

# The Adaptation of a Brief Adolescent Subjective Well-Being in School Scale (BASWBSS), the Student Subjective Well-Being Scale in the Indonesian Context

## Adaptasi *Brief Adolescent Subjective Well-Being in School Scale (BASWBSS)*, Skala Kesejahteraan Subjektif Siswa dalam Konteks Indonesia

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Well-being is an indicator of students' happiness in school. There is currently a need to identify students' well-being in order to know the conditions of students' mental health and their levels of contentment in school. The existing instruments of student well-being in Indonesia have numerous items, which can impact the participants' behavior in filling out the questionnaires. Therefore, there was a need for a shorter version of the instruments. This research focused on the adaptation of the Brief Adolescent Subjective Well-Being in School Scale (BASWBSS), an instrument for subjective well-being with only eight items and was previously developed by Tian, Wang, and Huebner (2015) among high school students in China. A total of 235 Indonesian students, both high school and first-year university students were the participants in this study. Reliability testing using internal consistency, while construct and criterion validity testing was implemented to test this scale's psychometric properties in the Indonesian context. The result of this study indicated that the adaptation of Brief Adolescent Subjective Well-Being in School Scale (BASWBSS) was valid and reliable for Indonesian students.

**Keywords:** Brief Adolescent Subjective Well-Being in School Scale (BASWBSS), instrument adaptation, student well-being

Kesejahteraan merupakan indikator kebahagiaan siswa di sekolah. Saat ini, terdapat kebutuhan mengidentifikasi kesejahteraan siswa untuk mengetahui kondisi kesehatan mental dan tingkat kepuasan mereka di sekolah. Alat ukur kesejahteraan siswa yang ada di Indonesia memiliki banyak butir pertanyaan, yang dapat berdampak pada perilaku partisipan dalam mengisi kuesioner. Karenanya, dibutuhkan versi pendek dari alat ukur tersebut. Penelitian ini berfokus pada adaptasi *Brief Adolescent Subjective Well-Being in School Scale (BASWBSS)*, sebuah alat ukur kesejahteraan subjektif dengan delapan butir yang dikembangkan oleh Tian, Wang, dan Huebner (2015) untuk siswa sekolah menengah atas di Tiongkok. Sebanyak 235 siswa Indonesia, yang merupakan siswa sekolah menengah atas dan mahasiswa tahun pertama, menjadi partisipan dalam penelitian ini. Uji reliabilitas dilakukan menggunakan konsistensi internal, sedangkan uji validitas konstruk dan validitas kriteria digunakan untuk menguji

aspek psikometri dalam konteks Indonesia. Hasil penelitian menunjukkan bahwa hasil adaptasi dari *Brief Adolescent Subjective Well-Being in School Scale (BASWBSS)* valid dan reliabel untuk siswa di Indonesia.

*Kata kunci: Brief Adolescent Subjective Well-Being in School Scale (BASWBSS), adaptasi alat ukur, kesejahteraan siswa*

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Well-being is a construct that explains the positive side of people's mental health, defined as an individual's experiences related to the quality of life—both affective and cognitive (Diener, 2000). Positive and negative feelings are the affective domains of well-being. In most situations, people with a high level of well-being show high positive emotions and deeper negative emotions. Well-being is often related to one's life satisfaction, as the cognitive component of well-being, and describes the overall description of an individual's quality of life (Diener et al., 1985). Life satisfaction occurs through a process of evaluation toward certain aspects of life. Self-assessment (or assessment) of individual cognitive and affective elements will exhibit how individuals evaluate the happiness they experience, both in general and in a particular aspect of their lives (Diener, 2000). The affective domain refers to emotions, moods, and feelings. Affection is considered positive if the beliefs, attitudes, and feelings experienced by someone tend to be pleasant. Meanwhile, it is deemed harmful when emotions, moods, and feelings are felt unpleasant. Individuals with a higher degree of life satisfaction feel more pleasant with their lives and experience less pleasant feelings, resulting in them being considered as happy people.

If students experience more pleasant feelings than unpleasant feelings in a school context, they are categorized as happy students. Students who have higher satisfaction with their lives and more positive feelings than negative feelings are considered as students with positive well-being (Meng et al., 2015). Subjective well-being is also associated with the ability to deal with stress and adjustment

Kesejahteraan merupakan suatu konstruk yang menjelaskan sisi positif kesehatan mental seseorang, yang didefinisikan sebagai pengalaman individu terkait kualitas hidup—baik secara afektif maupun kognitif (Diener, 2000). Perasaan positif dan negatif adalah domain afektif kesejahteraan. Dalam kebanyakan situasi, seseorang dengan tingkat kesejahteraan yang tinggi menunjukkan emosi positif yang tinggi dan emosi negatif yang lebih dalam. Kesejahteraan seringkali dikorelasikan dengan kepuasan hidup seseorang, sebagai komponen kognitif kesejahteraan, dan dapat menjelaskan gambaran umum kualitas hidup seseorang (Diener et al., 1985). Kepuasan hidup terbentuk dari proses evaluasi terhadap aspek kehidupan tertentu. Asesmen diri (atau asesmen) terhadap elemen kognitif dan afektif individu dapat menunjukkan bagaimana seseorang mengevaluasi kebahagiaan yang dialaminya, baik secara umum maupun terhadap aspek tertentu dalam hidup (Diener, 2000). Domain afektif mengacu pada emosi, suasana hati (*mood*), dan perasaan. Afeksi dianggap positif apabila keyakinan, sikap, dan perasaan yang dialami seseorang cenderung nyaman. Sebaliknya, afeksi dinilai berbahaya jika emosi, suasana hati, dan perasaan yang dialami cenderung tidak nyaman. Individu dengan derajat kepuasan hidup yang tinggi merasa lebih nyaman dengan kehidupannya dan lebih jarang mengalami rasa tidak nyaman, sehingga mereka dapat dianggap sebagai individu yang bahagia.

Jika seorang siswa mengalami lebih banyak perasaan nyaman daripada perasaan tidak nyaman dalam konteks sekolah, ia dapat dikategorikan sebagai siswa yang bahagia. Siswa dengan tingkat kepuasan hidup yang lebih tinggi dan lebih banyak perasaan positif daripada perasaan negatif dapat dianggap sebagai siswa dengan kesejahteraan positif (Meng et al., 2015). Kesejahteraan subjektif juga diasosiasi-

to a new place (Tian, Zhao, & Huebner, 2015). Thus, the impact of well-being on students' success makes well-being an essential factor that needs to be monitored among students when experiencing their educational process. Previous studies have shown that academic performance differences in school are associated with stress, well-being, and academic performance, as well as with positive psychological aspects such as optimism, hope, self-control, self-efficacy, and resilience (Bücker et al., 2018; Lui et al., 2016; Tian, Zhao, & Huebner, 2015; Tomy & Weinberg, 2018). All of these factors have shown that well-being has a role as an important factor in a student's life in general.

Student well-being is influenced by students' learning experiences, such as the social environment and the learning process. School is a factor that influences student academic achievement. Thus, it is vital to know the student's subjective assessment of the learning process in order to evaluate the school's role in developing students' potential. The Indonesian government has acknowledged well-being as an essential factor for consideration in developing student potential. The government has stated in the national policy (*Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional* [National Policy of the Republic of Indonesia Number 20 Year 2003 Regarding the National Education System], 2003) that education is a conscious and planned effort to create a learning atmosphere that enables students to develop their potential. The government has also allocated 20% of the national budget to the education sector, to demonstrate their commitment to developing the people of Indonesia. In recognition of the complicated situations which are full of challenges for education nowadays, and to fulfill the national goals, the government needs to assure the Indonesian citizens that they are working to ensure that education occurs in a positive and stress-free environment in order to better explore their capabilities.

