

# THE ROLE OF SOCIAL SUPPORT AND ADAPTABILITY ON SCHOOL-RELATED SUBJECTIVE WELL-BEING IN STUDENTS X HIGH SCHOOL

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## ABSTRACT

*Social support has a positive relationship with school-related subjective well-being. At the same time, adaptability is the ability of students to accept academic performance, positive attitudes toward school, and involvement with the school environment, which also influence school-related subjective well-being. This study explores the role of social support and adaptability in shaping subjective well-being related to school in X High School students. Data were collected through a questionnaire from 206 students selected through random cluster sampling. This study used a non-experimental quantitative research design, with data analysis carried out using SPSS 26. The study found that social support and adaptability were significant factors in developing subjective well-being related to school, with high school-related subjective well-being and adaptability scores and moderate social support scores reported by the students. Male and female students had significant differences in mean school-related adaptability and well-being scores, but not in social support scores. Students with good economic status had higher mean scores of adaptability and subjective well-being related to school compared to those with moderate economic status, but there were no significant differences in social support scores. Bullying experience did not have a significant effect on social support, adaptability, and school-related subjective well-being scores. Lastly, social support and adaptability were positively correlated with school-related subjective well-being.*

**Keywords:** School-related subjective well-being, social support, adaptability, X high school students.

## 1. PREFACE

A comfortable and supportive educational environment is important in choosing a school for parents and prospective students in Indonesia. In addition, the material content and supporting facilities also influence the choice of school. The condition of students' subjective well-being is also important for parents and schools to pay attention to because it can improve students' ability to achieve achievements, positive behaviour, and adaptability abilities. This is supported by Putwain's research (2019). Research by Tian et al. (2016) shows that social support obtained from the support of classmates and teachers during the learning process has a significant relationship with the subjective well-being of students in China, with 676 high school students. Classmate support is obtained regarding assistance with learning difficulties, psychological support, and acceptance of friends. Meanwhile, support from the teacher is obtained through the willingness of the teacher to help with learning difficulties, the teacher's acceptance of the condition of the students, and psychological support to develop students optimally with their talents and abilities.

Research by Prati et al. (2018) found that a positive school environment culture and good social skills contributed to students' subjective well-being. Positive environmental culture consists of acceptance among students, support between students, and a school system of values that prohibits violence. Meanwhile, good social skills include communicating, opening up to making friends, and complying with school values and norms. In such a school environment, students feel

comfortable and enthusiastic about learning. Research in Indonesia shows that peer support and constructivist-oriented teacher-teaching methods can improve students' subjective well-being. In addition, social support received from teachers and friends also plays a significant role in improving students' subjective well-being (Wijayanti et al., 2019; Thohiroh et al., 2019).

The subjective well-being of students in Indonesian schools is not entirely ideal, especially with the Covid-19 pandemic, which makes students anxious, worried and bored. Many students do not like learning from home because there is little interaction with the teacher. KPAI recommends that the government pay attention to the quality of distance learning and the curriculum content delivered in schools (Fakhri, 2020). Research by Universitas Sebelas Maret (UNS) Solo shows that young people under 21 experience more stress during the COVID-19 pandemic, with 20-26% experiencing acute stress. Data from the Indonesian Psychiatric Association also shows that around 63% of adolescents who access online services experience anxiety, and 66% experience depression. An evaluation of distance learning at X High School showed that 40% of students experienced internet network disruptions, and 60% felt that the assignments had increased, making them anxious and worried about their academic performance (Komala et al., 2020).

During the COVID-19 pandemic, learning activities were carried out online from home, which resulted in poor subjective well-being for students in several schools in Indonesia. Research from Sebelas Maret University shows that young people tend to experience the heaviest stress. At the same time, the psychological problem self-examination service from the Association of Indonesian Psychiatric Doctors reports that around 63% of service users experience anxiety and 66% depression. In addition, the AKPD results in one of the schools showed that most students felt bored and needed more friends, and 80% of students who received counselling services found it difficult to adjust to the online learning system. Based on this background, the authors wanted to examine the role of adaptability and social support in predicting the subjective well-being of high school students in Jakarta, especially at Penabur 6 Christian High School Jakarta. The study aimed to understand the role of adaptability and social support in influencing the subjective well-being associated with students' schooling.

