacher trust, the lower the student engagement; (2) there is a positive role of school well-being on student engagement of high school students, where the higher the school well-being, the higher the student engagement, and conversely, the lower the school well-being, the lower the student engagement.

METHODS

The research design uses ex post facto research. Creswell (2010) conducted ex post facto research especially to examine causality (designed and implemented). In addition, it is said that ex post facto research is carried out on programs whose activities have already taken place.

Determination of the study population is important before determining the sample. As a population, this material institution must hold the following signs or characteristics that distinguish it from other material institutions. The population in this study were all students of "X" High School totaling 709 students.

Researchers took samples from the population using stratified random sampling. Stratified random sampling is a sampling technique that considers a level (strata) of the elements of the population. This technique is used for populations that are grouped at certain levels to ensure that the samples are evenly distributed at all levels and represent the characters of all elements of a heterogeneous population.

The 10th, 11th, and 12th grades at High School "X" are stratified because they consist of several heterogeneous classes (not of the same kind), so researchers take samples from the 10th, 11th, and 12th grades in social science specialization groups one, two, and three, and the 10th, 11th, and 12th grades in natural science specialization groups one, two, and three.

The sample is determined by the sample size, which is applied equally to each specialization group or stratum. Based on the data from the population, it is determined that the sample size for the specialization group or each stratum above, then the sample size taken in this research, is 180 students, with the number of samples for groups or strata must be proportional to the population. For convenience, the researchers divided the 180 students into 18 classes, so there were ten students for each specialization group or stratum. The total sample reached 180 students for each specialization group or stratum.

The data collection method used in this research uses a scale made by the researcher. Azwar (2017) explains that a scale is a set of statements arranged to obtain certain attributes through answers to questions. The scale used in this research on student engagement, student-teacher trust, and school well-being uses the Likert model attitude scale. Azwar (2017) also

explained that attitude scales are structured to reveal pro and con, agree and disagree attitudes related to a social object. An attitude scale contains explanations related to the attitude object. There are two types of attitude explanations, namely favorable explanations (in favor of the object of my behavior) and unfavorable explanations (not in favor of the object of my behavior).

The student engagement scale was developed by the researcher based on the aspects of Fredricks et al. (2004). The student engagement scale consists of three components, namely behavioral engagement, emotional engagement, and cognitive engagement, which are then compiled by adjusting the context of learning from home and the context of learning at school. The researcher developed the student-teacher trust scale based on the aspects of (Tschannen-Moran, 2014). The student-teacher trust scale reveals five aspects: benevolence, honesty, openness, reliability, and competence. The school well-being scale is self-compiled based on Soutter et al. (2014) that well-being is divided into three dimensions: assets, appraisals, and actions. Each of the above dimensions of well-being is divided into several domains as the assets dimension consists of three domains, namely having, being, and relating; the appraisals dimension consists of two domains, namely feeling and thinking; and the action dimension also consists of two domains functioning and striving. Each domain ends with examples of well-being indicators that are considered in line with research related to this domain.

The data analysis method in this research uses multiple linear regression analysis. There are two types of research variables, the first is the independent variable, and the second is the dependent variable. The computed variables are categorized into dependent variables, which are symbolized by the letter Y, and independent variables, which are symbolized by the letter X. This multiple linear regression analysis is used because it is a correlation analysis of the role of student-teacher trust (X1) and school well-being

(X2) on student engagement (Y). Data computation in this research was carried out using the SPSS 20.0 for Windows program. This analysis is used to test the hypothesis. The assumption test is carried out first, including the normality, linearity, and multicollinearity tests.

RESULTS

The researcher prepared to create a Google Form containing a trial scale. The scales used are the student engagement scale, student-teacher trust scale, and school well-being scales. The number of student engagement scale items given to expert judgment was 60, the student-teacher trust scale was 50, and the school well-being scale was 84. After the expert judgment assesses a range of values in the table number of rating categories or reliability, the average is obtained for one item 0.75–0.82. On the student engagement scale, 54 items are valid; six items fall with the lowest average score of 0.46, while the highest score is 0.96. In student-teacher trust scale, 45 items are valid, and five items fail, with an average lowest score of 0.46 while the highest score is 0.96. On the school well-being scale, 62 valid and 22 items fall out with an average lowest score of 0.46 while the highest score is 0.89.

After being assessed by expert judgment, it is followed by an analysis of the measuring instrument trial in two stages. The first stage of item selection is based on Cronbach's alpha if item deleted, and the second stage is based on elimination. The trial analysis of the student engagement scale revealed a Cronbach's alpha value of 0.947, with a range of 0.305 to 0.701 for the corrected item correlation value. Of the 54 items tested, 47 were valid, while the other 7 were eliminated. On the student-teacher trust scale, a Cronbach's alpha value of 0.956 is obtained with a corrected item correlation value that ranges from 0.323 to 0.765. Of the 45 items tested, 44 were valid, and 1 was eliminated. Of the 62 items tested for the school well-being scale, 50 were valid and 12 were invalid. The obtained value of Cronbach's alpha was 0.944,

with a range of 0.303 to 0.660 for the corrected item correlation.

