

The Effect of School Connectedness on School Well-Being in Students at Muhammadiyah 7 Surabaya High School

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ABSTRACT

Objective: This study aims to determine the effect that school connectedness has on school well-being in Muhammadiyah 7 Surabaya high school students. School connectedness acts as the dependent variable, while school well-being acts as the independent variable. **Method:** This type of research is quantitative research with a correlational approach. The population in this study were 109 students. The sample in this study involved the entire population determined using saturated sampling technique. The data collection technique used was using a psychological scale measuring instrument consisting of a school well being scale with a reliability value of 0.769 and a school connectedness scale with a reliability value of 0.887. Data analysis in this study used simple regression utilizing the SPSS version 26 computer program. **Results:** The results of this study showed a positive and significant influence between school connectedness on school well-being at SMA Muhammadiyah 7 Surabaya. Based on anova testing (F test), the score is 75.035 with a significance value of $p < 0.001$. **Novelty:** This research is useful for filling the gap of previous research by linking between 2 variables, namely school connectedness and school well being.

INTRODUCTION

Students who are in Senior High School are in the late adolescent stage of development. According to Santrock, late adolescence is in the age range of 15-18 years. In this adolescence, many things can happen because in adolescence a person tends to be curious and explore a variety of new experiences, both positive and negative in order to find their identity, exist in their circle, and be useful to society [1]. Secondary school is an institution that provides secondary education that is a continuation of previous education. The purpose of secondary school is to improve knowledge and to develop themselves in line with the development of science, technology and the arts. The second objective is to improve the ability of students as members of society to establish reciprocal relationships with the surrounding social, cultural and natural environment [2].

The Senior High School aims to provide support in academic achievement as well as encouraging participation in extracurricular activities for the development of students' social, emotional and physical skills [3]. The school endeavors to provide facilities that support the teaching and learning process and ensure the physical and psychological safety of students [4]. In addition, the school also aims to encourage healthy interactions between students, teachers and school staff in building a supportive, respectful and open community [5]. As such, schools have an important role in improving student well-being, known as school well-being.

According to Allard (In konu et al.), School Well-Being is a student's subjective assessment of the state of his school which includes having, loving, being, and health [6]. Having is the condition or condition of the place of learning including the environment

in and around the school. Loving is the student's relationship with his environment, including his social environment, his relationship with other students, group dynamics and the relationship between the home environment and his school, then being is the possibility of a student being able to learn according to his interests, abilities and habits and the last is health, namely the absence of diseases that arise due to the impact of the learning process [7]. School well-being in students at school is an important indicator of good quality in an educational institution to determine students' assessment that students' well-being needs at school are still well met. School well-being emphasizes the concept of a school that provides a calm, peaceful, and pleasant atmosphere. Calmness in schools emphasizes the assessment of cognitive components and affective components. The cognitive component as the value of satisfaction with school is described by the experiences of students while at school while the affective component is related to the positive emotions and negative emotions of students while at school [8].

Based on the results of an initial survey conducted by distributing school well-being scales involving grades 10, 11, and 12 at SMA Muhammadiyah 7 Surabaya. The initial survey results show that in class 10 in the having aspect has a percentage of 66% which is in the moderate category, in the loving aspect has a percentage of 82% which is in the moderate category, in the being aspect has a score of 67% which is in the moderate category, while in the health aspect it gets a score of 62% which is a low category. Furthermore, in grade 11 in the aspect of having is at a percentage of 70% with a moderate category, in the aspect of loving has a percentage score of 83% which is also in the moderate category, in the aspect of being is at a percentage of 69% with a moderate category, finally in the aspect of health has a percentage score of 62% with a low category. Meanwhile, grade 12 has a percentage of 70% in the aspect of having, the loving aspect has a percentage of 83%, the aspect of being with a percentage of 66%, and the health aspect of 63% with the overall category being at a moderate level. From the results of the initial survey, the level of school well-being felt in general was in the moderate category. These results are reinforced by the results of interviews with counseling teachers showing that some students face school well-being problems. In the having and health aspects, high academic loads and difficulty concentrating have an impact on students' learning conditions and mental health. The loving aspect can be seen from the lack of healthy social interaction, characterized by withdrawn behavior and rarely participating in school activities. While in the being aspect, there is a lack of self-confidence that becomes an obstacle for students in personal development. These results mean that some students have problems related to school well-being.

