

Analysis Of Student Well-Being In High School Students And College Students

Ditta Febrieta^{1*}, Annisa Dhani Rahmawati², Tasya Aulia Adzani³

^{1,2,3} Department of psychology, University of Bhayangkara Jakarta Raya, DKI Jakarta, Indonesia

*Corresponding Author: Ditta Febrieta. Email: ditta.febrieta@dsn.ubharajaya.ac.id

ABSTRACT

Positive academic environment is needed by students to optimize the learning process. The problems that arise because poor of academic environment both in school and university. Therefore, this study aims to determine differences in student well-being owned by students and college students. Quantitative research is used in this study using comparative test analysis technique, to determine differences in student well-being between high school students and college students. This research involved 204 respondents in Bekasi city. Convenience sampling is used to help researchers get respondents quickly according to the required characteristics. This study uses the student well-being scale with 6 dimensions which include, social, cognitive, emotional, personal, physical and spiritual. The results found that there is a significant difference between high school students and college students ($p = 0.023$). Student well-being on high school student (mean = 112.08) is higher than the college student (mean = 93.29). It was found that the social (53.3%) and the emotional dimension (29.8%) had the greatest influence on the emergence of student well-being in high school student. Meanwhile, student well-being in college students had greatest influence on the social (48.4%), followed by the emotional (26.2%), and the cognitive dimension (14.4%). As conclusions, this study found that high school students have higher student well-being than college students. Also found that social and emotional dimensions have greater influence both on high school and college students.

Keywords: College Student; High school student; Student well-being

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INTRODUCTION

Currently, the well-being experienced by students is in the stage of an urgent problem. Based on the 2018 Program for International Student Assessment (PISA) results, Indonesia is ranked in the bottom 10 of 74 countries (Schleicher, 2018). This indicates that the quality of education in Indonesia is still below global standards based on cognitive factors in students in Indonesia. According to Ermawan (2014), the lack of cognitive abilities in students is caused by an unsafe and unsupportive academic environment, as a result students will be delay in the learning process at school. Moreover, looking at the past few years, the Covid-19 pandemic period, which of caused students to achieve student well- being within themselves.

According to the OECD (2017), student well-being is not about educational achievements. In line with Karyani, Prihatini et al (2015), which states that student well-being is the ability possessed by students to be able to balance demands from within themselves and the environment accompanied by positive affect and student satisfaction with themselves and the environment, so that students can function effectively in an academic setting.

Karyani, Prihatini et al (2015) state that student well-being is an individual's attitude in aligning demands from within and outside of himself which is characterized by positive affect and student satisfaction with himself and the environment so that they are able to function effectively at school. Karyani et al (2015) argues that the policies established by the Government of Indonesia have only established physical needs as an indicator of child well-being, even though child well-being in Indonesia does not only cover meeting physical needs but also includes other aspects such as psychological, social and cognitive well-being. This is in line with the opinion of Fraillon (2004) that student well-being is seen from two sides, namely interpersonal and intrapersonal dimensions. The intrapersonal dimension has nine aspects, include autonomy, emotional regulation, resilience, self-efficacy, self-esteem, spirituality, curiosity, involvement, and orientation. While the interpersonal dimension consists of several aspects, include communication, empathy, self-acceptance, and social relations.

According to Diener (2009) individual well-being is influenced by the age factor, this is because age is related to individual happiness. Reporting from Republika.co.id, Early adulthood tends to experience the heaviest stress due to a lot of pressure within him, one of which is related to anxiety in the future (Rezkisari, 2018). Santrock, (2003) revealed that stress can be influenced by environmental factors. Based on this, it is necessary to have a positive academic environment, as one of the components needed by students and students in order to be optimal in the learning process so as to create good well-being in students. Merida et al (2021) states that student well-being in an academic environment is considered more important than the learning achievements. This is because, the essence of the process of teaching and learning activities can be used to increase success in life. However, individuals who continue to feel worried, depressed and anxious when facing this final level will have a negative effect on students' lives.