The Indonesian researchers were also aware that student well-being was worth examining in supporting the educational advancement in Indonesia as there were various researches in an educational setting on student well-being. However, these researches were mostly focused on linking student

kan dengan kemampuan untuk menghadapi stres dan penyesuaian diri dengan tempat yang baru (Tian, Zhao, & Huebner, 2015). Dengan demikian, dampak kesejahteraan terhadap kesuksesan siswa menjadikan kesejahteraan sebagai faktor penting untuk dimonitor selama siswa menjalani proses pendidikannya. Penelitian sebelumnya menunjukkan bahwa perbedaan prestasi akademik di sekolah dapat diasosiasikan dengan stres, kesejahteraan, dan kinerja akademik, selain aspek psikologis positif seperti optimisme, harapan, kontrol diri, keyakinan diri, dan resiliensi (Bücker et al., 2018; Lui et al., 2016; Tian, Zhao, & Huebner, 2015; Tomy & Weinberg, 2018). Faktor-faktor tersebut menunjukkan bahwa kesejahteraan berperan sebagai faktor penting dalam kehidupan siswa secara umum.

Kesejahteraan siswa dipengaruhi oleh pengalaman belajar siswa, antara lain lingkungan sosial dan proses pembelajaran. Sekolah merupakan salah satu faktor yang memengaruhi prestasi akademik siswa. Karenanya, asesmen subjektif siswa terhadap proses pembelajaran sangat penting untuk diketahui dalam upaya mengevaluasi peran sekolah dalam mengembangkan potensi siswa. Pemerintah Indonesia mengakui bahwa kesejahteraan merupakan salah satu faktor penting untuk dipertimbangkan dalam mengembangkan potensi siswa. Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional (2003) menyatakan bahwa pendidikan merupakan upaya sadar dan terencana untuk menciptakan suasana belajar yang memungkinkan siswa untuk mengembangkan potensinya. Pemerintah juga telah mengalokasikan 20% anggaran belanja nasional untuk sektor pendidikan, yang menunjukkan komitmen pemerintah dalam mengembangkan sumber daya manusia Indonesia. Sebagai pengakuan terhadap situasi kompleks yang penuh dengan tantangan bagi dunia pendidikan dewasa ini, dan untuk mencapai tujuan nasional, pemerintah perlu meyakinkan seluruh lapisan masyarakat Indonesia bahwa pemerintah tengah mengupayakan agar pendidikan berlangsung dalam lingkungan pembelajaran yang positif dan bebas dari stres guna lebih memungkinkan siswa mengeksplorasi kemampuannya.

Para peneliti Indonesia juga telah menyadari bahwa kesejahteraan siswa layak untuk diteliti dalam mendukung kemajuan dunia pendidikan di Indonesia, terbukti dengan berbagai riset dalam ruang lingkup pendidikan yang terkait dengan kesejahteraan siswa. Namun riset-riset tersebut

well-being with various students' internal and external variables, such as: (1) academic achievement (Az Zahra & Udaranti, 2013); (2) student activities (Fauziyyah & Karyani, 2018); (3) teacher behavior (Wati & Leonardi, 2016); (4) cultural background (Na'imah & Tanireja, 2017); (5) achievement motivation (Purnomo, 2018); and (6) academic integrity (Ramdani & Prakoso, 2019). By investigating the impact of well-being on essential factors in Indonesian people's lives, the studies suggest that student well-being is crucial in assessing student learning processes at school. There is a need to have a student subjective well-being scale in school as an assessment tool for students' satisfaction and feelings, with hopes that in the end, it would prevent problematic students from experiencing failures.

Currently, in Indonesia, there are several student subjective well-being scales, which have been adapted from Western culture and theoretical backgrounds, and developed further in an Indonesian context (Aditya, 2017; Hanggoro, 2015; Kurniastuti & Azwar, 2014; Maulana et al., 2019). These instruments were designed to measure students' satisfaction with their school life. Among several subjective well-being instruments in Indonesia, most have a large number of items, such as: (1) the Scale of Subjective Well-being which consists of 39 questions (Kurniastuti & Azwar, 2014); (2) the Subjective Well-being Scale which consists of 92 items (Hanggoro, 2015); (3) the Indonesian Well-Being Scale which consists of 20 items (Maulana et al., 2019); (4) the Scale of Positive and Negative Experience (SPANE) which includes 12 items (Diener et al., 2009, as cited in Aditya, 2017); and (5) the Satisfaction with Life Satisfaction Scale which includes five items (Diener et al., 1985, as cited in Aditya, 2017). Several instrument development studies confirmed that the number of items is an essential factor in preparing an instrument. Having numerous items requiring completion can cause boredom or the loss of participants' attention to the items on a scale. Therefore, a subjective well-being scale needs to be concise, valid, and reliable in measuring student well-being.

The Brief Adolescent Subjective Well-Being in School Scale (BASWBSS) was developed by Tian,

kebanyakan berfokus pada hubungan antara berbagai variabel internal dan eksternal siswa, antara lain: (1) prestasi akademik (Az Zahra & Udaranti, 2013); (2) aktivitas siswa (Fauziyyah & Karyani, 2018); (3) perilaku guru (Wati & Leonardi, 2016); (4) latar belakang budaya (Na'imah & Tanireja, 2017); (5) motivasi berprestasi (Purnomo, 2018); dan (6) integritas akademik (Ramdani & Prakoso, 2019). Dengan menyelidiki dampak kesejahteraan terhadap faktor-faktor penting dalam kehidupan masyarakat Indonesia, riset-riset terdahulu mengindikasikan bahwa kesejahteraan siswa merupakan hal penting dalam menilai proses pembelajaran siswa di sekolah. Terdapat kebutuhan terhadap skala pengukuran kesejahteraan subjektif siswa sebagai perangkat asesmen terhadap kepuasan dan perasaan siswa, dengan harapan bahwa pada akhirnya hal tersebut dapat mencegah siswa yang bermasalah untuk mengalami kegagalan.

Saat ini, terdapat beberapa skala pengukuran kesejahteraan subjektif siswa di Indonesia, yang diadaptasi dari budaya dan landasan teoretis Barat dan dikembangkan lebih lanjut dalam konteks Indonesia (Aditya, 2017; Hanggoro, 2015; Kurniastuti & Azwar, 2014; Maulana et al., 2019). Instrumen-instrumen tersebut didesain untuk mengukur kepuasan siswa terhadap kehidupan sekolahnya. Di antara beberapa alat ukur kesejahteraan subjektif siswa di Indonesia, mayoritas terdiri dari banyak butir pertanyaan, di antaranya: (1) Skala Kesejahteraan Subjektif yang terdiri dari 39 butir pertanyaan (Kurniastuti & Azwar, 2014); (2) Skala Kesejahteraan Subjektif yang terdiri dari 92 butir (Hanggoro, 2015); (3) Skala Kesejahteraan Subjektif Indonesia yang terdiri dari 20 butir (Maulana et al., 2019); (4) Skala Pengalaman Positif dan Negatif (SPANE) yang terdiri dari 12 butir (Diener et al., 2009, sitat dalam Aditya, 2017); dan (5) Skala Kepuasan Hidup yang terdiri dari lima butir (Diener et al., 1985, sitat dalam Aditya, 2017). Beberapa studi terkait pengembangan alat ukur mengonfirmasi bahwa jumlah butir pertanyaan merupakan faktor penting dalam menyiapkan sebuah instrumen. Banyaknya butir kuesioner yang perlu diisi dapat menyebabkan kebosanan atau hilangnya perhatian partisipan terhadap butir-butir dalam skala. Karenanya, diperlukan skala subjektif kesejahteraan yang singkat, valid, dan reliabel dalam mengukur kesejahteraan siswa.