The results of previous research state that low school well-being is also felt by students in junior high school (SMP) with a percentage of 68% of 77 students. This result is indicated by students' dissatisfaction with the physical environment of their school [9]. Compared to previous research, it was found that 3.39% of students had low school well-being, 13.55% of students had moderate school well-being, 59.32% of students had high school well-being, and 23.72% of students had very high school well-being. These results indicate that there are no students who have very low school well-being [10]. Other

research reveals that the experience of school well-being can be felt differently from one student to another. This shows that basically well-being is a subjective experience that can be influenced by various factors both internally (such as inner motivation, adaptability) and external factors (such as facilities) [11].

Low school well-being will make students feel lazy to study, to low self-confidence [12], academic stress and boredom [13], and academic procrastination [14]. Meanwhile, high school well being will have a positive impact on students, including increasing achievement motivation because students can take advantage of everything in school to support their learning plans [15], there is a high optimistic attitude from students [16], and good adaptability [17]. School well-being is influenced by internal factors and external factors. Internal factors are formed from several things, namely: ability to adjust, learning orientation, self-assessment, and personal characteristics [18]. While the internal factors that influence the formation of school well-being are explained by the Organization for Economic Cooperation and Development (OECD) (2009), namely: teacher support, positive relationships with friends, being in an environment that can support discipline, and attention from parents, this is called school connectedness [19].

School connectedness according to Goodenow (1993) is the connection of a learner with his place of learning, such as students with their school and students with their campus, which includes the value of a sense of belonging and connection with elements in the campus environment [20]. When students are connected to school, they are more likely to be involved and contribute to school in extracurricular activities, have improved self-esteem, and have better coping skills [21].

Supported by previous research which states that school connectedness and school well-being have a positive influence as indicated by a positive score value (0.766). This means that the higher the level of school connectedness that students have towards their school, the higher the level of school well being [22]. Another study also revealed that school connectedness has a significant negative relationship with anxiety and depression symptoms in students, which means that schools have an obligation to emphasize the importance of school connectedness to support students' mental health [23]. According to Goodenow in the theory and measurement tool psychological sense of school membership or PSMM states that school connectedness has 3 dimensions, namely caring relationship, acceptance, and rejection [24].

The importance of students' school connectedness as one of the factors that influence their overall well-being in the school environment (school well-being). School connectedness is an external factor that assesses the extent to which students feel accepted, supported, and have a harmonious relationship with the school community, which in turn can increase their sense of comfort, confidence, and involvement in academic and social activities. This is the reason why the researcher raised the title "The Effect of School Connectedness on School Well-being in Students". This study aims to explore more deeply how the influence of school connectedness on school well-being. Thus, it can be used as a basis for creating a school environment that is more conducive and supports holistic student development.

RESEARCH METHOD

This study uses a quantitative approach using a correlational approach involving school well-being as the dependent variable while the independent variable is school connectedness. The selection of the regression method aims to determine the influence between school connectedness and school well-being. The population used in this study were all students of SMA Muhammadiyah 7 Surabaya grades 10 and 11 totaling 109 students. Determination of the sample in this study using saturated sampling technique. Saturated sampling technique is used when the population is relatively small [25].

This study uses two types of Likert-shaped scales, namely scales about school connectedness and school well-being. The Likert scale has the direction of favorable and unfavorable items that have a value of 5 for the answer. The school well-being scale was adopted from Marta, 2021 which refers to the aspects developed by Konu and Rimpela (2002) which consist of having, loving, being, and health totaling 21 items with a reliability value of 0.824 and validity in the range of 0.300 to 0.679. Furthermore, the school connectedness scale adopted from Wahyudi, 2024 which refers to the PSMM (Psychological sense of school membership) scale developed by Godenoow (1993) which consists of caring relationships, acceptance, and rejection of 16 items with a reliability value of 0.80.