### **Problem Formulation**

The formulation of the problem in this study is how is the role of social support and adaptability in influencing the school-related subjective well-being of students at X High School.

## **2. RESEARCH METHOD**

### **Participants**

Participants in this study were students of Senior High School X, consisting of 579 students, with 265 male students and 314 female students, divided into 17 classes (3 class X majoring in Natural Sciences, 2 class X majoring in Social Sciences, 3 class XI majoring in Natural Sciences, 3 class XI majoring in Social Sciences, 3 class XII majoring in Natural Sciences, and 3 class XII majoring in Social Sciences). The sampling method is cluster random sampling, selecting several classes as samples. Additional criteria for participants are at least 17 years old and willing to participate through the informed consent provided. Based on the criteria, characteristics, and sampling method, 206 participants were selected.

### **Operational Definition**

The operational definitions of the variables in this study are as follows:

- a) School-Related Subjective Well-Being

School Related Subjective Well Being is a condition of students' subjective happiness while at school, consisting of three components: school satisfaction, positive influence at school, and negative influence at school. School satisfaction refers to students' cognitive evaluation of their school life, while positive and negative influences refer to the positive or negative emotions students experience. A higher score indicates a higher level of student subjective happiness, while a lower score indicates a lower level of subjective happiness.

b) Social Support

Social Support is assistance from people who have close social relationships with individuals who receive assistance in the form of information, behaviour, or materials to provide a sense of being loved, cared for and valued. High scores indicate students receive high social Support, while low scores indicate low Social Support.

c) Adaptability

Adaptability combines acceptance of students' academic performance, positive attitude towards school, and involvement and linkage with the school environment. The higher the score obtained by the students indicates the higher the Adaptability they have, while the lower the score indicates, the lower the students' Adaptability.

### **Types of Research Design**

This study is a non-experimental study that does not involve manipulation of the group of participants. This research aims to examine the relationship between the theories of school-related subjective well-being, social support, and adaptability. This research will also look at the ability of two theories (social support and adaptability) to predict school-related subjective well-being.

### **Research Approach**

This study used a quantitative approach to find the relationship between the variables. It looked at the ability of social support and adaptability variables to predict school-related subjective well-being. Data analysis will be carried out using statistical methods, processing the data obtained into numerical data.

### **Location Setting and Research Equipment**

This research was conducted at X Senior High School, and data was collected via a google form because it followed the applicable health protocol. Participants will be asked to answer a series of research questions.

### **Measurement**

#### *School-Related Subjective Well-Being Scale*

The scale of school-related subjective well-being used in this study consists of 3 dimensions: school satisfaction, positive affect, and negative affect, with a total of 50 items. Participants will be asked to choose from a scale of 1-6, with a scale of 1 for strongly disagree and 6 for strongly agree. This scale was tested psychometric by Tian in 2008 with the results of the internal coefficient of Cronbach's Alpha consistency, which is good for all scales and sub-scales.

#### *Social Support Scale*

The social support scale that will be used in this study is the social support scale made by Christina (2015). This scale consists of 5 dimensions of social support: emotional support, instrumental support, information support, friendship network support, and appreciation support. This scale has 36 items with a reliability test result of 0.937. This scale measures students' support from parents, family, friends, and teachers in the learning process.

### *Adaptability Scale*

This study will use the "School Adjustment Survey (SAS)" measurement scale compiled by Totura (2003) to measure adaptability in schools. This scale consists of 35 items with four response categories. This scale has dimensions of School Spirit, Goal-Orientation, Child-Peer Relations, Child-Teacher Relations, and Alienation, with the psychometric test results conducted by Totura in 2003 showing good internal consistency for each dimension.

### *Validity and Reliability Test*

Before collecting and processing data, researchers tested the validity and reliability of the measuring instruments used. The validity test used the total item correlation with the Alpha Cronbach formula. The results showed that the measuring tools for social support, adaptability, and school-related subjective well-being were valid. The reliability test was carried out using the alpha calculation technique. The results showed that the social support scale was reliable with an alpha value of 0.538, greater than the r table value (N=204,  $\alpha=0.05$ ) of 0.137. Some provisions must be met in determining the reliability of measuring instruments with the Cronbach Alpha formula. Namely, the Cronbach Alpha value is positive and cannot be negative, and the results of the Cronbach Alpha calculation must be equal to or greater than 0.8.