*Brief Adolescent Subjective Well-Being in School Scale (BASWBSS)* dikembangkan oleh Tian, Wang,

Wang, & Huebner (2015) in China with 1228 public high school students as their sample. It consists of eight items on a 6-point Likert scale which ranges from “*strongly disagree*” to “*strongly agree*”. The Brief Adolescent Subjective Well-Being in School Scale (BASWBSS) is a short version of the Adolescents’ Subjective Well-Being in School Scale (ASWBSS; Tian, Wang, & Huebner [2015]) which initially consisted of 50 items. Each item in the Brief Adolescent Subjective Well-Being in School Scale (BASWBSS) represents one dimension of the cognitive component of the Adolescents’ Subjective Well-Being in School Scale (ASWBSS), namely achievement, school management, teacher and student relations, and relationship with friends, teaching, and learning processes. There are two items for the affective component, each of which represents one positive affect and one negative affect. From the original version of the Brief Adolescent Subjective Well-Being in School Scale (BASWBSS), two factors were obtained as elements of the scale: (1) satisfaction in school; and (2) feeling in school; with loading factors ranging between .591 and .893 (Tian, Wang, & Huebner, 2015). The reliability of this instrument was measured by internal consistency, with the Cronbach’s alpha of .82. It can be concluded that the Brief Adolescent Subjective Well-Being in School Scale (BASWBSS) is a valid and reliable short version instrument in measuring student subjective well-being (Tian, Wang, & Huebner, 2015).

This study focuses on the adaptation of the Brief Adolescent Subjective Well-Being in School Scale (BASWBSS), as a brief student subjective well-being scale in Indonesian culture. In this study, the term “adaptation” was used rather than “translation” because adaptation includes all the process regarding the cultural fit of the instrument beyond the translation itself (Borsa et al., 2012). The research question raised in this study was whether the Brief Adolescent Subjective Well-Being in School Scale (BASWBSS) is a valid and reliable instrument in measuring student subjective well-being in Indonesian students. Along with the research question, this study is built based on two hypotheses:

*Hypothesis 1:* The Indonesian adapted Brief Adolescent Subjective Well-Being in School Scale (BASWBSS) is valid and reliable in measuring subjective well-being among Indonesian students.

& Huebner (2015) di Tiongkok dengan sampel sebanyak 1.288 siswa sekolah menengah atas. Skala ini terdiri dari delapan butir pertanyaan menggunakan skala Likert 6 poin, dengan rentang “sangat tidak setuju” sampai “sangat setuju”. Skala singkat kesejahteraan subjektif remaja di sekolah ini merupakan versi singkat dari *Adolescents’ Subjective Well-Being in School Scale (ASWBSS)*; Tian, Wang, & Huebner [2015]) yang terdiri dari 50 butir pertanyaan. Masing-masing butir dalam *Brief Adolescent Subjective Well-Being in School Scale (BASWBSS)* mewakili satu dimensi komponen kognitif dari *Adolescents’ Subjective Well-Being in School Scale (ASWBSS)*, yakni prestasi, manajemen sekolah, hubungan siswa dan guru, hubungan dengan teman, pengajaran, dan proses pembelajaran. Terdapat dua butir komponen afektif, yang masing-masing mewakili satu afeksi positif dan satu afeksi negatif. Dari versi asli *Brief Adolescent Subjective Well-Being in School Scale (BASWBSS)*, didapatkan dua faktor sebagai elemen skala pengukuran, yaitu: (1) kepuasan di sekolah; dan (2) perasaan di sekolah; dengan *factor loading* berkisar antara 0,591 dan 0,893 (Tian, Wang, & Huebner, 2015). Reliabilitas instrumen ini diukur melalui konsistensi internal, dengan nilai *Cronbach’s alpha* 0,82. Dapat disimpulkan bahwa *Brief Adolescent Subjective Well-Being in School Scale (BASWBSS)* merupakan alat ukur versi singkat yang valid dan reliabel untuk mengukur kesejahteraan subjektif siswa (Tian, Wang, & Huebner, 2015).

Penelitian ini berfokus pada adaptasi *Brief Adolescent Subjective Well-Being in School Scale (BASWBSS)*, sebagai skala singkat kesejahteraan subjektif siswa dalam konteks budaya Indonesia. Dalam penelitian ini, digunakan istilah “adaptasi” bukan “penerjemahan” karena adaptasi meliputi keseluruhan proses yang mencakup kecocokan budaya sebuah alat ukur, melebihi dari proses penerjemahan saja (Borsa et al., 2012). Rumusan masalah dalam penelitian ini adalah apakah *Brief Adolescent Subjective Well-Being in School Scale (BASWBSS)* merupakan alat ukur yang valid dan reliabel untuk mengukur kesejahteraan subjektif siswa di Indonesia. Di samping rumusan masalah tersebut, tersusun dua hipotesis dalam penelitian ini, yaitu:

*Hipotesis 1:* *Brief Adolescent Subjective Well-Being in School Scale (BASWBSS)* yang telah diadaptasi untuk konteks Indonesia adalah valid dan reliabel dalam mengukur kesejahteraan subjektif siswa di Indonesia.

*Hypothesis 2:* The score of the Indonesian adapted Brief Adolescent Subjective Well-Being in School Scale (BASWBSS) has a positive correlation with students' academic achievement.

Several methods were prepared to answer questions regarding the internal consistency for reliability testing, while Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA) were prepared for construct validity testing.

## Method

### Participants

There were two groups in this study and the data collection processes were conducted twice. The first group was of 105 first-year university students at a state university in Jakarta and the second group was of 128 high school students from a private high school in Jakarta. They filled in the Brief Adolescent Subjective Well-Being in School Scale (BASWBSS) together with four other instruments in class. Participants in this study were 73 males (31.3%; 11 first-year university students and 62 high school students) and 160 females (68.7%; 94 first-year university students and 66 high school students). Among the university students, 90 students (86%) stated that this was their first experience studying in higher education. Most of them (88.84%) took more than 21 credits in one semester, with most students (67.64%) spent an average of 20 hours on campus in a week. Most of them (59.56%) obtained a cumulative grade point average in the range of 3.5 to 4.0 (in a scale of 0.0 to 4.0). The calculation for proportion significant test using G\*Power calculator with medium effect size asked at least 119 participants. Although Nunnally (1967, as cited in Wolf et al., 2013) mentioned that the sample size requirements ideally include 10 cases per variable, Wolf et al. (2013) suggested that in order to have factor loadings of .80, the required minimum sample would be 120. This study accommodated both perspectives.

*Hipotesis 2:* Skor *Brief Adolescent Subjective Well-Being in School Scale (BASWBSS)* yang telah diadaptasi untuk konteks Indonesia berkorelasi positif terhadap prestasi akademik siswa.

Beberapa metode telah disiapkan untuk menjawab pertanyaan mengenai konsistensi internal untuk uji reliabilitas, sementara itu Analisis Faktor Eksploratori (*Exploratory Factor Analysis [EFA]*) dan Analisis Faktor Konfirmatori (*Confirmatory Factor Analysis [CFA]*) disiapkan untuk menguji validitas konstruk.

