School *Well-Being* Reviewed from Interpersonal Relationships in Students

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Abstract

This research was carried out at Raksana Private Junior High School in Medan. The study was conducted to determine the interpersonal relationship with school well-being among Raksana Medan Private Junior High School students. The population and sample determined in this study are 119 students of SMP Raksana Medan. Samples were obtained using the Disproportionate Stratified Random Sampling technique. Data was collected through questionnaire distribution efforts across samples. Furthermore, it is analyzed through the use of multiple regression analysis. The hypothesis test proves a correlation between School Well-Being and Interpersonal Relationships, as evidenced by the F test obtained F = 24.840 and p= 0.000(p<0.05). The Asusmsi test includes the normality test and the linearity test. Data analysis was done using multiple linear regression analysis techniques, assisted by SPSS Statistics 27 software for Windows. The resulting research showed a fundamental contribution of 18.3 percent of School Well-Being and interpersonal relationships; the remaining 81.7 percent came from other factors that were not studied. The results of this finding mean that higher school well-being can also increase students' interpersonal relationships. Conversely, low school well-being can also cause students' interpersonal relationships to be low.

Keywords: School well-being; Interpersonal Relationships

INTRODUCTION

Schools are formal institutions that are the central place for students to obtain education, develop their potential, and establish social interaction with the surrounding environment. The role of schools is not only limited to the delivery of academic materials but also includes character building, mindset development, and habituation of constructive social interactions. This applies to all levels of education, including the junior high school (SMP) level, which is an essential phase in students' social and emotional development (Iskandar & Yufridawati, 2013; Malik & D&C, 2020; São Paulo, 2018) (Santrock, 2014).

Furthermore, schools function as a means of supporting the development of students' personalities and social. In school, students learn to build relationships with various parties, such as teachers, peers, and other educational personnel. In the adolescent phase, the experience of organizing and interacting at school becomes an essential factor in the socialization process. The capacity of an educational institution has a significant influence on students' academic achievements. Therefore, the learning process requires adjustments to individual abilities to achieve academic goals optimally (GURU, 2020; Rise, 2013; Zahroh, 2015) (Papalia, D. E., Olds, S. W., & Feldman, 2009).

In reality, students spend most of their time in school not only taking formal lessons but also participating in extracurricular activities that support their interests and talents. Therefore, schools must provide adequate facilities to Help comfort the learning process. A conducive and supportive learning environment will increase student satisfaction with learning activities (Asterina & Sukoco, 2019; Handayani & Rasyid, 2015; Irawan et al., 2020) (Owoeye & Yara, 2011).

However, not all schools can provide a supportive learning environment. For example, based on news reported by *Kompas.com*, SD Negeri 2 Wonorejo and PAUD Citra Bangsa in Yogyakarta experienced dust pollution due to damage to road infrastructure around the school. This condition causes discomfort and health problems for students, directly impacting the learning process. On the other hand, (Media, 2023) *Suara.com* reported the incident of SMK Pustek Serpong students yelling at the teacher during the teaching and learning process, illustrating the problem in the interpersonal relationship between students and teachers in the school environment. (suara.com, 2023)

A similar phenomenon was found based on initial observations and interviews at the Raksana Private Junior High School in Medan. Some of the problems identified include student discomfort due to limited school facilities, weak communication between students and teachers, and a lack of social interaction between students, which causes some students to feel lonely and reluctant to socialize. This situation reflects the lack of meeting students' needs, which impacts their decreased comfort and well-being at school.

School well-being or well-being in schools is crucial in this context. According to Rasyid, a psychologically conducive school environment can create well-being for all residents. Konu and Rimpela (2002) define (2020), *school well-being (2018)* as a condition of well-being that must be felt by all elements of the school, including students, teachers, and staff. This welfare contributes positively to the spirit of learning, the effectiveness of the learning process, and the improvement of the quality of social relations in schools.

