



The Relationship between Social Support and Well-Being in Elementary School in Singkawang

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ABSTRACT

The objectives of this study are: 1) to describe the level of social support in students at SD Negeri 15 Singkawang, 2) to describe the level of well-being in students at SD Negeri 15 Singkawang, 3) to examine the relationship between social support and well-being in students at SD Negeri 15 Singkawang. This type of research is quantitative correlation design. The population of this study were all students in grades V and VI of SD Negeri 15 Singkawang, totaling 76 students. The population was sampled using saturated sampling technique, the sample used was 76 students. Data collection techniques in this study with questionnaire and scale research instruments. The Social Support Questionnaire amounted to 37 statements, the validity value was in the range of 0.329-0.881 while the reliability value α was 0.945 and the Well-being Scale amounted to 26 statements, the validity value was in the range of 0.305-0.801 while the reliability value α was 0.903 with yes and no answer options. The data analysis techniques used are percentage and correlation. The results showed that the level of student social support was in the low category (57.15%), meaning that students did not get optimal social support from those closest to them while following the learning process at school. The results of the level of well-being of students are in the low category (59.41%), meaning that students have not fully felt happiness or well-being.

Introduction

Education is a strategic tool to improve the quality of the nation, therefore the progress of the nation and the progress of education is a determination. In the whole process of education in schools, learning is the main thing for the creation of quality education. Education exists as a forum for developing potential and abilities in order to create a quality future generation. With the success of education and the achievement of good quality education, it is hoped that quality human resources will be created that are capable of building the nation and state. There are many factors that support the achievement of educational success, one of which is the level of student welfare in the school environment. The ideal school is a school that is capable of actualizing the potential of its students holistically so as to make its students feel well-being because well-being affects almost all aspects of optimizing student functioning at school (Frost, 2010). Students feel prosperous when they feel safe, comfortable, happy and healthy when at school.

Students who enter the developmental period of children will be more active in learning if they feel psychologically well-being is important for students to have. Good psychological well-being is an individual who can realize the abilities that exist within him, form relationships and control the social environment around him well, is able to be independent from social pressure, accepts himself as he is and can interpret the life he lives (Ryff & Singer, 2006).

Student happiness will be a benchmark to see whether a student is comfortable in a school with the hope that student learning achievement will be better. Then it can also be a benchmark for the progress of education in Indonesia in general. Siedlecki et al., (2013) state that student well-being is a scientific analysis of how individuals evaluate their lives, including a number of memories that have long passed (Darusmin, 2015). These evaluations involve the individual's emotional reactions to a number of life events, moods, and their assessment of life satisfaction, meaning, and satisfaction in specific domains of student life. Well-being is the realization and achievement of one's full potential where individuals can accept all their shortcomings and strengths, be independent, be able to foster positive relationships with others, be able to master their environment in the sense of being able to modify the environment according to their wishes, have life goals, and continue to develop their personality. (Ryff, 1989).

Four things affect well-being according to Konu & Rimpela (2002) that students at school are school conditions environment (physical and services, organization and safety), social relationships (students, teachers, school staff), self-fulfillment (learning opportunities according to ability, getting feedback, encouragement), as well as health status. In this study researchers will focus on the context of social support.

Social support is a term used for explain how social relationships contribute benefits for an individual's physical health or mental health. Rook argues that social Support is a function of social ties or bonds. Social ties describe the general level and quality of interpersonal relationships. According to Cobb, social support is defined as comfort, attention, appreciation, or assistance that individuals feel from other people or groups (Mintarsih, 2015). Cohen and Wills explain that social support is the help and support that a person gets from interactions with other people (Mintarsih, 2015). Social support is important as a buffer in stressful events (Dambi et al., 2018). Sarafino & Smith (2010) explained that social support can be in the form of objects, information support, emotional support which can be in the form of guidance, advice, and advice, as well as friendship support in the form of being with other people to individuals.