## Metode

### Partisipan

Terdapat dua kelompok dalam penelitian ini dan proses pengumpulan data dilakukan sebanyak dua kali. Kelompok pertama terdiri dari 105 mahasiswa tahun pertama di sebuah perguruan tinggi negeri di Jakarta, dan kelompok kedua terdiri dari 128 siswa sekolah menengah atas swasta di Jakarta. Para partisipan mengisi *Brief Adolescent Subjective Well-Being in School Scale (BASWBSS)* bersamaan dengan empat alat ukur lainnya di kelas. Partisipan dalam penelitian ini terdiri dari 73 laki-laki (31,3%; 11 mahasiswa tahun pertama dan 62 siswa sekolah menengah atas) dan 160 perempuan (68,7%; 94 mahasiswa tahun pertama dan 66 siswa sekolah menengah atas). Di antara partisipan mahasiswa, 90 orang (86%) menyatakan bahwa ini merupakan pengalaman belajar pertama mereka di tingkat perguruan tinggi. Mayoritas mahasiswa (88,84%) mengambil lebih dari 21 SKS dalam satu semester, dengan kebanyakan mahasiswa (67,64%) meluangkan rata-rata 20 jam per minggu di kampus. Kebanyakan mahasiswa (59,56%) meraih Indeks Prestasi Kumulatif para rentang 3,5 sampai 4,0 (dalam skala 0,0 sampai 4,0). Kalkulasi proporsi tes signifikan dengan menggunakan perangkat lunak *G\*Power Calculator* dengan ukuran dampak menengah mensyaratkan setidaknya 119 partisipan. Walaupun Nunnally (1967, sitat dalam Wolf et al., 2013) menyatakan bahwa syarat ukuran sampel minimal adalah 10 kasus per variabel, Wolf et al. (2013) menyarankan bawah untuk mendapatkan *factor loading* 0,80, jumlah sampel minimum yang dibutuhkan adalah 120. Penelitian ini mengakomodasi kedua perspektif tersebut.

**Table 1**  
*Descriptive and Demographic Characteristics of Participants*

Demographic Variables	High School Students ( <i>N</i> = 128)	Freshmen ( <i>N</i> = 105)
Age (mean years)	<i>M</i> = 17.27 ( <i>SD</i> = 0.54)	<i>M</i> = 18.38 ( <i>SD</i> = 0.7)
Gender <i>n</i> (%)		
Male	62 (48%)	11 (11%)
Female	66 (52%)	94 (89%)
General GPA	<i>M</i> = 81.41 ( <i>SD</i> = 2.65)	-
2,00 – 2,49	-	1 (1%)
2,50 – 2,99	-	1 (1%)
3,00 – 3,49	-	44 (42%)
3,50 – 4,00	-	59 (56%)
Math	<i>M</i> = 77.96 ( <i>SD</i> = 3.16)	-
Science	<i>M</i> = 81.46 ( <i>SD</i> = 2.67)	-
College first experience		
Yes	-	15 (14%)
No	-	90 (86%)
Number of credits	-	
11-15	-	2 (2%)
16-20	-	15 (14%)
≥ 21	-	88 (84%)
Time spent on campus/week		
6 – 10 hours	-	6 (6%)
11- 15 hours	-	11 (10%)
16 – 20 hours	-	21 (20%)
≥20	-	67 (64%)
Plan to continue to study		
Yes	124 (97%)	-
No	3 (2%)	-
NA	1 (1%)	-
The main reason to choose this school		
Failed to get public school	47 (37%)	-
Learn about religion	27 (21%)	-
Others	32 (25%)	-
NA	22 (17%)	-

Among high school students, their school achievements were generally in the range of 81-85 (62.48%; in scale of 0-100). Specifically, their achievements in Mathematics were in the range of 75-80 (*n* = 105; 82%), while in Science (whether it was Natural Science or Social Science), as many as 62 students (48%) were in the range of 75-80. Most students (*n* = 124; 97%) planned to continue their education to a higher education level, with only 3% decided to work after graduating. As for the reason for choosing this high school, 47 students (37%) stated that their reason was because of failing to enter public high school, 27 students (21%) needed to learn more about the religion the school uses as a base. Other reasons included the short distance of the school to their homes and demands of their parents. Table 1 illustrated the demographic information

Di antara para siswa sekolah menengah atas, prestasi sekolah mereka secara umum berada pada rentang nilai 81-85 (62,48%; dalam skala 0-100). Lebih spesifik, prestasi pembelajaran untuk mata pelajaran Matematika berada pada rentang nilai 75-80 (*n* = 105; 82%). Sementara itu untuk mata pelajaran Sains (baik untuk Ilmu Alam maupun Ilmu Sosial), sebanyak 62 siswa (48%) berada pada rentang nilai 75-80. Mayoritas siswa (*n* = 124; 97%) berencana untuk melanjutkan pendidikan ke jenjang perguruan tinggi, dan hanya 3% yang menyatakan akan bekerja setelah lulus. Ketika ditanya alasan memilih sekolahnya saat ini, 47 siswa (37%) menyatakan bahwa alasan memilih sekolah adalah karena tidak diterima di sekolah negeri, 27 siswa (21%) menyatakan perlu mendalami agama yang digunakan sebagai dasar falsafah sekolah. Alasan

among participants.

## Measures

### Demographic Form

Two demographic surveys were developed to gather students' personal information. For high school students, this included information such as age, gender, grade point average (GPA), grade in Science, grade in Mathematics, plan to continue study alongside the major, and the reason for choosing their high school. For university students, information included age, gender, major, year, number of credits, length of time spent on campus, and grade point average (GPA).

lain yang diungkapkan antara lain jarak sekolah yang berdekatan dengan rumah dan permintaan dari orang tua. Tabel 1 menunjukkan informasi demografi partisipan dalam penelitian ini.

## Pengukuran

### Formulir Demografi

Dua buah survei dikembangkan untuk mengumpulkan data demografi para siswa. Untuk siswa sekolah menengah atas, survei tersebut mencakup beberapa informasi antara lain usia, jenis kelamin, Indeks Prestasi Kumulatif (IPK), nilai di kelas Sains, nilai di kelas Matematika, rencana lanjut studi sesuai dengan jurusan, dan alasan memilih sekolah. Sementara itu untuk mahasiswa, informasi yang dikumpulkan meliputi usia, jenis kelamin, program studi,

Tabel 1  
*Karakteristik Deskriptif dan Demografik Partisipan*

Variabel Demografik	Siswa Sekolah Menengah Atas ( $N = 128$ )	Mahasiswa Tahun Pertama ( $N = 105$ )
Umur (mean tahun)	$M = 17.27$ ( $SD = 0.54$ )	$M = 18.38$ ( $SD = 0.7$ )
Gender $n$ (%)		
Laki-Laki	62 (48%)	11 (11%)
Perempuan	66 (52%)	94 (89%)
IPK Umum	$M = 81.41$ ( $SD = 2.65$ )	-
2,00 – 2,49	-	1 (1%)
2,50 – 2,99	-	1 (1%)
3,00 – 3,49	-	44 (42%)
3,50 – 4,00	-	59 (56%)
Matematika	$M = 77.96$ ( $SD = 3.16$ )	-
Sains	$M = 81.46$ ( $SD = 2.67$ )	-
Perguruan Tinggi Sebagai Pengalaman Pertama		
Ya	-	15 (14%)
Tidak	-	90 (86%)
Jumlah SKS	-	
11-15	-	2 (2%)
16-20	-	15 (14%)
$\geq 21$	-	88 (84%)
Waktu di Perguruan Tinggi/Minggu		
6 – 10 jam	-	6 (6%)
11- 15 jam	-	11 (10%)
16 – 20 jam	-	21 (20%)
$\geq 20$	-	67 (64%)
Rencana Melanjutkan Studi		
Ya	124 (97%)	-
Tidak	3 (2%)	-
Tidak Menjawab	1 (1%)	-
Alasan Utama Memilih Sekolah		
Gagal Masuk Sekolah Negeri	47 (37%)	-
Belajar Agama	27 (21%)	-
Lainnya	32 (25%)	-
Tidak Menjawab	22 (17%)	-



The information is for usage in further comparative analysis.