Information from CNBC Indonesia, based on a report from the Central Statistics Agency (BPS) shows that the dropout rate in Indonesia has increased since 2019, where at the high school level it was 1.38% and at the junior high school level it was recorded at 1.06%. This is due to a lack of student interest in going to school, and several other unsupportive factors, such as social, economic, and health factors (Putri, 2022). Apart from that, reported by detik.com (Rosa, 2023), UNICEF has conducted a study on students regarding the reasons for not wanting to return to school as well as showing things that are similar, that is related to the non-fulfillment of the emotional and physical dimensions of students, resulting in a decrease in the well-being felt by students.

Several studies have also noted the importance of student well-being in students at school. Research conducted by Cahyono et al (2021) shows that high student well-being has a beneficial effect on increasing academic achievement by 11.7%, better mental health, being able to be more prosocial, and being a responsible individual. Likewise, Setyahadi and Yanuvianti (2017) revealed that by having high student well-being, it creates positive emotions in students which ultimately have an impact on student performance which is better while at school. In addition, well-being can have a negative impact if it has a low level, such as students who are victims of bullying, they will feel helplessness in dealing with it because of the many negative emotions they feel, such as shame, anger, upset, unsafe, and low self-esteem (Na'imah & Tanireja, 2017).

Not only experienced by high school students, college students also have almost similar problems regarding their well-being. Based on field facts, in a survey conducted by Merida et al (2021) there were 94% of students who experienced stress. Report from Grid.id (Indrasty, 2022), there were 30.5% of students experiencing stress to depression, with 20% of them think to do suicide, and 6% having attempted suicide through cutting, jumping from a height, and hanging themselves.



This is generally caused by pressure in academic, unclear graduation, and threats about dropping out. There are other factors that trigger student depression and suicide, namely finances and living expenses, relationships with lecturers, parents, and close relatives.

This indicates that there are many problems in the academic environment that occur in high school students and college students. Even though both of them are at different levels of education, there are many similarities regarding the well-being problems experienced by both of them. According to the OECD (2017) student well-being is how students' psychological, cognitive, social and physical functions and abilities run effectively and according to what students need to live a happy and fulfilling life. Students who have high student well-being are characterized by openness in making friends, communicating, joking, smiling and spreading a positive aura. This situation makes every student feel they have good friendships and feel accepted by the people around them. This will make students feel happier and enjoy being at school (Puspita & Sulistiobudi, 2018). However, if students' well-being is in low category, it will have an impact on students' lives in the school environment, such as an unsupportive school environment, economic problems, poor relationships with teachers and friends, and decreased achievement.

Research data related to student well-being in college students not much has been found. However, there was a survey conducted by Merida et al (2021), which stated that 94% of students experienced stress during study in college. There are many symptoms of stress experienced by students, ranging from unhealthy diet, having sleep problems, mood swing, and having negative thoughts. These indicate that students have low student well-being.

Based on the explanation above, it appears that there is a differences in student well-being in high school and college students, and researchers also have not found research on this matter. Therefore, researchers are interested in conducting research on differences in perceived well-being among college students and high school students in Bekasi. With the hypothesis in this study is that there is a significant difference between student well-being owned by high school students and college students.

METHOD

Research Design

This research uses a quantitative approach with a comparative research method to see the difference between a group, whether the group is different or identically the same (Periantalo, 2016). According to this explanation, this study aims to determine the student well being felt by students and those felt by college students have a difference or not.

Participants

This research was conducted on students and university students in one of the private schools and universities in the city of Bekasi. This study involved 204 students consisting of 100 high school students, and 104 college students. Convenience sampling is used to help researchers get respondents quickly according to the required characteristics. Convenience sampling is one of non-probability sampling method where units are selected because they are efficient and simple to access.