The research conducted at "X" High School shows a significant role of student-teacher trust and school well-being in student engagement. The F value obtained on student-teacher trust and school well-being on student engagement was 278.134 with a significance level of 0.000 ($p < 0.01$). This means there is a significant role for student-teacher trust and school well-being towards student engagement in high school students. The results of multiple regression analysis for the minor hypothesis obtained t values for student-teacher trust and school well-being on student engagement of 4.366 and 10.846 with a significance level (p) of 0.000 ($p < 0.01$) and 0.000 ($p < 0.01$). These results indicate that each independent variable impacts student engagement significantly. Thus, the researcher's proposed hypothesis is approved.

The effective contribution separately to the variable student-teacher trust on student engagement is 20.252%, and the contribution of school well-being to student engagement is 55.64%. The total effective contribution is 75.9%, with the remaining 24.1% determined by other factors not mentioned in this study. Based on the results obtained, it is known that school well-being is an independent variable or independent variable that has a more dominant contribution to student engagement. In contrast, the student-teacher trust relationship has the lowest contribution to student engagement.

DISCUSSION

This study's results reveal a significant role of student-teacher trust and school well-being in student engagement in high school students. This is supported by an explanation regarding the factors that can build student engagement, namely the trust of each individual who is bound to each other in establishing a relationship with a sense of trust between students and teachers, as well as the existence of welfare in schools by building bridges of spiritual communication between students and teachers, and then encour-

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aging students to develop engagement in schools (Dennie et al., 2019; Rushton et al., 2020). The greater the involvement and empowerment in a learning community, the greater the likelihood that engagement will generate various outcomes and that this energy, effort, and involvement will be fed back into learning activities and environments (Bond & Bedenlier, 2019).

Santrock (2012) explains that active students in the learning process will achieve better academic results than passive students because student success in school is strongly influenced by active student participation, which is called student engagement. Another cause for low student participation is not actively participating in classroom learning activities (Jani, 2017). High student engagement is believed to solve problems such as alienation, lousy behavior, dropping out of school, and boredom (Fredricks et al., 2004).

The research results by Ariyanti et al. (2022) explain the different results between qualitative and quantitative student engagement among students. The results of the qualitative analysis showed that only 12 out of 22 people showed an attitude of student participation when participating in class or group discussions, the rest of the participation was not clear, seen, recorded, written, or counted and tried to show facial expressions that understood the material, but there was still a lack of participation in involvement, even in a smaller group. Based on the results of the quantitative analysis, none of the students rated the students' emotional, cognitive, or behavioral interactions as low.

The findings in the study reveal that the proposed hypothesis is accepted. This is consistent with research by Hongwidjojo et al. (2018), which explains that honesty in student-teacher trust can increase student engagement with the highest experimental average or practical value. Lawhorn (2010) demonstrates that a pleasant school atmosphere for all students (school climate) can increase teacher enthusiasm in teaching and student enthusiasm so that academic achievement results can be termed as school

well-being. Student relationships with adults outside the home influence the development of self-confidence and sensitivity to social influences that encourage students to participate in school (Bastable, 2002).

This study's findings are also consistent with those reported by Muliani et al. (2012). In general, school well-being is positively correlated with academic engagement. Students who have school welfare will be engaged in their school. Febriyana et al. (2019) show a strong and significant relationship between school well-being and student engagement. Student involvement is an important thing that directly affects individuals and the school environment, compared to other self-competencies (Willms, 2003). Student engagement is a form of active participation that can stimulate students' talents, critical thinking, and problem-solving abilities in everyday life (Yamin, 2007).

Ernawati et al. (2022) show a positive relationship between school well-being and student engagement. School well-being has the greatest emotional effect, while the cognitive aspect has the weakest. Orientation instructions are needed for students so that participation in cognitive aspects can be increased because this cognitive engagement is more internal.

In line with the research, a strong and significant relationship exists between school well-being and student engagement. According to research results, students with a positive perception of the school environment that meets their basic needs will be more involved in learning activities (Hidayatishafia & Rositawati, 2017).

According to research by Tschannen-Moran (2014), when students do not trust their teachers, they are less likely to take risks, resulting in a decline in student motivation and learning. Those students also tend to withdraw physically and mentally. Reyes et al. (2012) added in their research that teachers could create a positive atmosphere and make students believe that the classroom is the safest place to get students in-

volved in the learning process. This causes students to process learning emotionally.

Based on the results obtained, it is known that school well-being is the independent variable or independent variable with a more dominant contribution to student engagement. In contrast, the student-teacher trust relationship has the lowest contribution to student engagement. Prior research has shown that students may experience school-related burnout, which can impact their overall well-being. High engagement in student learning can protect students from fatigue and depressive symptoms and improve student welfare (Fiorilli et al., 2017; Hakanen et al., 2006; Upadyaya & Salmela-Aro, 2013). The conclusion that student engagement facilitates the positive development of late adolescents with teachers builds a bridge of spiritual communication between students and teachers to enhance their future career development and to encourage them to develop a sense of belonging within the group (Dennie et al., 2019; Rushton et al., 2020; Upadyaya & Salmela-Aro, 2021).

CONCLUSION

The conclusion that can be drawn from this research is that there is a very significant influence between student-teacher trust and school welfare on student involvement. Based on these results, it can be stated that the initial hypothesis proposed by the researcher is accepted. The results also show that school welfare is an independent variable that contributes more to student engagement. Conversely, student-teacher trust has the lowest contribution to student engagement. The minor hypothesis indicates that each independent variable significantly affects student engagement. Thus, the hypothesis proposed by the researcher is accepted.

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