Johnson and Jhonson (Saputri & Indrawati, 2012) that social support is the existence of other people who can be relied upon to provide encouragement, assistance, attention and acceptance, so as to improve the welfare of the individual concerned. Social support received by people who are among students will greatly help students be happier. Likewise, according to Roberts & Gilbert (Kusrini & Prihartanti, 2014) social support can be considered a beneficial condition to individuals obtained from other people who can be trusted. In In this state, the individual will know that others respect, care for, and love him or her. Social support is best thought of as a multidimensional construct consisting of structural and functional components. Social support refers to the actions that others take when they offer

help. (Awang et al., 2014) said that academic, social and emotional adjustment depends on students' ability to receive social support, and this will then affect student well-being. Several studies have revealed that there is a significant relationship between social support and student well-being (Hasanuddin & Khairuddin, 2021). However, other research shows that social support does not contribute optimally to student well-being (Wijaya et al., 2020). Research related to this variable is mostly carried out in secondary schools and is rarely carried out in elementary schools.

The difference in the results of previous research and the lack of research in elementary schools regarding the relationship between social support and student well-being became the basis for researchers to conduct research with the title "Relationship of Social Support with the Well-being of Singkawang 15 Elementary School Students".

The aims of this study were: 1) to describe the level of social support for students at SD Negeri 15 Singkawang, 2) to describe the level of well-being of students at SD Negeri 15 Singkawang, 3) to test the relationship between social support and well-being of students at SD Negeri 15 Singkawang.

Research Methods

This study uses a type of quantitative research using a correlational research design. Correlational research in this study was to examine the relationship between social support and well-being in elementary school students. The population in this study were all students of grades V and VI of Singkawang 15 State Elementary School, totaling 76 students. From this population, 76 people were sampled using saturated sampling technique. The data collection instruments in this study were the Social Support Questionnaire and the Well-being Scale. The Social Support Questionnaire is adopted from (Febryanti, 2021), which consists of 37 statements, with 20 positive statements and 17 negative statements. The validity value of this social support questionnaire is in the range of 0.329-0.881 with a Cronbach alpha value of 0.945. Social Support has four indicators, namely emotional support, tangible support, informational support, and appreciation support. Then for the Well-being Scale the students were adopted from (Lathifah et al., 2021) which was named the school well-being scale. This scale consists of 26 statements, with 16 positive statements and 10 negative statements. The validity value of the well-being scale is in the range of 0.305-0.801 with a Cronbach alpha value of 0.903.

In this study, researchers used the Guttman Scale with Yes and No answers. For positive statement answers, if students answer YES then they are given a score of 1, if students answer NO then they are given a score of 0. As for negative statements if students answer YES then they are given a score of 0, if students answer NO then they are given a score of 1. To answer the first research objective that is, to describe the Level of Social Support of SD Negeri 15 Singkawang is done in the following way.

- a. After completing the questionnaire, the results of the questionnaire are checked and given a score. Scale scores are adjusted to the scoring rubric or score weighting.
 - b. Analyzing the results obtained by calculating the percentage of the questionnaire scores obtained by each student.
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- c. Scoring the results or percentages are adjusted according to the social support criteria table. (see table 1)

Table 1. Social Support Level Criteria

Score	Percentage	Criteria
29,6-37	80% - 100%	Very High
22,2-29,5	60% - 79%	High
14,8-22,1	40% - 59%	Medium
7,4-14,7	20% - 39%	Low
0-7,3	0% - 19%	Very Low

To answer the second research objective, namely, to describe the level of well-being of students, it is carried out in the following way:

- a. After the implementation of completing the scale is completed, the results of the student's scale are checked and given a score. Scale scores are adjusted to the scoring rubric or score weighting.
- b. Analyzing the results obtained by calculating the percentage of the questionnaire scores obtained by each student.
- c. Finally, the results of the scoring or percentage are adjusted according to the student's well-being criteria table. (see table 2)

Table 2. Criteria for the Level of Student Well-bein

Score	Percentage	Criteria
20,8-26	80% - 100%	Very High
15,6-20,7	60% - 79%	High
10,9-15,5	40% - 59%	Medium
5,2-10,3	20% - 39%	Low
0-5,1	0% - 19%	Very Low

To test the correlation researchers used the Rank Spearman test. (Sugiyono, 2019), states that the Spearman Rank correlation is used to determine the relationship or influence between two ordinal scale variables, namely the independent variable and the dependent variable. If the variable's significance value is <0.05 , it means that there is a significant relationship between the two variables. If > 0.05 it means that there is no significant relationship between the two variables. The closeness of the relationship between the two variables is systematically guided to provide an interpretation of the correlation coefficient based on the Correlation Coefficient Interpretation Criteria.