The study was conducted by conducting a basic assumption test first, which starts with a normality test to determine whether the data is normally distributed so that the sample can be said to have represented the population. The normality test uses the Kolmogorov Smirnov formula and is followed by a linearity test which aims to determine whether the two or more variables tested have a linear relationship or not significantly [26]. While hypothesis testing is carried out using simple linear regression consisting of t test and F test to calculate the correlation coefficient as a measure of strength between variables and the coefficient of determination to measure the accuracy of a linear relationship model. The entire test sequence utilizes the assistance of the SPSS version 26 program.

RESULTS AND DISCUSSION

Results

Data collection was carried out on February 24, 2025 involving two classes, namely class 10 and class 11 with a total response of 109 students. The results obtained from data collection are as follows:

Assumption Test Results

Table 1. Normality test.

N	109
Asymp. Sig. (2-tailed)	,063 ^{cd}

The normality test results show that the Asym. Sig value is > 0.05, namely 0.063. So it can be concluded that the data distribution is both normally distributed.

Table 2. Linearity test.

			Sum of Squares	df	Mean Square	F	Sig.
Y *	Between	(Combined)	2514,509	84	29,935	1436,86	,000
SC	Groups					2	
		Linearity	1020,410	1	1020,410	48979,6	,000
						84	

In a simple regression test, variables can be said to meet the test requirements if the linearity test is fulfilled. The results of the linearity test obtained the results of the linearity significance value <0.05 , which means that the linearity test is fulfilled.

Hypothesis Test Results

After testing the requirements consisting of normality test and linearity test are met, then hypothesis testing can be done. Hypothesis testing is done with simple regression which is intended to determine the effect of variable X on Y.

Table 3. Anova test results.

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1036,687	1	1036,687	75,035	,000 ^b
	Residual	1478,322	107	13,816		
	Total	2515,009	108			

The Anova test is used to predict whether the regression model can be used or not. From the Anova test results, the significance value is <0.01 with a positive F score. That is, School Well-Being and School Connectedness have a significant positive influence.

Table 4. Effective contribution.

Model	R	R ²	Adjusted R ²	S _{est}
1	,642 ^a	,412	,407	3,717

The effective contribution value given by school connectedness to school well-being is 41.2% ($R^2 = 0.412$). While the remaining 58.8% is influenced by other variables outside the variables studied.

Table 5. Coefficient test.

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	
1	(Constant)	59,492	2,358		25,232	,000
	X	-,482	,056	-,642	-8,662	,000

In the simple regression test, the coefficient is used as a decision-making result. From the test results, the significance score is <0.01 , which means that there is an influence between school connectedness and school well-being.

Table 6. Correlation test.

		Y	SC
Y	Pearson Correlation	1	,642**
	Sig. (2-tailed)		,000
	N	109	109
SC	Pearson Correlation	,642**	1
	Sig. (2-tailed)	,000	
	N	109	109

The Pearson Product Moment correlation test is intended to determine the level of relationship between variables. The correlation test results showed that the significance value was <0.001 , which means that the value is <0.05 , so it can be said that school connectedness and school well being have a relationship or correlation. In addition, the correlation test results also show that the Pearson Correlation value is 0.642.

Categorization Analysis

Tabel 7. Descriptive results.

	N	Minimum	Maximum	Mean	Std. Deviation
Kelas10	54	31	48	38,76	3,831
Kelas11	55	30	63	39,84	5,620

Based on the descriptive test, the respondents from class 10 were 54 students, while class 11 were 55 students. So that the total respondents in this study were 109 students with a mean value of 38.76 for class 10 and 39.84 for class 11.