## **3. RESULT AND DISCUSSION**

### **Subject Overview**

In this study, the subjects involved were active students of X High School who were at least 17 years old and agreed to participate in the research. The subject will complete an online questionnaire about social support, adaptability, and school-related subjective well-being. Categorization divides students into low or high groups based on empirical mean results. The categorization for the social support scale is very low, low, medium, high, and very high.

The descriptive statistical information on social support variables is as follows:

**Table 1**

*Descriptive Statistics on Social Support Variables*

	N	Minimum	Maximum	Mean	Std. Deviation
Social Support	206	112	177	143,10	10,344
Valid N (listwise)	206				

The data shows that the maximum social support score is 177, the minimum score is 112, and the average social support score for the research subjects is moderate. The researcher uses very low, low, medium, high, and very high categories based on the empirical mean obtained for the adaptability scale.

The descriptive statistical information for the adaptability variable is as follows:

**Table 2**

*Descriptive Statistics of The Adaptability Variable*

	N	Minimum	Maximum	Mean	Std. Deviation
Adaptability	206	21	54	38,34	7,022
Valid N (listwise)	206				

Based on the data above, the maximum score data obtained is 54, the minimum score is 21, and the average subject score is 38.34. Referring to the criteria made by the researcher, the average

research subject has a high adaptability score. Then, for school-related subjective well-being variables, researchers used very low, low, medium, high and very high categories.

The descriptive statistical information for school-related subjective well-being variables is as follows:

**Table 3**

*Descriptive Statistics on School Related Subjective Well-Being Variables*

	N	Minimum	Maximum	Mean	Std. Deviation
School Related Subjective Well being	206	13	48	33,35	5,795
Valid N (listwise)	206				

Based on the data above, the maximum score data obtained is 48, the minimum score is 13, and the average subject score is 33.35. Referring to the criteria made by the researcher, the average research subject has a high school-related subjective well-being score.

### Correlation Test

The correlation test used the Pearson Product Moment correlation test, which was processed with SPSS 26. The test results showed that the Pearson correlation value between Social Support and School Related Subjective Well-Being was 0.432, which means the correlation was quite strong and positive, with a p-value of 0.000 less than 0.05. While the Pearson correlation value between Adaptability and School Related Subjective Well Being is 0.437, which means that the correlation is quite strong and positive, with a p-value of 0.000 less than 0.05. Based on the testing process, social support and adaptability variables positively correlate with school-related subjective well-being. The higher the students' social support and adaptability scores, the greater the school-related subjective well-being scores of the students. Conversely, the lower the students' social support and adaptability scores, the lower the school-related subjective well-being.

### Assumption Test

Before further data analysis, the researcher wanted to see whether the data had a normal distribution. Henceforth, the researcher used an assumption test through several testing techniques. In the first part, the researcher conducted the Kolmogorov-Smirnov normality test with the help of the SPSS 26 application. The results of the assumption test are as follows:

a. Normality test

The results of the normality test showed that the normality value using the Kolmogorov-Smirnov test is 0.050 and is reinforced by a p-value of 0.200 more than  $\alpha$  0.05, so it can be concluded that the data is normally distributed.

b. Multicollinearity Test

From the test results, the tolerance value for social support and adaptability is 0.912. According to Ghazali (2018), the commonly used cutoff value to indicate the presence of multicollinearity is a tolerance value  $\leq 0.10$ . So it can be concluded that the regression model tested did not correlate with the independent variables.

c. Autocorrelation Test

The test results obtained a Durbon Watson value of 1.780. This value is above the upper limit based on the DW table, which has a value of 1.78. So, there is no autocorrelation.

d. Heteroscedasticity Test

From the results of the heteroscedasticity test, it can be concluded that there is no heteroscedasticity in the regression model, so the regression model is feasible to use to predict School Related Subjective Well Being.

e. Linearity Test

Based on the test, the Durbin-Watson value was 1.78. This value is directly from the value  $dl = 1.74$ . So, there is no autocorrelation in the regression model tested.

### Hypothesis testing

After testing the assumptions, the next step is for the researcher to test the hypothesis. There are two hypotheses proposed in this study. The first hypothesis is that social support and adaptability play a role in forming school-related subjective well-being. Test the first hypothesis using the regression test with the help of the SPSS 26 application.

### Simultaneous Test

The test results showed an F value of 41,678 and were reinforced by a p-value of 0,000, less than 0.05, so it was decided that at least one variable had a role in forming School Related Subjective Well-Being.