Instrument

Student well-being scale is modified based on 6 dimensions proposed by Karyani et al (2015) that are social, cognitive, emotional, personal, physical and spiritual dimensions. According to Karyani et al (2015) student well-being can be categorized into six dimensions in which these dimensions were obtained through the research he has conducted, there are 1) social dimension which relates to feel comfort in an interpersonal relationship with peers, teachers, and school staff; 2) cognitive dimension, in student well-being cognitive related to cognitive satisfaction such as academic achievement; 3) emotions dimension, including positive feelings of students when they are at school; 4) personal dimension, includes personal (self) development or growth related to identity, independence, and personal integrity; 5) physical dimension, related to the feeling of being fulfilled in physical, especially health and material, such as: material adequacy, health, feel safe at home and school environment; and

6) spiritual dimension, related to feel close with God.

The scaling technique used is a Likert scale, with a range of Very Suitable to Very Unsuitable, with a score range of 1-4. All items use favorable items with a total of 16 items. Based on the results of the validity and reliability test, it was found that all items were valid by score range between 0.284 – 0.612, and with a reliability score of 0.842, which means that the student well-being scale is reliable. Research Procedure

The research was conducted based on three procedures. The research began with determining the phenomenon to be addressed in the research. Proceed by determining the variables and then studying the theoretical studies. Furthermore, it is looking for measuring instruments that are in accordance with the research variables. The next stage is implementation, researchers collect data by distributing research instruments in the form of questionnaires. However, the last stage is analyzing the data of subjects in accordance with the criteria. The data further processed with Mann Whitney comparative test analysis.

Data Analysis Techniques

Validity test was carried out using quantitative analysis with item differential test which aims to determine which items can be used on a research scale. The criteria for an item that is suitable for use if the item's different power score is > 0.3 (Azwar, 2012). Reliability in this study uses the Cronbach's Alpha technique, where a reliable scale if Cronbach's alpha score is above 0.70 (Periantalo, 2016). An assumption test is carried out to find out whether the data will use parametric or non-parametric techniques, through normality and homogeneity tests

RESULT

Characteristic of Respondents

This research was conducted on students and university students in one of the private schools and universities in the city of Bekasi. It can be known the profile of respondents in this study. Data from the level of education shows that there are 204 respondents of which 100 respondents are students (49.01%) and 104 respondents are students (50.99%). The majority of respondents were women (N=119, 58.3%), and the rest were men (N=85, 41.7%). Referring to this, it can be illustrated through the table below:



Table 1. Respondent Profile

| | Profile | N | Percentage |
|------------------|------------------------|------------|-------------------|
| Education | <u>School Students</u> | <u>100</u> | <u>49.01%</u> |
| | College Students | 104 | 50.99% |
| Gender | <u>Female</u> | <u>119</u> | <u>58.3%</u> |
| | Male | 85 | 41.7% |
| Total | | 204 | 100% |

Source: Research Data

Result

Based on the validity analysis it was obtained that all items were valid with a score range 0.284 – 0.612. Furthermore, based on the results of the reliability test, the Cronbach's Alpha score was obtained 0.842, thus student well-being scale is reliable. The comparative test in this study was carried out by fulfilling several assumptions, which are normality and homogeneity tests. The analysis test was carried out through the Mann-Whitney test because the data did not meet the assumptions. Hypothesis testing was carried out to determine differences in student well-being among high school students and college students. Based on analysis assumption test conducted, data distribution does not fulfill the normality test's analysis with p-value 0.049, and the homogeneity test found homogeneous data which resulting in p-value 0.309. Based on the Mann Whitney test, it can be seen that the Sig. or a p value of 0.023 or less than 0.05, it can be concluded that Hypothesis is accepted, that is, there is a significant difference in student well-being between high school students and college students. Based on the Mann-Whitney test, the student mean (mean 112.08) is higher than the student mean (mean 93.29). This shows that high school students have students' well-being higher than college students

Based on the table of Categorization of Student Well-Being by Education Level, it was found that the majority of respondents were in the moderate level, it means that both high school students and college students fulfilled the dimensions of student well-being. Based on high school student found that there are 57 respondents (27.9%), 28 respondents in the high category (13.7%), and 15 other respondents (7.4%) in the low category.