Table 3. Correlation Coefficient Interpretation Criteria

Coefficient of Correlation	Relationship Level
0,00 - 0,199	Very Low
0,20 - 0,399	Low
0,40 - 0,599	Medium
0,60 - 0,799	Powerful
0,80 - 1,000	Very Powerful

Findings

Level of Social Support of Students of SD Negeri 15 Singkawang

For the first result, namely the level of social support of SD Negeri 15 Singkawang students. Based on the results of the Social Support Questionnaire data collection obtained from 76 students, the questionnaire will be examined and given a score. Scale scores are adjusted to the scoring rubric or score weighting. Then the results obtained were analyzed by calculating the percentage of the questionnaire scores obtained by each student. Furthermore, the scoring is adjusted to the Support Criteria table.

Table 4. Level of Social Support

Variable	Total	\bar{x}	Percentage	Category
Social Support	1.607	21,14	57,15%	Low

The results of data analysis in table 4.3 using a descriptive test show that students' social support has a value of 1,607 and an average of 21.14. Then with a percentage of 57.15% and is in the low category. Then from the calculation of the scores for each indicator of the student social support questionnaire, the calculation results are obtained which can be seen in the following table:

Table 5. Level of Social Support for Each Indicator

Variable	Total	\bar{x}	Percentage	Category
Emotional Support	371	0,542	54,2%	Low
Tangible Support	404	0,591	59,1%	Low
Informational Support	495	0,592	59,2%	Low
Dukungan Penghargaan	339	0,56	56%	Low

Regarding the level of social support indicators, it can be seen that the first indicator, namely emotional support, is included in the lowest criterion of 54.2%. The second indicator is tangible support, this indicator is included in the low criteria but is higher than the first indicator which is equal to 59.1%. Then on the informational support indicator, the percentage of the questionnaire was only 59.2%, in this case the informational support for students at SD Negeri 15 Singkawang was relatively low. For the last indicator, namely appreciation support, it is also at a low criterion of 56%. From these results it can be concluded that social support for students is categorized as low. This shows that students have limited social support from the people closest to them.

Level of Well-Being of Students of SD Negeri 15 Singkawang

The second objective of this research is to describe the level of well-being of students at SD Negeri 15 Singkawang. Based on the results of data collection on the student Well-bein

Scale obtained from 76 students, they will be examined and given a score. Scale scores are adjusted to the scoring rubric or score weighting. Then the results obtained were analyzed by calculating the percentage of the questionnaire scores obtained by each student. Furthermore, the scoring results are adjusted to the Well-being Criteria table.

Table 6. Well-being Level

Variable	Total	\bar{x}	Percentage	Category
Well-being	1.174	15,45	59,41%	Low

The results of data analysis regarding the level of students' well-being using the descriptive test showed that students' social support had a value of 1,174 and an average of 15.45 Then with a percentage of 59.41% and was in the low category. Then from the calculation of the scores for each student well-being indicator, the calculation results are obtained which can be seen in the following table.

Table 7 Well-being Level for Each Indicator

Variable	Total	\bar{x}	Percentage	Category
<i>Having</i>	298	0,784	78,4%	High
<i>Loving</i>	353	0,581	58,1%	Medium
<i>Being</i>	329	0,618	61,8%	Low
<i>Health status</i>	193	0,42	42%	Very Low

Regarding the level of well-being indicators, it can be seen that the first indicator, namely having has the highest percentage of 78.4%, while the lowest percentage is in the fourth indicator of health status of 42%. The second indicator, namely loving, is included in the low criteria of 58.1%. Then on the third indicator, namely being, a percentage of 61.8% is obtained, in this case being is included in the medium criteria.

The Relationship between Social Support and Well-Being of Students of SD Negeri 15 Singkawang

The third objective of this study was to examine the relationship between social support and the well-being of students at SD Negeri 15 Singkawang. Before testing the hypothesis, the researcher first conducted a prerequisite test. The prerequisite test for data analysis is by testing normality and linearity.