### ***The Translation Process of Brief Adolescent Subjective Well-Being in School Scale (BASWBSS)***

The original Brief Adolescent Subjective Well-Being in School Scale (BASWBSS) was written in Chinese. The Brief Adolescent Subjective Well-being in School Scale (BASWBSS) was developed by Tian, Wang, & Huebner (2015) in China with 1228 public high school students as their sample. The scale consists six items on a 6-point Likert scale (“*strongly disagree*” to “*strongly agree*”) to represent six domains of school life. Additionally, the scale added two items on a 6-point Likert scale (“*never*” to “*always*”) from the two affective sub-components. The Brief Adolescent Subjective Well-Being in School Scale (BASWBSS) is a short version of the Adolescents’ Subjective Well-Being in School Scale (ASWBSS; Tian, Wang, & Huebner [2015]) which initially consisted of 50 items. Each item in the Brief Adolescent Subjective Well-Being in School Scale (BASWBSS) represents one dimension of the cognitive component of the Adolescents’ Subjective Well-Being in School Scale (ASWBSS), namely achievement, school management, teacher and student relations, and relationship with friends, teaching, and learning processes. There are two items for the affective component, each of which represents one positive affect and one negative affect. From the original version of the Brief Adolescent Subjective Well-Being in School Scale (BASWBSS), two factors were obtained as elements of the scale: (1) satisfaction in school; and (2) feeling in school; with loading factors ranging between .591 and .893 (Tian, Wang, & Huebner, 2015). The reliability of this instrument was measured by internal consistency, with the Cronbach’s alpha of .82. It can be concluded that the Brief Adolescent Subjective Well-Being in School Scale (BASWBSS) is a valid and reliable short version instrument to measure subjective well-being among students (Tian, Wang, & Huebner, 2015).

However, it was reported in English and utilized for high school students in China. This instrument

tahun angkatan, jumlah SKS yang ditempuh, waktu yang diluangkan di kampus, dan Indeks Prestasi Kumulatif (IPK). Informasi tersebut digunakan untuk analisis komparatif lebih lanjut.

### ***Proses Penerjemahan Brief Adolescent Subjective Well-Being in School Scale (BASWBSS)***

Versi asli *Brief Adolescent Subjective Well-Being in School Scale (BASWBSS)* ditulis dalam Bahasa Mandarin dan dikembangkan oleh Tian, Wang, & Huebner (2015) di Tiongkok dengan sampel 1.228 siswa sekolah menengah atas negeri. Skala ini terdiri dari enam butir pertanyaan yang menggunakan skala Likert 6 poin (dari “sangat tidak setuju” sampai “sangat setuju”) untuk mewakili enam domain kehidupan sekolah. Di samping itu, skala ini ditambah dengan dua butir pertanyaan yang menggunakan skala Likert 6 poin (dari “tidak pernah” sampai “selalu”) untuk dua sub-komponen afektif. *Brief Adolescent Subjective Well-Being in School Scale (BASWBSS)* merupakan versi singkat dari skala pengukuran kesejahteraan subjektif remaja di sekolah (*Adolescents’ Subjective Well-Being in School Scale [ASWBSS]*; Tian, Wang, & Huebner [2015]) yang terdiri dari 50 butir pertanyaan. Masing-masing butir dalam *Brief Adolescent Subjective Well-Being in School Scale (BASWBSS)* mewakili satu dimensi komponen kognitif dari *Adolescents’ Subjective Well-Being in School Scale (ASWBSS)*, yakni prestasi, manajemen sekolah, hubungan siswa dan guru, hubungan dengan teman, pengajaran, dan proses pembelajaran. Terdapat dua butir komponen afektif, yang masing-masing mewakili satu afeksi positif dan satu afeksi negatif. Dari versi asli *Brief Adolescent Subjective Well-Being in School Scale (BASWBSS)*, didapatkan dua faktor sebagai elemen skala, yaitu: (1) kepuasan di sekolah; dan (2) perasaan di sekolah; dengan *factor loading* berkisar antara 0,591 dan 0,893 (Tian, Wang, & Huebner, 2015). Reliabilitas instrumen diukur melalui konsistensi internal, dengan nilai *Cronbach’s alpha* 0,82. Dapat disimpulkan bahwa *Brief Adolescent Subjective Well-Being in School Scale (BASWBSS)* merupakan alat ukur versi singkat yang valid dan reliabel untuk mengukur kesejahteraan subjektif siswa (Tian, Wang, & Huebner, 2015).

Skala ini dilaporkan dalam Bahasa Inggris dan digunakan untuk siswa sekolah menengah atas di

was later translated into Bahasa Indonesia. After the translation into Bahasa Indonesia, this instrument was tested for its validity and reliability. Several steps were conducted in the instrument adaptation and validation process (Borsa et al., 2012).

The first stage is a translation, which considers grammatical checking and cultural, idiom, language, and contextual aspects. This instrument was translated into Bahasa Indonesia by the researcher and an expert in psychology with a master degree in educational psychology background who was fluent in both languages.

The second stage is synthesizing two translated versions. At this stage, each translation on each question is compared using four different criteria: (1) semantic similarities; (2) idiomatic similarities; (3) similar experiences; and (4) conceptual similarities. The results showed that both translated results did not have any underpinning differences in the results.

The third stage is the analysis of the synthesis result by the experts. At this stage, the researcher must rely on a group of experts in psychological evaluation or specific knowledge about instruments. Four experts in educational psychology were involved in this stage. All of the experts had a doctoral degree in psychology and had worked as lecturers in psychology for more than ten years. They provided input and feedback based on their expertise to the translated scale, which later was revised by the researcher.

The fourth stage is an evaluation by the target population. This stage aims to verify the scale as to whether the target population understood the instructions and questions. Two groups participated in this stage: (1) three high school students from two different high schools; and (2) seven first-year university students from different majors. They provided valuable input and feedback, mostly about wording and the layout of the questionnaire.

The fifth stage is the back-translation of the draft questionnaire from Bahasa Indonesia into English to check for the instrument's quality control. Two

Tiongkok. Alat ukur tersebut kemudian diterjemahkan ke dalam Bahasa Indonesia. Setelah melalui proses penerjemahan ke dalam Bahasa Indonesia, dilakukan uji validitas dan reliabilitas terhadap alat ukur. Beberapa tahapan telah dilalui dalam proses adaptasi dan validasi instrumen (Borsa et al., 2012).

Tahap pertama adalah penerjemahan, yang mencakup pengecekan aspek gramatikal dan kultural, idiom, pembahasaan, dan kontekstual. Alat ukur diterjemahkan ke dalam Bahasa Indonesia oleh peneliti dan seorang ahli di bidang psikologi dengan latar belakang pendidikan magister psikologi pendidikan yang fasih dalam kedua bahasa.

Tahap kedua adalah tahap sintesis kedua versi terjemahan. Dalam tahap ini, masing-masing versi terjemahan untuk masing-masing butir pertanyaan dibandingkan menggunakan empat kriteria: (1) kesamaan semantik; (2) kesamaan idiomatik; (3) kesamaan pengalaman; dan (4) kesamaan konseptual. Hasil sintesis menunjukkan bahwa tidak terdapat perbedaan mendasar antara kedua hasil terjemahan.

