

WELL-BEING AND ACADEMIC ACHIEVEMENT ON STUDENTS IN CITY OF YOGYAKARTA

KESEJAHTERAAN DAN PRESTASI BELAJAR PADA SISWA DI KOTA YOGYAKARTA

Fuad Mubarak¹ dan Adi Cilik Pierewan

*Program Studi Psikologi, Fakultas Psikologi, Universitas Negeri Yogyakarta
Jl. Colombo No.1, Karang Malang, Caturtunggal, Kec. Depok, Kab. Sleman, Yogyakarta,
Indonesia, 55281*

E-mail: fuad18.fm@gmail.com

No. Handphone : 085741820292

ABSTRACT

Several studies have suggested the importance of well-being as a predictor of adolescents' academic achievements. The purpose of this study was to prove the existence of a well-being effect on adolescents' academic achievement. The subjects of this study were adolescents with a vulnerable age between 14 to 15 years old with 385 respondents as a sample. This study used questionnaires to measure the well-being of adolescents. Data on adolescents' academic achievement were obtained from students' scores (GPA). The hypothesis compiled in this research was the effect of well-being on adolescents' academic achievement. This study used a regression analysis to determine the effect of well-being on adolescents' academic achievement. The reliability of the instrument was analyzed using Cronbach's Alpha. The results of the research found that well-being can be a predictor of adolescents' academic achievement.

Keywords: *Well-being, academic achievement, adolescent*

ABSTRAK

Beberapa penelitian telah menyarankan pentingnya kesejahteraan sebagai predictor prestasi belajar remaja. Tujuan dari penelitian ini adalah untuk membuktikan adanya pengaruh kesejahteraan pada prestasi belajar remaja. Subjek penelitian ini adalah remaja dengan rentang usia 14-15 tahun dengan sampel 385 responden. Penelitian ini menggunakan kuisioner untuk mengukur kesejahteraan remaja. Data prestasi belajar remaja diperoleh dari nilai siswa (IPK). Hipotesis dalam penelitian ini adalah pengaruh kesejahteraan terhadap prestasi belajar remaja. Penelitian ini menggunakan analisis regresi untuk menentukan pengaruh kesejahteraan terhadap prestasi belajar remaja. Reliabilitas alat ukur dianalisis menggunakan Cronbach's Alpha. Hasil penelitian menemukan bahwa kesejahteraan dapat menjadi prediktor prestasi belajar remaja.

Kata Kunci: *Kesejahteraan, prestasi belajar, remaja*

Well-being has already become popular for researchers nowadays. Many researchers have attracted the subject since there are so many things to dig into the subject. In 2017, *Badan Pusat Statistik (BPS)* of Indonesia indicated that Yogyakarta province ranked 8th from the whole countries in terms of citizens' happiness. The report showed that the level of happiness in Yogyakarta province is fairly high. Many factors can give an effect on the happiness scale, which one of them is the fulfillment of some needs.

For adolescents, well-being can be an important goal to reach. It can work as a predictor for their academic achievement (Miller, Connory, & Maguire, 2013). As we know, academic achievement is one of the important things for adolescents. Well-being on adolescents will predict their likeness in academic attitude that also lead those to get success academically (Gore, Davis, Spaeth, Bauer, Loveland, & Palmer, 2014). Abdo and Ruiz (2012) interpret that emotion of happiness and well-being can help adolescents to get a better academic achievement.

In Yogyakarta City, education level is on the highest performance among other regions in Yogyakarta Province. According to Wahyono, Herdianto, and Ambarwati (2013), students in Yogyakarta City have the highest learning ethos indicated by a high reading interest. They like challenges and they are more competitive than the students outside Yogyakarta City. Based on the correlation between two variables exposed earlier, this study was intended to investigate the correlation between well-being with adolescents' academic achievement.

1. Literatures

1.1. Well-being

Well-being is more than just happiness, it also contains satisfaction. Well-being is also defined as having an ability to do development to self as a whole person and give a contribution to society (Shah & Marks, 2004). Harcourt, Adler, Erath and Petit (2015) present a predictor of well-being in adolescents. The level of well-being of adolescents who have their own social environment is affected by several factors. Things that affect the level of well-being in adolescents, according to them, are the role of family and sibling. Adolescents who live with their family have a higher level of well-being than adolescents who live with step-family. According to Panahi (2016), psychological well-being is influenced by several factors such as support from others, self-acceptance, peer support, and physical activity.

According to Abdul and Ruiz (2011), well-being component is divided into 3 which is also the

subject of their research, namely positive affection, negative affection, and self-satisfaction. Besides, Ryff (1995) draws six dimensions that describe psychological well-being; they are self-acceptance, positive relationships with others, autonomy, environmental mastery, purpose in life, and personal growth.

A person who has high self-acceptance will have a positive attitude toward his life. He will understand and accept the various aspects of himself as a whole including both the good and the bad. Such people will also receive their past life. While positive relationships with others include feelings of warmth, satisfaction, and trust that arise in a person. This positivity relies on the happiness of relationships with others. People who have a positive relationship will have empathy, affection, and high intimacy. These people will have an understanding of the role of *take and give* in their social life.