While at the college student with a total of 104 respondents, found that there are 59 respondents (28.9%) in the medium category, 26 other respondents (12.7%) have low category of student well-being, and there are 19 respondents (9.3%) in the high category of student well-being.

Table 2. Educational Level Categorization

| | | Education | | | |
|---------------------------------------|---------------|-----------------|------------------|--------------|--------------|
| | | School Students | College Students | Total | |
| Description Student Well-Being | Low | N | 15 | 26 | 41 |
| | | Percentage | 7.4% | 12.7% | 20.1% |
| | Medium | N | 57 | 59 | 116 |
| | | Percentage | 27.9% | 28.9% | 56.9% |
| | High | N | 28 | 19 | 47 |
| | | Percentage | 13.7% | 9.3% | 23% |
| Total | N | 100 | 104 | 204 | |
| | Percentage | 49% | 51% | 100% | |

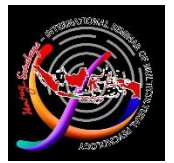
Source: Research Data

To find out the differences based on the components used, it was found that the social dimension (53.3%) and the emotional dimension (29.8%) had the greatest influence on the emergence of student well-being in high school student. Students with high level category of student well-being are those who have good social support and relationships, both from friends, teachers, and the family environment. In addition, students who are able to manage emotions will also make a high contribution to the emergence of student well-being in students. Cognitive, personal, physical, and spiritual dimensions do not show a high enough contribution in student well-being in high school students.

Meanwhile, student well-being in college students had greatest influence on the social dimension (48.4%), followed by the emotional dimension (26.2%), the cognitive dimension (14.4%). Students who have good student well-being are those who have good social support and relationships, have a happy feeling when in the campus environment, and feel satisfied with their academic achievements. While the other dimensions such as personal dimension, physical dimension, and the spiritual dimension do not show a high enough contribution in bringing out student well-being in college students. This indicates that the dimensions that affect student well-being in high school students are considered to be more complex than college students.

Table 3. The influence of each dimension of student well-being on school and college students

| Dimension | Impact | |
|------------------|------------------------|-------------------------|
| | School Students | College Students |
| Soci al | 53.3% | 48.4% |
| Cognitive | 7% | 14.4% |
| Emotional | 29.8% | 26.2% |
| Personal | 5.1% | 5.3% |
| Phy sic | 3.2% | 3.5% |



| | | |
|-----------|------|------|
| Spiritual | 1.5% | 2.3% |
|-----------|------|------|

Source: Research Data

The result found that from the personal, physical and spiritual dimensions, high school students and college students have a percentage that is not much different. This indicates that both high school students and college students tend not to prioritize personal, physical, or spiritual aspects to feel prosperous in an academic environment.

DISCUSSION

Based on the categorization on the student well-being scale, at the level of education, it can be seen that high school student majority at moderate level get as many as 59 respondents (28.9%) and tend to be high obtained as many as 28 respondents (13.7%).

Referring to the results of a comparative test conducted using the Mann-Whitney Test, it was found that high school students have mean score higher than college students, it means that there is significant difference in student well-being. This is because high school students focus to social dan emotional dimensions (social and emotional) to fulfill their well-being, while college students need almost all of the dimensions of student well-being to fulfill ther student well-being.

Based on data acquisition on the score of the student well-being dimension, it shows that the social dimension has the greatest influence on students, compared to the other five dimensions, which include emotional, cognitive, personal, physical and spiritual. The influence on the dimension of student well-being is supported by research conducted by Karyani et al (2015), which proves that the social dimension is the dimension that obtains the most percentage of student well-being, which is equal to 49%, this is because the majority of respondents describe student well-being as an interpersonal relationship that is harmonious with the attitude of helping each other.