Tahap ketiga adalah analisis hasil sintesis oleh para ahli. Pada tahap ini, peneliti harus mengandalkan sekelompok ahli di bidang evaluasi psikologis atau yang memiliki pengetahuan spesifik mengenai alat ukur. Empat ahli psikologi pendidikan dilibatkan dalam tahap ini. Semua ahli yang terlibat memiliki latar belakang pendidikan doktor di bidang psikologi dan sudah bekerja sebagai dosen psikologi selama lebih dari 10 tahun. Mereka memberikan masukan dan umpan balik berdasarkan keahlian untuk skala yang sudah diterjemahkan, untuk kemudian direvisi lebih lanjut oleh peneliti.

Tahap keempat adalah evaluasi oleh target populasi. Tahap ini bertujuan untuk memverifikasi skala pengukuran, yakni apakah target populasi memahami instruksi dan butir-butir pertanyaan. Dua kelompok berpartisipasi dalam tahap ini, yaitu: (1) tiga siswa sekolah menengah atas dari dua sekolah yang berbeda; dan (2) tujuh mahasiswa tahun pertama dari berbagai program studi. Mereka memberikan masukan dan umpan balik yang bermakna, utamanya mengenai pembahasaan dan penataan (*layout*) kuesioner.

Tahap kelima adalah penerjemahan kembali draf kuesioner dari Bahasa Indonesia ke Bahasa Inggris untuk mengecek validitas kontrol alat ukur. Tahap

experts with doctoral degree in psychology from English speaking universities were included in this stage.

Lastly, the authors conducted a study with a small number in the sample ( $N = 232$ ), which described the target population's characteristics.

### ***Academic Achievement***

Both subjective well-being and academic achievement play essential roles in the educational process (Steinmayr et al., 2018). School is an essential source of well-being, where students will feel comfortable to achieve their fullest potential. Therefore, it is vital to check whether the instrument correlates with academic achievement. Moreover, the original version put academic achievement as one predictor in the validity testing (Tian, Wang, & Huebner, 2015).

### ***Statistical Analysis***

The analysis was conducted using statistical programs International Business Machines Corporation (IBM) Statistical Product and Service Solutions (SPSS) Version 26, alongside AMOS 26. The total score of the Brief Adolescent Subjective Well-Being in School Scale (BASWBSS) was calculated by combining the total score of both affective and cognitive domains. Descriptive statistics were first explored through an examination of frequencies, percentages, and central tendency measures. The reliability of the instruments was examined through internal consistency using Cronbach's alpha. Based on the original instrument analyses, either Exploratory Factor Analysis (EFA) or Confirmatory Factor Analysis (CFA) was then conducted to examine the instruments' construct validity. To check whether a given measure is interpreted conceptually in a similar manner by respondents, construct equivalent was used (Coulacoglou & Saklofske, 2017). One of the construct equivalent is Confirmatory Factor Analysis (CFA). For the Confirmatory Factor Analysis (CFA), the Root Mean Square Error of Approximation (RMSEA), Comparative Fit Index (CFI), and Goodness of Fit (GOF) Indices were used to assess the fit of each model to the data (Hair et al., 2014). Such fit indices were used in addition to the traditional  $\chi^2$  test, as  $\chi^2$  is highly sensitive to

ini melibatkan dua orang ahli dengan latar belakang pendidikan doktor psikologi yang merupakan lulusan dari universitas yang menggunakan Bahasa Inggris sebagai bahasa pengantar.

Tahap terakhir adalah penelitian dengan jumlah sampel kecil ( $N = 232$ ), yang mewakili karakteristik target populasi.

### ***Prestasi Akademik***

Kesejahteraan subjektif dan prestasi akademik berperan penting dalam proses pendidikan (Steinmayr et al., 2018). Sekolah merupakan sumber penting kesejahteraan siswa, sebagai tempat siswa merasa nyaman untuk mencapai potensinya secara penuh. Karenanya, sangat penting untuk mengetahui apakah alat ukur BASWBSS berkorelasi dengan prestasi akademik. Terlebih, versi asli alat ukur BASWBSS menyertakan prestasi akademik sebagai salah satu prediktor dalam uji validitas (Tian, Wang, & Huebner, 2015).

### ***Analisis Statistik***

Analisis dilakukan dengan menggunakan program statistik *Statistical Product and Service Solutions (SPSS)* dari *International Business Machines Corporation (IBM)* versi 26, serta AMOS 26. Skor total *Brief Adolescent Subjective Well-Being in School Scale (BASWBSS)* dikalkulasi dengan mengombinasikan antara skor total domain afektif dan domain kognitif. Pertama, statistik deskriptif dieksplorasi melalui pengukuran frekuensi, persentase, dan tendensi sentral. Kemudian, reliabilitas instrumen diukur melalui uji konsistensi internal dengan *Cronbach's alpha*. Berdasarkan analisis alat ukur pada versi asli BASWBSS, Analisis Faktor Eksploratori (*Exploratory Factor Analysis; EFA*) dan Analisis Faktor Konfirmatori (*Confirmatory Factor Analysis; CFA*) dilakukan untuk menentukan validitas konstruk alat ukur. Untuk menguji apakah suatu pengukuran diinterpretasikan sama secara konseptual oleh responden, digunakan ekuivalensi konstruk (Coulacoglou & Saklofske, 2017). Salah satu bentuk ekuivalensi konstruk adalah Analisis Faktor Konfirmatori (*Confirmatory Factor Analysis; CFA*). Untuk Analisis Faktor Konfirmatori (*Confirmatory Factor Analysis; CFA*), indeks *Root Mean Square Error of Approximation (RMSEA)*, *Comparative Fit Index (CFI)*, dan *Goodness-of-Fit (GOF)* digunakan untuk mengukur kesesuaian (*fit*) setiap model terhadap data (Hair et

slight deviations from “perfect fit” in large samples. Scores of  $CFI \geq 0.90$ ,  $RMSEA \leq 0.05$ , and  $GOF \geq 0.95$  indicate an excellent fit to the data (Hu & Bentler, 1998; Oei & Green, 2008).

al., 2014). Indeks *fit* digunakan di samping uji  $\chi^2$  secara tradisional, yang sangat sensitif terhadap deviasi minor dari “*perfect fit*” dalam sampel berukuran besar. Skor  $CFI \geq 0,90$ ,  $RMSEA \leq 0,05$ , dan  $GOF \geq 0,95$  mengindikasikan kesesuaian (*fit*) yang sangat baik terhadap data (Hu & Bentler, 1998; Oei & Green, 2008).

## Result

### Reliability Analysis

The Cronbach’s alpha for the total scale was .70 ( $N = 232$ ,  $M = 35.9$ ,  $SD = 4.43$ ), whereas for each dimension it was .74 for cognitive ( $N = 232$ ,  $M = 27.55$ ,  $SD = 3.72$ ) and .45 for affective ( $N = 232$ ,  $M = 8.34$ ,  $SD = 1.73$ ). The Cronbach’s alpha was considered good, which showed that this scale has acceptable internal consistency.

### Exploratory Factor Analysis (EFA)

Both of the samples were asked to fill in the Brief Adolescent Subjective Well-Being in School Scale (BASWBSS). However, every sample result was analyzed with a different approach. For the first sample (half of freshmen sample and half of the high school students;  $n = 116$ ) utilized Exploratory Factor Analysis (EFA), while the other half of the samples ( $n = 116$ ) utilized Confirmatory Factor Analysis (CFA). The analysis explored the initial framework of the adapted Brief Adolescent Subjective Well-Being in School Scale (BASWBSS; Tian et al., 2017) using the principal component analysis method, replicating validity and reliability testing from the original version. The Bartlett’s test of sphericity was statistically significant, with scores of  $\chi^2 = 248.37$ ,  $df = 28$ ,  $p < 0.0001$ .