Autonomy is described as an independency in attitude that includes several things such as the ability to block social pressure to think and behave in some ways or in this case is the independency to decide what to do without the direction from others. In this case, autonomy also refers to the existence of an ability to self-evaluate or self-reflection on what the person is doing by having a personal reference to the good and the bad according to him.

People who have good environmental mastery will have the instinct to master and have the competence to control their environment. People will be able to control some activities. These people will have the ability to make the most of the opportunities around them. They will have an ability to possess and create the appropriate context for the needs and values necessary for themselves.

People with a clear purpose in life will have an instinct for connectedness to things in the future. They will feel the meaning of life in the past, present and future. These people will have confidence in their life purpose and have clarity on what they should do to achieve their goals.

People with good maturation skills will understand the importance of the development that takes place in their lives. They will see life as something that will grow and continue to grow. They will also always be opened to new experiences. These people will understand the potential of what is in them. They will always see the progress that takes place in their life. They will also always change to have a better personality.

1.2. Well-being and Academic Achievement

Previous research (Miller, Connolly, and Maguire, 2013) found the presence of well-being factors as predictors of good learning outcomes. The study showed that the existence of well-being is also positively associated with academic achievement obtained by adolescents. The relationship between well-being and adolescents' academic achievement is not defined or differentiated by sex. It means that in this study, there were no significant differences between different sexes in the achievement of learning outcomes affected by well-being. Another thing to be gained from this research is the absence of evidence showing a specific effort to achieve good academic achievement centered on the well-being level of adolescents.

Academic achievement can be affected by well-being. Well-being describes the individual's cognitive evaluation of their life as a whole, or in other words, the satisfaction of life as a whole (Diener, Suh, Lucas, & Smith, 1999). Gilman and Huebner (2006) and Proctor, Linley and Maltby (2010) suggest that overall life satisfaction is positively associated with the average achievement of students' academic achievement and attitudes toward school but also negatively correlated with psycho-pathological problems such as depression or social pressure.

Meinhardt and Pekrun (2003) explain the findings in their experimental research that the emotional state caused by the memory of adverse events reduces the available cognitive resources used to accomplish a task. This result may be an experimental clue that the well-being emotional component predicts a change in students' academic achievement.

There is a tendency for well-being to have an impact on academic achievement. Bucker, Simonsmeier, Schneider, and Luhmann (2018) exposed that well-being relatively predict the students' academic achievement which means that low-achieving students do not always have low well-being, and high-achieving students do not automatically have a high level of well-being.

By the case in Yogyakarta City, education is at a high level among the surrounded regional areas. Therefore, this study tends to investigate whether there is a correlation between that case and well-being.

2. Methods

The variables of this research were well-being as the dependent variable and academic achievement as the independent variable. The population of this research was all students in

Yogyakarta aged between 14-15 years old. The sample of this research was the students from four schools who were taken randomly. Based on regional rank in terms of students' achievement, the schools were classified into two categories namely low-to-middle and middle-to-high. The total sample taken in this research was 385 Junior High School students in Yogyakarta to represent 9500 students as its population. This research was done in a way to find out the role of well-being to predict academic achievement.

A questionnaire adapted from a questionnaire by Ryff was used in well-being variable. In the original questionnaire of Ryff, 84 items were used which included six aspects of well-being, but this study used a simplified (short-type questionnaire) questionnaire that had been edited for the sake of cultural reasons. The questionnaire consisted of six aspects of well-being where each aspect had eight items. Respondents filled in questionnaires with a total of 48 items which measured the respondents' well-being.

This study used GPA score of respondents to classify their academic achievement. The score used in this study was the average score from the test that previously held in their school. That score was used to classify the academic achievement of the respondents into a low or high category.

3. Results and Discussion

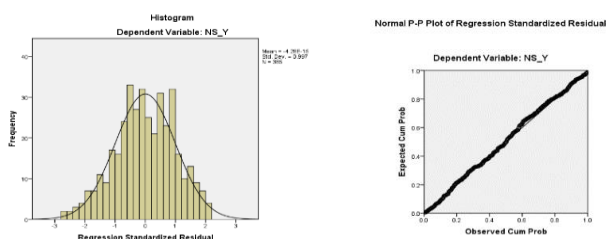
The categorization of each variable indicates a score presenting a state of the sample which were classified into high, medium, or low. A state of well-being in adolescent students in Yogyakarta City exposed that there were 384 respondents classified into high category. The remaining 1 respondent was classified as moderate, and no respondent was categorized into low category in this variable. Categorization was done by using a formula as stated in the Table 1.

Table 1. Categorization of Respondent's Well-Being

Formula	Categorization	Variable Well-being
$(M + 1SD)$	High	$83,5 + 1.13,92 = x > 97,42$
$(M - 1SD)-(M + SD)$	Moderate	$69,85 \leq x \leq 97,42$
$(M - 1SD)$	Low	$x < 69,85$

Categorization of respondents on academic achievement variable derived from students' GPA data. The data showed a total of 302 respondents classified into the high category. In the medium category, there were 74 respondents, while there were 8 respondents classified into low category.