Karyani et al (2015) argues the dimension that gives the second biggest influence is the cognitive dimension about 17%. Majority of respondents stating that student well-being is a satisfaction to be able to solve problems and also be able to excel in academics. The emotional dimension is below cognitive dimension which give influence by 13%. In this case, student well-being is related to the positive emotions possessed by the respondents. This is slightly different from the results of the influence score that has been tested by researchers, where after the social dimension, there is an emotional dimension that gives sufficient influence to student well-being, in this study respondents prioritized their positive emotions to create well-being. Influence given by this emotional dimension, followed by the cognitive dimension, the personal dimension, the physical dimension, and finally the spiritual dimension.

Referring back to data acquisition in the score of the student well-being dimension, the social dimension also has the greatest influence on student well-being. This is supported by research conducted by Eva et al (2020) which states that social support contributes to the student well-being. The support and social relations that students get, can help them in solving various kinds of problems experienced during the transition from adolescence to adulthood. Apart from that, Riyanto (2022) also stated that Good interpersonal relationships will create student well-being, this is indicated by 63.2%. This social dimension, in practice, can be seen from well-established social relations, as well as mutual respect and the tolerance created between students, lecturers, and also campus staff.

The second dimension that influences the student well-being, in this study is the emotional dimension. The emotional dimension in this study has an influence by 14.4% on the student well-being. This is supported by Alfinuha and Nuqul (2017) which states that the ability to manage emotions also affects the student well-being, where emotional regulation can reduce negative effects such as stress, sadness, and others. These negative emotions will certainly have an impact on the well-being of students. In line with the statement given by Anderson, Loekomo, and Setiawan (2020) which states that friendships that are mutually supportive and having good emotional qualities will have a good impact on student well-being.

Furthermore, the cognitive dimension also provides a significant role for students student well-being. Students will have higher well-being if they achieve academic achievement through the acquisition of a high GPA. This is supported by Zahra and Udaranti (2013) which states that there is a significant positive relationship between well-being and student academic achievement. According to Azyz, Hudan, and Atmasari (2022) low well-being is the result of high academic anxiety, and vice versa, if well-being owned by high students, it can be ascertained that the academic anxiety they have is low. So, it can be concluded that students with good academic achievement will have high well-being.

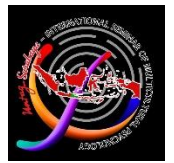
The personal dimension is the next dimension that influences the student well-being. According to Karyani et al (2015) this personal dimension is related to feelings of worth and being valued, being independent and having integrity. Gratitude according to Panggagas (2019) is a feeling of gratitude and appreciation that is obtained throughout life, which drives students to do the same thing as what they get. Gratitude is one of the influences in student well-being. This is in line with research conducted by Zulfadri and Raudatussalamah (2019) which state that the big five personality types affect the student well-being. Furthermore, there is a physical dimension that influences the student well-being. This is in line with what Anderson, Loekomo, and Setiawan (2020) a said that physical health as well as mental health contributes to an individual's quality of life. Physical health here is related to always maintaining one's health, through exercising and consuming nutritious food. According to Eva et al (2020) healthy mental and physical conditions will increase the well-being of students.

Finally, based on data acquisition in the score of the student well-being dimension in this study, the spiritual dimension also influences student well-being. This is supported by research conducted by Ulfiah and Tarsono (2017) which states that religiosity in terms of tahfidz Al-Qur'an has a significant influence on student well-being. Besides that, Anderson, Loekomo, and Setiawan (2020) which states that religiosity simultaneously has a significant effect on student well-being.

This study found 3 findings that are, (1) there is a significant difference between high school students and college students, which high school student have student well-being have higher than college student. (2) In addition, social and emotional dimensions have a greater influence on high school students, whereas for college students the social, emotional, and cognitive dimensions influence the emergence of Student well-being. While the spiritual dimension gives the lowest influence compared to other dimensions. (3) Based on the categorization at the Student well-being level , both high school students and college students are in the moderate category.

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