The result of the Exploratory Factor Analysis (EFA) indicated exact two-factor solutions. These two factors’ eigenvalues were 3.08 (39% variance) and 1.37 (17% variance), respectively. Table 2 provides more detailed information for factor loadings, internal consistencies, and descriptive data. This

## Hasil

### Analisis Reliabilitas

Nilai *Cronbach’s alpha* untuk skala pengukuran secara total adalah 0,70 ( $N = 232$ ;  $M = 35,9$ ;  $SD = 4,43$ ), sedangkan untuk masing-masing dimensi adalah 0,74 untuk dimensi kognitif ( $N = 232$ ;  $M = 27,55$ ;  $SD = 3,72$ ) dan 0,45 untuk dimensi afektif ( $N = 232$ ;  $M = 8,34$ ;  $SD = 1,73$ ). Nilai *Cronbach’s alpha* dianggap baik, yang menunjukkan bahwa skala ini memiliki konsistensi internal yang dapat diterima.

### Exploratory Factor Analysis (EFA)

Dua kelompok sampel diminta untuk mengisi *Brief Adolescent Subjective Well-Being in School Scale* (BASWBSS). Namun, hasil masing-masing kelompok sampel dianalisis dengan pendekatan yang berbeda. Untuk kelompok sampel pertama (setengah dari sampel mahasiswa tahun pertama dan setengah dari siswa sekolah menengah atas;  $n = 116$ ) digunakan Analisis Faktor Eksploratori (*Exploratory Factor Analysis; EFA*), sementara itu untuk kelompok sampel kedua ( $n = 116$ ) digunakan Analisis Faktor Konfirmatori (*Confirmatory Factor Analysis; CFA*). Analisis tersebut mengeksplorasi kerangka awal *Brief Adolescent Subjective Well-Being in School Scale* (BASWBSS) yang sudah diadaptasi (Tian et al., 2017) menggunakan metode analisis komponen utama, yang mereplikasi uji validitas dan reliabilitas skala dari versi aslinya. Uji statistik *Bartlett test of sphericity* ditemukan signifikan, dengan nilai  $\chi^2 = 248,37$ ;  $df = 28$ ;  $p < 0,0001$ .

Hasil Analisis Faktor Eksploratori (*Exploratory Factor Analysis; EFA*) menunjukkan solusi dua faktor yang tepat. Nilai *Eigen* kedua faktor tersebut masing-masing adalah 3,08 (39% varian) dan 1,37 (17% varian). Tabel 2 menunjukkan informasi detail mengenai *factor loading*, konsistensi internal, dan data

Table 2  
*Factor Loading Items on BASWBSS*

No	Items in English	Items in Bahasa Indonesia	Factor Loadings			
			Factor 1	Factor 2	<i>M</i>	<i>SD</i>
1	I perform well in school	Saya berprestasi baik di sekolah	<b>.43</b>	.09	4.21	.89
2	My school is provided with reasonable school rules and facilities	Sekolah saya memiliki peraturan dan fasilitas sekolah yang baik	<b>.76</b>	-.36	4.69	.99
3	I have good relationships with my teachers	Saya memiliki hubungan yang baik dengan guru-guru saya,	<b>.52</b>	.13	4.79	.73
4	I get along well with classmates	Saya bergaul dengan baik dengan teman sekelas.	<b>.45</b>	<b>.47</b>	5.02	.75
5	The teachers' instructional methods and quality are good	Metode dan kualitas pengajaran guru saya baik.	<b>.81</b>	.17	4.72	.93
6	The curriculum and homework assigned are reasonable	Silabus dan tugas yang diberikan sesuai.	<b>.75</b>	-.21	4.61	1.08
7	In school, the frequency of my pleasant feeling is.	Di sekolah, seberapa sering saya merasa senang	.43	<b>.53</b>	4.60	.93
8	In school, the frequency of vital unpleasant feelings is.	Di sekolah, seberapa sering saya merasa tidak senang	.07	<b>.28</b>	3.72	1.19

*Note.* Bold factor loading showed which item belongs to what Factor.

Tabel 2  
*Factor Loading Butir BASWBSS*

No	Butir Bahasa Inggris	Butir Bahasa Indonesia	Factor Loadings			
			Factor 1	Factor 2	<i>M</i>	<i>SD</i>
1	I perform well in school	Saya berprestasi baik di sekolah	<b>.43</b>	.09	4.21	.89
2	My school is provided with reasonable school rules and facilities	Sekolah saya memiliki peraturan dan fasilitas sekolah yang baik	<b>.76</b>	-.36	4.69	.99
3	I have good relationships with my teachers	Saya memiliki hubungan yang baik dengan guru-guru saya,	<b>.52</b>	.13	4.79	.73
4	I get along well with classmates	Saya bergaul dengan baik dengan teman sekelas.	<b>.45</b>	<b>.47</b>	5.02	.75
5	The teachers' instructional methods and quality are good	Metode dan kualitas pengajaran guru saya baik.	<b>.81</b>	.17	4.72	.93
6	The curriculum and homework assigned are reasonable	Silabus dan tugas yang diberikan sesuai.	<b>.75</b>	-.21	4.61	1.08
7	In school, the frequency of my pleasant feeling is.	Di sekolah, seberapa sering saya merasa senang	.43	<b>.53</b>	4.60	.93
8	In school, the frequency of vital unpleasant feelings is.	Di sekolah, seberapa sering saya merasa tidak senang	.07	<b>.28</b>	3.72	1.19

*Note.* Bold factor loading showed which item belongs to what Factor.

instrument consists of two sub-dimensions: (1) cognitive sub-dimension with six items; and (2) affective sub-dimension with two items. However, the eight items on this instrument were resulted in one total score, as in the original version.

This study tried to determine the number of factors within a set of variables, and used 0.3 as the

deskriptif. Alat ukur ini terdiri dari dua sub-dimensi, yaitu: (1) sub-dimensi kognitif dengan enam butir pertanyaan; dan (2) sub-dimensi afektif dengan dua butir pertanyaan. Namun, kedelapan butir dalam alat ukur ini menghasilkan satu skor total, seperti pada versi aslinya.

Penelitian ini mencoba untuk menentukan jumlah faktor dalam sebuah set variabel, dan menggunakan

cutoff of good factor loadings (Howard, 2016). The cognitive dimension has two items with factor loadings lower than 0.3. However, this study also considered comparing each item's factor loadings for Factor 1 and Factor 2. Therefore, the decision to put in which factor each item belongs to was also depending on which factor loading was more significant between Factor 1 and Factor 2. Only on Item SWB4, the difference in factor loading between Factor 1 and Factor 2 was .002, showing both factors equivalently. Although, the factor structure was different from the original version, there is an observed inclination that the two factors in this study were similar to the expected cognitive and affective sub-components of the Brief Adolescent Subjective Well-Being in School Scale (BASWBSS). In its original version, Item 1 until Item 6 belonged to cognitive dimension, while Item 7 and Item 8 belonged to affective dimension.

### Confirmatory Factor Analysis (CFA)

As with the original version, Confirmatory Factor Analysis (CFA) was completed with half of the high school students and freshmen, in order to replicate the original version on utilizing Exploratory Factor Analysis (EFA) with different sample to check the factor structure revealed in Exploratory Factor Analysis (EFA; Tian et al., 2017). The path diagram utilized the original version of item divisions (cognitive dimension with six items [Item 1 to Item 6] and affective dimension with two items [Item 7 and Item 8]). The model fitting (see Table 3) did not entirely meet the criterion stated in the research methods with scores of  $\chi^2(19) = 86.8$ ,  $p < .001$ ;  $GFI = 0.82$ ;  $RMSEA < .001$  (see Figure 1). The implication of this finding is also discussed in this study.