Discussion

The results of hypothesis testing using simple regression show that the significance value is less than 0.01, with an F value of 75.035. The significance value (p-value) which is smaller than 0.05 indicates that there is a significant relationship between the independent variable (school connectedness) and the dependent variable (school well-being). This is also reinforced by the correlation test using Pearson Correlation which shows a value of 0.642. In the guidelines for the degree of relationship, this value indicates that school connectedness and school well-being have a strong level of relationship [27]. In other words, the higher the level of students' school connectedness, the higher their school well-being. This effect has a positive nature, which means that an increase in school connectedness will contribute to an increase in school well-being. In addition, the sizable F value (75.035) indicates that the regression model used has a good fit in explaining the relationship between the two variables. This reinforces that school connectedness plays an important role in improving students' well-being in the school environment.

The results of this study are in line with research conducted by Ernawati, et al (2022) which shows that well-being at school has a positive relationship with student engagement. When students assess that their school is comfortable, can fulfill their basic needs, then they are responsive to the various demands that exist in the school

environment, especially in the context of learning [28]. In addition, the results of this study are also reinforced by the results of research conducted by Marsyanda & Hastuti (2023) which states that feelings of belonging to school have a significant positive relationship to well-being in high school students. Students who have a high sense of belonging at school, will more easily feel satisfied with their school life, and experience more positive emotions than negative emotions, so that it will bring a sense of comfort while at school [29].

The effective contribution given is 41.2%, this shows that school connectedness has a considerable contribution to school well-being in students. These results mean that almost half of the formation of school well-being can be explained by the level of school connectedness that students have. Meanwhile, 58.8% of school well-being is influenced by other factors outside of school connectedness. These factors can come from individual, social, and environmental aspects, such as support from family and peers, teaching quality, school climate, and psychological factors such as student motivation and resilience [30].

School connectedness which includes feeling accepted, supported, and having positive relationships with teachers and peers, can create an environment conducive to students' psychological and academic development [31]. When students feel a strong bond with the school, they tend to experience lower stress levels, have higher motivation to learn, and feel more satisfied and happy while in the school environment [32]. In addition, another study found that school facilities, both physical and non-physical, have a significant influence on student satisfaction. Adequate facilities can increase students' satisfaction with school, which in turn strengthens their attachment to the school environment and improves school well being [33].

The results of this study also reveal that school well-being is higher felt by grade 11. This is evidenced by the mean value in Table 7 which shows that grade 11 of 39.84 is higher than grade 10 with a value of 38.76. This is because grade 11 students have adapted more to the school environment than grade 10 students who have just entered high school. The one-year experience in the academic environment helps them better understand the school culture, learning system, and academic expectations [34]. Good adaptation can increase students' self-confidence and comfort with school activities. In addition, Grade 11 students have greater opportunities to get involved in extracurricular activities and school organizations. Active involvement in such activities can increase their sense of belonging and attachment to the school, which in turn improves their well-being in the school environment [35].

As for the limitations in this study, this researcher only uses a simple regression method to analyze the relationship between school connectedness and school well-being, so it cannot explain the possibility of other variables that can affect the school well-being variable. In addition, the sample used in this study is limited to certain groups of students, so the results may not be generalizable to a wider population with different characteristics. Then, future researchers are expected to be able to examine using other

research models besides simple regression in order to explain in detail the relationship given between the independent and dependent variables

CONCLUSION

Fundamental Finding : The results of this study indicate that school connectedness is an important factor in improving school well being. It is shown that school connectedness has a significant positive influence on school well-being. **Implication :** This means that students who have high school connectedness tend to find it easier to feel school well-being. Conversely, students who have low school connectedness tend to find it more difficult to feel well-being at school (school well-being). School Connectedness contributes 41.2% to school well-being. Meanwhile, 58.8% is influenced by other variables, such as student motivation and resilience. The advice that can be given to educational institutions is to strengthen school connectedness by creating an inclusive environment and building open communication between students and teachers. Student involvement in extracurricular activities and organizations needs to be increased to strengthen a sense of belonging to the school. In addition, guidance and counseling services should be more active in helping students face academic and social-emotional challenges. **Limitation :** Limitations in this study, researchers used samples that were limited to certain groups of students, so the results may not be generalizable to a wider population with different characteristics. **Future Research :** Future researchers are expected to be able to examine using other research models besides simple regression in order to explain in detail the relationship given between the independent and dependent variables.

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