Students who do not experience well-being in school tend to show low intrinsic motivation, difficulties in self-regulation, and a lack of metacognitive abilities, ultimately hindering academic achievement. Konu and Rimpela added that the (Lent et al., 2000) (2002) The *dimension of school well-being* includes four main aspects, namely: *having* (fulfilling physical needs), *loving* (positive social relationships), *being* (self-acceptance), and *health* status (physical and mental health).

One of the critical factors that affect well-being in school is interpersonal relationships. Wisnuwardhani and Mashoedi stated that interpersonal relationships involve interdependent dynamic interactions that form a pattern of sustainable relationships. The quality of the relationship between students and teachers, peers, and parents greatly determines the achievement of academic goals and personal development of students (Collie et al., 2016). Positive

interpersonal relationships correlate with students' improved social, emotional, and educational aspects. (2018)(Martin & Dowson, 2009)

Research by Martin and Dowson (2009) shows that high-quality interpersonal relationships can create a more comfortable and enjoyable learning atmosphere and motivate students to excel. Furthermore, Collie et al. identify three forms of interpersonal relationships that are relevant in the context of schools, namely between students and students, students with parents, and students with teachers (2016).

In line with these findings, Alwi and Fakhri's research shows that interpersonal relationships positively correlate with (2022) *school well-being*, where the quality of good relationships impacts student well-being at school. The same thing was expressed by Riyanto, who emphasized that the higher the students' interpersonal relationships are, the higher the level of well-being they feel at school.(2023)

Based on the above explanation, the research hypothesis can be formulated that there is a positive relationship between interpersonal relationships and *school well-being* in students. This means that the better the quality of interpersonal relationships that students have, the higher their well-being level in the school environment.

Starting from this description, the researcher is interested in raising this problem in a study entitled "School Well-Being Reviewed from Interpersonal Relationships in Private Junior High School Students of Raksana Medan." This study aims to find out the extent to which interpersonal relationships affect the level of *school well-being* of students in the school.

This research is expected to contribute in two aspects, namely theoretical and practical. Theoretically, the results of this study can enrich the literature in educational psychology, especially about *school well-being* and interpersonal relationships among students. Meanwhile, this research is expected to Help students build healthy relationships with teachers, peers, and parents. In addition, the results of this research can also be used as a basis for schools to design policies and provide facilities and programs that support the welfare of students as a whole, both in academic and non-academic activities.

RESEARCH METHODS

This study uses a quantitative approach with a correlational method to determine the relationship between interpersonal relationships as an independent variable and school well-being as a dependent variable. The population in this study is all students of Raksana Private Junior High School in Medan, which is 183 people. Based on an error rate of 5% and referring to the Isaac and Michael table, 119 students were assigned as the research sample. The sampling technique used is *disproportionate stratified random sampling*, which considers the representation of each stratum in the population, even though it is not proportional.

The instruments used consisted of two scales: the interpersonal relationship scale and the school well-being scale. The school well-being scale is compiled based on four aspects stated by Konu and Rimpela (2002), namely having (availability of facilities), loving (positive social relations), being (self-actualization), and health status (physical and mental health). Meanwhile, the scale of interpersonal relationships refers to three aspects described by Collie et al. (2013): the relationship between fellow students, the relationship between students and parents, and the relationship between students and teachers. Both scales are arranged in the form of the Likert scale. Before use, this research instrument was tested for validity and Reliability using the SPSS Statistics 27 for Windows program. The validity test was carried out using the Corrected Item Total Correlation method, with the validity criterion that r-count > 0.30 (Azwar, 2012), while the Reliability test used the Alpha Cronbach method, where the closer it is to 1.00, the higher the Reliability of the measuring instrument.

The collected data was analyzed using *the Pearson Product-Moment correlation technique* with the Help of the SPSS Statistics 27 for Windows program. This technique is used to determine the level of relationship between interpersonal relationship variables and school well-being.

Before the correlation analysis, a classical assumption test was carried out using normality and linearity tests. The normality test aims to determine the distribution of data, while the linearity test ensures a linear relationship between the two variables. The results of this analysis are expected to shed light on the direction and strength of the relationship between interpersonal relationships and the level of well-being of students in the school environment.