### Partial Test

The results of the partial test showed that the t-value for social support was 5,357 and was reinforced by a p-value of 0,000 which was less than 0.05, so it was decided that social support had a role in the formation of school-related subjective well-being. The t-value for adaptability is 5,467 and is reinforced by a p-value of 0,000 which is less than 0.05, so it was decided that adaptability plays a role in the formation of school-related subjective well-being.

### Regression Models

**Table 4**

*Regression Model*

<i>Model</i>	<i>Unstandardized Coefficients</i>		<i>Standardized Coefficients</i> <i>Beta</i>	<i>t</i>	<i>Sig.</i>
	<i>B</i>	<i>Std. Error</i>			
<i>(Constant)</i>	-3.939	4.775		-.825	.410
<i>Social Support</i>	.186	.035	.332	5.357	.000
<i>Adaptability</i>	.279	.051	.338	5.467	.000

*a. Dependent Variable: School Related Subjective Well being*

The results above obtained the regression model equation, namely  $Y$  (School Related Subjective Well Being) =  $-3.939 + 0.186 X_1$  (Social Support) +  $0.279 X_2$  (Adaptability).

### Determination Coefficient Value

The test results show an R-square value of 0.291, which means that School Related Subjective Well Being can be explained by the Social Support and Adaptability variables of 0.291 or 29.1%. In comparison, other variables outside the model explain the remaining 0.709 or 70.9%. Based on the series of test results above, it can be concluded that the first hypothesis is accepted. Namely, social support and adaptability play a role in forming school-related subjective well-being.

### Test Different Scores of Social Support Variables, Adaptability and School Related Subjective Well Being

The researcher conducted a different test to determine whether there was a difference in scores per research variable based on the data obtained by the researcher. The researcher carried out the different tests using the t-test technique with the help of the SPSS 26 application. According to Ghozali (2018), the independent sample t-test is a parametric test used to determine whether there is a mean difference between two independent groups or two unpaired groups with the intention that the two data groups come from different subjects. This test can be carried out because the data must come from different groups, the data type is numeric, the data interval or ratio scale, the data is normally distributed, and the variance between the two sample groups must be the same. The different tests carried out included four parts that we wanted to see, namely differences in scores based on gender, economic status, experiences of bullying and relationships with parents. The test results are as follows:

**Table 5**  
*Differences in Scores Based on Gender*

Variable	Female n=130 M (SD)		Male n=76 M (SD)		t	P.value
<i>Social Support</i>	143.90	(9.86)	141.72	(11.06)	1.418	0.158
<i>Adaptability</i>	39.61	(6.59)	36.17	(7.24)	3.480	0.001
<i>School Related Subjective Well Being</i>	34.12	(5.37)	32.03	(6.27)	2.539	0.012

Using a significance level of 5%, it can be concluded that the adaptability and school-related subjective well-being sections show a difference in the average value of gender between men and women. It is inversely proportional to the social support section, which results in the conclusion that there is no difference in the average gender category. It can also be interpreted that gender in the social support section shows the same value.

**Table 6**  
*Differences in Scores Based on Economic Status*

Variable	Good n=106 M (SD)		Passable n=100 M (SD)		t	P.value
<i>Social Support</i>	143.93	(9.36)	142.21	(11.27)	1.197	0.233
<i>Adaptability</i>	39.92	(6.00)	36.66	(7.64)	3.421	0.001
<i>School Related Subjective Well Being</i>	34.60	(4.96)	32.02	(6.32)	3.273	0.001

Using a significance level of 5%, it can be concluded that the adaptability and school-related subjective well-being sections show a difference in the average value of economic status between those who are good and those who are sufficient. In contrast to the social support section, which results in the conclusion that there is no difference in average economic status or it can also be interpreted that economic status for the social support section shows the same value.

**Table 7**  
*Differences in Scores Based on Bullying Experience*

Variable	Yes		No		t	P.value
	n=76	M (SD)	n=130	M (SD)		
Social Support	142.76	10.82	143.29	10.09	- 0.354	0.724
Adaptability	39.17	6.65	37.85	7.21	1.301	0.195
School Related Subjective Well Being	33.64	5.48	33.18	5.98	0.558	0.577

By using a significance level of 5%, it can be concluded that all parts, namely social support, adaptability and school-related subjective well-being, show no difference in the average value of bullying experience between those who "Yes" have experienced bullying and those who "No" have experienced bullying.