To find out the data is normally distributed, the researcher uses the Kolmogorov-Smirnov normality test with the help of the Statistical Product and Services Solution (SPSS) version 23 with the criteria that if the sig value is > 0.05 , then the data is normally distributed. Based on the results of the data normality test using SPSS version 23 with the One Sample Kolmogorov-Smirnov technique, the social support variable obtained a value of 0.199 with a significance of 0.000. Then for the well-being variable the value was 0.151 with a significance of 0.000, thus, the social support and well-being values of the two variables were less than 0.05 so that the data was declared not normally distributed. Therefore, the Rank Spearman test was used.

Table 8. Normality Test

Variable	Z	Df	Sig	Information
Social Support	0,199	76	0,000	Abnormal
Well-bein	0,151	76	0,000	Abnormal

Then to test linearity with the help of SPSS version 23 using Test For Linearity. With a significance level of 0.05. If the significance value is > 0.05 then the two variables are linear, and if the significance is < 0.05 then the relationship between the two variables is not linear. Based on the calculation results, it is known that the F value is 511 with a significance of 798 where it is > 0.05 , so the relationship between the two variables, namely social support and student well-being, is linear. So that it can be continued with hypothesis testing.

Table 9. Linearity Test

Well-bein * Social Support	Deviation from Linearity	Sum of Squares	Df	Mean Square	F	Sig
		2.113	6	352	51	798
					1	

Based on the results of the correlation test, a correlation coefficient (r_{count}) was obtained of 0.921. The correlation coefficient shows that the direction of the relationship that occurs between the two variables, namely social support and student well-being is positive. That is, the relationship between the two variables shows the same direction. If the social support that students have is low, then the tendency of well-being in students is also low. Vice versa, if the social support that students have is high, the well-being of students is also high.

At a significance level of 5% with $N = 76$ a value (r_{table}) of 0.227 is obtained. Because (r_{count}) $0.921 >$ from (r_{table}) then H_0 is rejected and H_a is accepted. So, it can be concluded that there is a relationship between social support and the well-being of students at Singkawang 15 Public Elementary School.

Table 10. Spearman Rank Correlation Test

Variable	N	R	Sig
Social Support * Well-bein	76	0,921**	0,000

The results of the calculation of the correlation coefficient (0.921) So the relationship between social support and student well-being is included in the category of a very strong relationship. It can be concluded that there is a very strong relationship between social support and well-being in SD Negeri 15 Singkawang. This shows that every time an increase in social support will be accompanied by an increase in student well-being, and vice versa.

Discussion

The first objective in this research is to describe students' social support. The results of the study showed that students' social support was low. This indicates that students do not get optimal social support from those closest to them while participating in the learning process at school. For students, this is of course very worrying because social support is the most important part that can have an impact on student achievement in learning. Roberts & Gilbert (Kusrini & Prihartanti, 2014) Social support can be considered as a situation that is beneficial to individuals obtained from other people who can be trusted. In this state, the individual will know that others respect, care, and love him or her. Social support is best

thought of as a multidimensional construct consisting of structural and optional components.

Low social support is an important thing that must be considered by looking at current life in dealing with complex problems. There needs to be an increase in social support which include emotional support, information support, appreciation support, and instrumental support. There is a need for good cooperation between parents, teachers, and the individuals concerned in improving the quality of social support which is necessary to deal with and prepare for the treatment that can be done for problems that occur.

Social support refers to the actions that other people take when they offer assistance. Furthermore, Kumalasari & Latifah N. A, (2012) stated that social support makes students calmer. Thus, students will become more focused in learning so that it has an impact on achieving goals in the learning process. Research by (Gutierrez et al., 2017) shows that students' perceptions of social support from family, teachers, and peers significantly show a positive direct impact on student involvement in school.

For elementary school students, the social support that students really need is emotional support (Wibowo & Susanto, 2014). Social support is meant as giving advice, attention and affection. Thus, students will feel that the people closest to them are always with them. Then the source of social support that students really need is from their parents, because students are still in elementary school which of course requires greater support and attention from their parents.

The second objective in this study is to describe the well-being of students. The results showed that the students' well-being was classified as low. This means that students have not fully felt happiness or well-being while participating in learning at school. Myers & Diener (Pramudita & Pratisti, 2015) individuals with low well-being, tend to underestimate their life and view events that occur as something unpleasant, causing unpleasant emotions such as anxiety, depression and anger. This is of course something to worry about because well-being is an indicator of the quality of education in schools. This is in line with the opinion of Liu et al., (2015) which states that the well-being of students at school is an important indicator of good quality in an educational institution. Students who feel they have good well-being while studying at school will develop their involvement in academic matters at school and have an impact on a positive school climate, but if students do not feel well-being then on the contrary they will be increasingly unwilling to develop their academic involvement and the school climate will turn negative. (Dariyo, 2018; King & Datu, 2017).