RESULTS AND DISCUSSION
Normality Test
The normality test is carried out to ensure the error term is approaching a normal distribution. Conclusions regarding the normality of the data were adjusted to the test results, *One-Sample Kolmogorov-Smirnov*. The data is considered normal when p > 0.05. The resulting normality test showed a KS-Z coefficient of 0.069 and a bidirectional significance of 0.200 (p > 0.05), so the data distribution was normal.

Table 1. Normality Test

Variable	SD	KS-Z	Itself.	P	Information
School Well-Being	6.810	0.067	0.100	P>0.05	Normal Distribution
Interpersonal Relationships	9.399	0.068	0.100	P>0.05	Normal Distribution

The linearity test is carried out to assess whether two variables display a linear correlation. The School *Well-being* and Interpersonal Relationships variables were considered linearly correlated when p < 0.05. Therefore, the linear correlation between independent and dependent variables indicates a good relationship.

Table 2. Linearity Test

Variable	F	Sig	Information
School Well-being Interpersonal Relationships	24.840	0.000	Linear

Uji Hypothesis
If the assumption test has been accepted, hypothesis testing is carried out using *Pearson's Product-Moment Correlation*. The hypothesis formed in the research is that there is a positive relationship between Interpersonal Relationships and *School Well-Being.* Based on the correlation results obtained, a correlation was found between Interpersonal Relationships and *School Well-Being,* which showed that the two variables had a positive relationship, as evidenced by the resulting correlation coefficient (r) of 0.428 and sig at 0.000 (p < 0.05).

Table 3. Effective Donation Results

	R	R Squared	And	Eta Squared
School Well-Being * International Relations	.428	.183	.634	.402

DISCUSSION
The study results showed a positive and significant relationship between interpersonal relationships and school well-being in students of Raksana Medan Private Junior High School. This is proven through the Pearson Product-Moment analysis, which produces a correlation coefficient of **r = 0.428** with a significance level **of p = 0.000 (p < 0.05).** These findings indicate that the higher the quality of interpersonal relationships that students have, the higher their well-being level in the school environment. Conversely, low interpersonal relationships can contribute to low feelings of well-being in students in the learning process and social interaction at school.

Furthermore, the practical contribution test results showed that interpersonal relationships contributed **18.3%** to the school well-being variable. In other words, almost one-fifth of the variables of student well-being in school are influenced by the quality of their interpersonal relationships with peers, teachers, and parents. The rest, **81.7%,** was influenced by other factors not studied in this study, such as classroom climate, school leadership, academic Load, family

conditions, and aspects of students' personalities. Although the contribution of interpersonal relationships does not dominate completely, this percentage is significant enough to be used to strengthen the policy of fostering students' social relations in schools.

These findings align with the theoretical study put forward by Collie et al. (2016), which states that interpersonal relationships strongly influence students' emotional well-being and academic engagement. The quality of a good relationship with the surrounding environment can create a sense of security, value, and acceptance, all of which are essential components of building school well-being. In addition, the loving aspect in the Konu and Rimpela (2002) model, which includes positive social relationships, has proven to be one of the determining dimensions of student well-being. Therefore, it can be concluded that interventions based on strengthening interpersonal relationships, whether through counseling programs, collaboration-based learning, or parental involvement in school activities, are relevant to improving student welfare.

CONCLUSION

Based on the results of the study, it can be concluded that there is a positive and significant relationship between interpersonal relationships and school well-being among students of Raksana Medan Private Junior High School, where the better the quality of students' interpersonal relationships—both with peers, teachers, and parents—the higher the level of well-being they feel at school. This is evidenced by Pearson's correlation analysis, which yielded an r-value of 0.428 with a significance of 0.000 (p < 0.05), as well as a practical contribution of 18.3%, which shows that interpersonal relationships have a real influence on school well-being. However, other factors also play a role. These findings affirm the importance of strengthening social relations in the school environment as part of efforts to improve the overall welfare of students.

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