Normality test held among three variables indicated that the data used in this research was normal. The test held using *Statistical Package for the Social Science (SPSS)*. The normality test is described as the diagram in Figure 1. A normal curve was also shown below as the indicator that the data is normal.

**Figure 1. Diagram of Normality Test Results**

In addition to the two figures presented, a normality test was also conducted using *Kolmogorov-Smirnov* analysis with the help of the SPSS program. As for the result of the analysis, the collected data indicated that the data fulfilled the normality assumption with score value 0,108 which was bigger than 0,05 so that data was normal.

SPSS program was used in calculation of the linearity test. The significance level of the calculation must be higher than 0.05 to fulfill the linearity qualification. The result of the calculation showed a significance level of 0.587 for the relationship between the variable academic achievement (Y) and the variable well-being (X).

Based on the calculation performed on the relationship of the two variables, it was found that each score of significance fulfilled a higher

significance requirement of 0.05 so it can be concluded that the two variables were linear.

Calculation using SPSS was done to analyze the auto-correlation in the data. Based on the calculation with the help of SPSS, the data got DW value equal to 1,885 with dU value equal to 1,838 in table DW by using $k = 2$ which stated the use of two dependent variables and number of respondent ($N = 385$). The data showed no auto-correlation with DW 1.885 score which was higher than dU score = 1.838 and lower than score $(4-dU) = 2,161$.

Based on predetermined criteria, the DW score is 1.885 or can be expressed as $1,838 < 1,885 < 2,161$ which means the data is not auto-correlated.

The calculations were performed with the help of the SPSS program used to perform multicollinearity tests. The calculation obtained a VIF score of 1.084 and tolerance score of 0.922. Based on the calculations, it can be concluded that the data did not occur multicollinearity because the VIF value was lower than 10.00 and the tolerance score was higher than 0.10.

Regression analysis was done to analyze the effect of dependent variable to predict independent variable through mediator variable. The result showed that regression analysis on well-being toward academic achievement got score 0,00 which was lower than 0,05. That indicates that well-being can predict academic achievement with 3,2% of influence.

Table 2. The Impact of Well-being on Academic Achievement

Model	Score		
	B	t	Sig
X-Y	1,03	3,532	,000

When variable well-being (X) was inputted to regress to variable academic achievement (Y), it came to be significant. It showed that well-being can give impact on academic achievement as table showed above. Using t analysis, it was obtained the effect of variable x on y for 3,532. T table in this study was found at 1.6489. The analysis produced an effect because $t \text{ table} < t \text{ count}$ so H_0 was rejected so that well-being affected to academic achievement.

Based on the analysis, the level of well-being of adolescents in Yogyakarta City is categorized as high. This was shown in the exposure data that most samples used in this study showed a high level of well-being of adolescents in Yogyakarta City. Some interviews with teachers were conducted in the schools chosen in this study which then revealed that harassment and disputes among students rarely happened. Students were also required to join some

activities to enhance their social life among one another. It can be a factor that influences the high well-being of the respondents.

A research conducted by Li and Li (2016) suggests the existence of several factors that affect the high or low levels of well-being in adolescents. Some of these factors explained by Li and Li (2016) are physical health, academic performance, friendship, media, self-perception and the treatment of others to them and social activities. In this case, there is a factor that is a part of this research which is a factor of academic performance. The academic performance was translated into the academic achievement shown by the report GPA score. In this research, there was a relationship where the well-being associated with academic achievement.

This study showed the effect of well-being variable on the students' academic achievement. It is in line with Bradburn's opinion (in Samuel, Bergman & Brunner 2012) that having well-being will enable people to solve challenging life problems. This research associated it with the achievement of learning outcomes which is also a hard challenge for adolescents to achieve. Diener (in Samuel, Bergman & Brunner 2012) also adds that the existence of well-being can affect the actions that lead one to success.

Proctor, Linley and Maltby (2009) suggest that life satisfaction is one thing that will have an impact on academic success. In the previous explanation, life satisfaction is one part of the dimension of well-being. This may explain that well-being affected the academic success, which is in line with the findings of this study. The categorization of respondents on the academic achievement variable was derived from student GPA data. The data showed that 302 respondents classified into the high category. In the medium category, there were 74 respondents, while 8 respondents were classified into low category. This is because most students came from schools that maintain the quality of learning. There are some school facilities such as adequate library and good interaction between students and teachers during the learning process.

While the state of well-being in adolescents students in Yogyakarta City was exposed that there were 384 respondents classified into high category. The remaining 1 respondent was classified as moderate, and no respondents were categorized as low category. This result is consistent with the reason stated earlier.

4. Conclusion

This research was aimed to examine the effect of well-being on adolescents' academic

achievement, especially in Yogyakarta City. The results of this research found that there is an effect of well-being on adolescents' academic achievement. Students who have well-being will intend to have good academic achievement. This finding can be implied in academic environment where the teachers must concern about student's well-being.

Nevertheless, there are still limitations in this study such as deeper discussion for each dimension of student's well-being compared to academic achievement. The respondents used in this research is also less varied, so the results can be different if the respondents are varied such as cultural, environment or social differences.

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