The low well-being of students must be a concern for schools, because it occurs due to schools that have not been able to provide welfare or happiness to students. The school environment contributes to comfort in school. Well-being is created by a school environment that provides students with comfort so that students feel satisfaction at school and positive emotions (Alwi et al., 2020, 2021; Tian et al., 2013). School is an educational institution that has been provided by the government in each region. According to (Santrock. J. W, 2003), schools have a function as a place to study, a place for self-development, a place for moral formation, character building, developing students' interests and talents. The learning process of students at school determines the success of achieving educational goals.

Ratna (2016) explains that children's welfare at school can be optimal if there is external support, namely the school atmosphere, social relations at school, opportunities for self-actualization and health services for children. In addition, Rasyid (2021) explains that another thing that needs to be considered in well-being is students' feelings in assessing the feasibility of a school in the teaching and learning process that is able to provide support, a sense of security, and comfort. Furthermore, the results of research conducted by Kartasmita (2017) showed that the environmental conditions where learning actually played a significant role in the emergence of depressive disorders. Konu & Rimpela (2002) reveal the first dimension of well-being is having, which includes the conditions of the learning place which includes the environment in and around the school. Furthermore, the results of the literature conducted by (Alwi & Fakhri, 2022) explain that factors that can improve well-being are internal and external factors.

Research Kangas (2010) focused on grounded research involving 93 children aged 10-12 years who wrote stories about what made them happy at school. From this research it was found that there were 4 interrelated elements, namely: physical well-being and a comfortable environment, well-being in education and culture, emotional and social well-being, as well as fantasy and innovation. Meanwhile, research by Haight (Candra & Rizal, 2021) also suggests that cultural values are a basic factor in schools to promote children's well-being. His research involved 18 school staff and 8 children who found three cultural concepts that influenced the school model, namely: 1) Ibasho: a place that children need where the principles of safety, peace, acceptance and belonging are present, 2) Ashinkan: feeling safe, and 3) Mimamori: caring for and respecting others.

The third objective in this study was to examine the relationship between social support and students' well-being. The results of the study indicate that there is a relationship between the two variables. The correlation coefficient value is 0.921 with a very strong category. This means that the stronger the social support, the higher the well-being experienced by students. Vice versa, the lower the social support, the lower the well-being experienced by students. Campbell (Sofia & Purba, 2023) revealed that the support obtained from the school environment, both support from peers, parents and teachers will affect well-being for the better, including social relations of students, fulfillment of students provided by the school, conditions the physical condition of the school and the health status of students while at school. That is, so big is the role of social support in improving the well-being of students in the school environment.

Students will feel happy with the support they receive from family and friends, thus making individuals feel more confident and feel more meaningful, thus individuals get acceptance from the environment that allows them to interpret life so that they feel happy in their lives. Furthermore, this can be explained by the results of research conducted by Fajarwati (2014) that social support from friends is a source of social support that has the highest influence on individual well-being, which can then improve welfare, existence, and can provide assistance, encouragement, acceptance, and attention to the individual.

The results of this study support research from (Siedlecki et al., 2013) which states that there is a significant relationship between social support and subjective well-being. The

quality of relationships, which can be seen from how often they interact with the surrounding environment, especially with family and friends, can influence the positive and negative effects that arise in a person. In addition, some previous research results also found that social support has a significant relationship with the well-being of students (Ammar et al., 2013; Awang et al., 2014; Siedlecki et al., 2013; Sofia & Purba, 2023)

Conclusion

Based on the results and discussion, it can be concluded that the average level of student social support is in the low category. This can be caused because students feel that the support given by those closest to them is not really felt or the support provided is not in accordance with what is needed. Further, the average well-being of students is in the low category. This can be caused because the school environment has not provided well-being or happiness for students in learning optimally. Finally, there is a relationship between social support and well-being. This means that every time social support increases, it will be followed by an increase in well-being.

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