**Table 8**  
*Differences in Scores Based on Relationship with Parents*

Variable	Good		Passable		t	P.value
	n=143	M (SD)	n=63	M (SD)		
Social Support	143.85	(10.09)	141.40	(10.78)	1.572	0.118
Adaptability	39.20	(6.75)	36.40	(7.29)	2.675	0.008
School Related Subjective Well Being	34.34	(5.09)	31.11	(6.66)	3.426	0.001

Using a significance level of 5%, it can be concluded that the adaptability and school-related subjective well-being sections show a difference in the average value of parental relations between those who are good and those who are sufficient. Inversely proportional to the social support section, which results in the conclusion that there is no difference in average parental relations, or it can also be interpreted that parental relations for the social support section show the same value. The problem of school-related subjective well-being is the focus of the government and mental health activists in creating a safe and comfortable school culture for students. The Computer-Based National Assessment conducted by the Ministry of Education and Culture contains indicators of students' psychological well-being at school for the last two years. The transition of the learning system from face-to-face to online or online due to the pandemic has impacted students' psychological well-being, such as anxiety, worry, boredom and loss of ability to master the material. These conditions require programs or activities from schools to create conditions for schools where students have good psychological well-being.

An evaluation of distance learning at a high school showed that 40% of students experienced internet connection problems, and 60% felt overwhelmed by the increased workload, causing anxiety and concern about academic performance. This emphasizes the importance of studying school-related subjective well-being. Previous research has shown that school climate and well-being can influence high school student's academic stress, achievement motivation, self-esteem, and offence intentions. From the information above, the condition of school-related subjective well-being is important to be discussed and researched. The hope is that this can find out the current condition of students and the things that influence it. Ferdiyanto & Muhid (2020) say that school climate and well-being affect academic stress. In addition, Racmah (2016) said that school-related subjective well-being influences student achievement and learning motivation. Alwi et al. (2020) said that social support related to school-related subjective well-being directly affects high



school students' self-esteem. Another study conducted by Effendi & Siswati (2016) found a relationship between school well-being and high school students' delinquency intentions.

Furthermore, research conducted by Gomez et al. (2022) said that family, school and student friendship support contributed to the formation of student school-related subjective well-being. Another study by Al-Hendawi et al. (2022) found that student interpersonal relationships contributed to increased student school-related subjective well-being. These two findings indicate that social support plays a role in forming students' School Related Subjective Well Being. Leonard & Gudino (2022) reported that adaptability plays a role in determining the conditions of student school-related subjective well-being. Then Al-Hendawi et al. (2022) produced findings that school-related subjective well-being plays a role in student adaptability at school. Student well-being problems will trigger other problems, such as academic performance problems. These two findings indicate that adaptability plays a role in forming school-related subjective well-being. Each of the findings above supports the research results found in this study. This research results that social support and adaptability play a role in forming school-related subjective well-being. Then social support and adaptability have a positive relationship with school-related subjective well-being. The higher the students' social support and adaptability scores, the greater the school-related subjective well-being scores of the students. Conversely, the lower the students' social support and adaptability scores, the lower the school-related subjective well-being.

#### **4. CONCLUSIONS AND SUGGESTION**

Based on the test results, social support and adaptability play an important role in forming school-related subjective well-being. The research subjects had moderate social support scores, high adaptability scores, and high subjective well-being scores. There is a difference in the average score based on gender and economic status in adaptability and school-related subjective well-being, but there is no difference in social support. There is no difference in the average bullying experience in the three variables. The average value of relationships with parents on adaptability and school-related subjective well-being is the same, but not on social support. Social support and adaptability have a positive relationship with school-related subjective well-being. The higher the score, the greater the subjective well-being score.

Future research is expected to involve several schools in a particular area and use a qualitative approach to deepen the factors influencing school-related subjective well-being, especially social support and adaptability. Research is also expected to involve subjects in a wider age range. The research results can be used as a reference for school principals and school management in improving students' school-related subjective well-being. Parents can also use the research results as a reference in parenting adolescents in high school. This research can also be a reference for character education and adolescent mental health observers in voicing the importance of character education and adolescent mental health, especially regarding school-related subjective well-being, social support, and adolescent adaptability.

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