Table 3  
*Model Fitting Data of Adapted BASWBSS*

Model	$\chi^2$	<i>df</i>	<i>P</i>	GFI	RMSEA	CFI
Two correlated factors (8 items)	86.8	19	< .01	0.82	< .01	0.71

Tabel 3  
*Model Fitting Data dari Versi Adaptasi BASWBSS*

Model	$\chi^2$	<i>df</i>	<i>P</i>	GFI	RMSEA	CFI
Dua faktor terkorelasi (8 butir)	86.8	19	< 0,01	0.82	< 0,01	0.71

nilai 0,3 sebagai ambang batas *factor loading* yang baik (Howard, 2016). Terdapat dua butir dimensi kognitif dengan nilai *factor loading* di bawah 0,3. Namun, penelitian ini juga mempertimbangkan perbandingan *factor loading* masing-masing butir untuk Faktor 1 dan Faktor 2. Dengan demikian, keputusan untuk mencantumkan ke dalam faktor mana masing-masing butir dimasukkan juga tergantung dari *factor loading* mana yang lebih signifikan antara Faktor 1 dan Faktor 2. Hanya pada butir SWB4, terdapat perbedaan *factor loading* antara Faktor 1 dan Faktor 2 yaitu 0,002, yang menunjukkan kedua faktor secara ekuivalen. Namun demikian, struktur faktor ditemukan berbeda dari versi asli, yakni diamati adanya kecenderungan pada kedua faktor dalam penelitian ini yang mirip dengan sub-komponen kognitif dan afektif yang diharapkan dari *Brief Adolescent Subjective Well-Being in School Scale (BASWBSS)*. Dalam versi aslinya, butir 1 sampai 6 termasuk dalam dimensi kognitif, sementara itu butir 7 dan 8 termasuk dalam dimensi afektif.

### Confirmatory Factor Analysis (CFA)

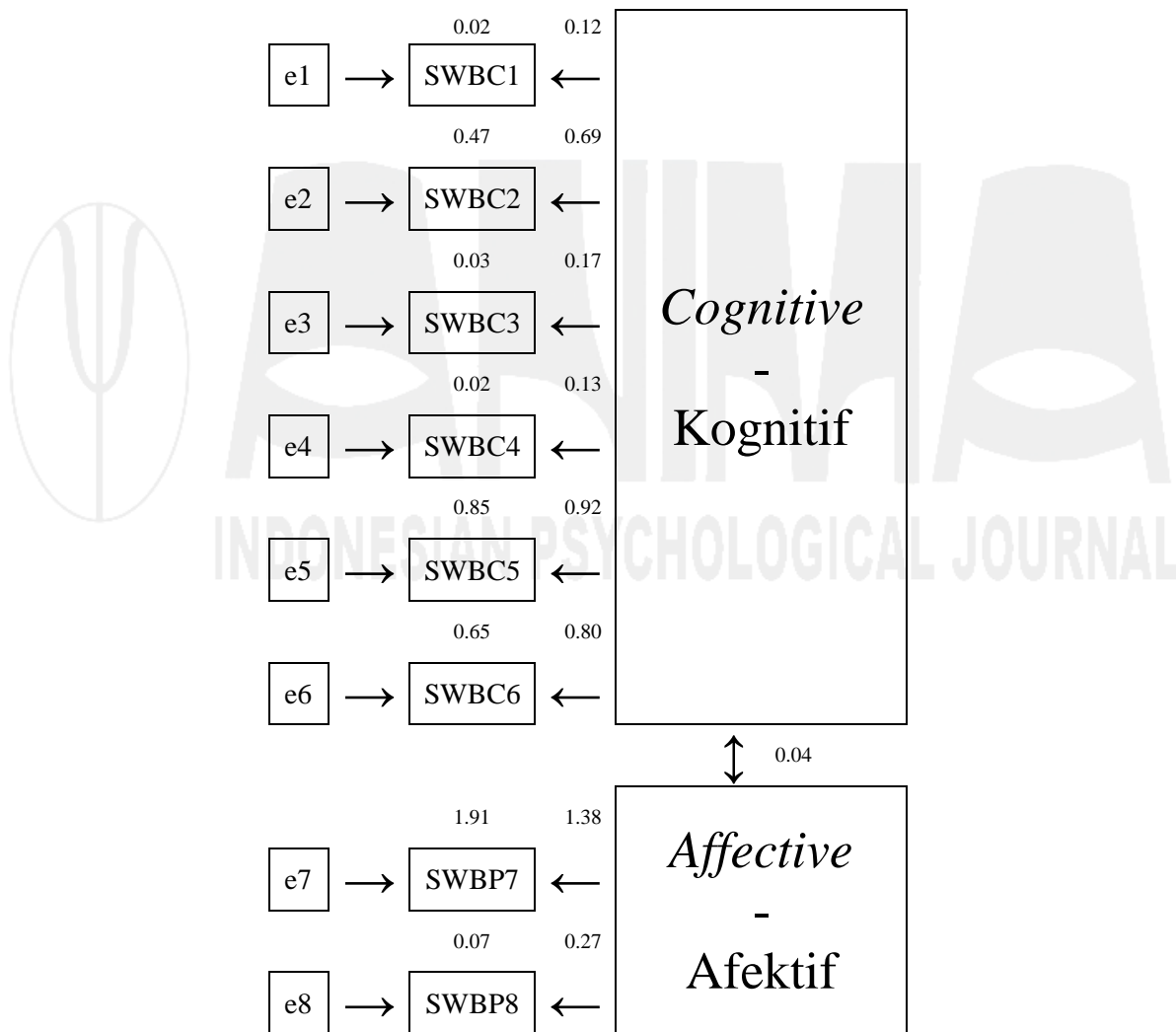
Seperti pada versi aslinya, Analisis Faktor Konfirmatori (*Confirmatory Factor Analysis; CFA*) dilakukan terhadap setengah dari partisipan siswa sekolah menengah atas dan mahasiswa tahun pertama, untuk mereplikasi penggunaan Analisis Faktor Eksploratori (*Exploratory Factor Analysis; EFA*) pada versi asli dengan sampel yang berbeda guna menguji struktur faktor seperti yang ditunjukkan pada Analisis Faktor Eksploratori (*Exploratory Factor Analysis; [EFA]*; Tian et al., 2017). Diagram jalur yang digunakan pada versi asli untuk pembagian butir-butir pertanyaan (dimensi kognitif dengan enam butir [butir 1 sampai 6] dan dimensi afektif dengan dua butir [butir 7 dan butir 8]). Pemodelan kesesuaian (*fit*; lihat Tabel 3) tidak sepenuhnya memenuhi kriteria seperti yang disampaikan pada metode penelitian dengan skor  $\chi^2(19) = 86,8$ ;  $p < ,001$ ;  $GFI = 0,82$ ;  $RMSEA < 0,001$  (lihat Gambar 1). Implikasi dari temuan tersebut juga didiskusikan pada penelitian ini.

**Correlation with Student’s Academic Achievement**

The total score of the adapted version of the Brief Adolescent Subjective Well-Being in School Scale (BASWBSS) was correlated with students’ achievements from both groups. The result showed a positive correlation ( $r = .197, p < .05$ ). Although Cohen considered  $r > .2$  to be of a small effect, the result was significant. This result indicates that the better the achievement of students, the happier they reported feeling in school. In contrast, the lower the achievement obtained by students, the unhappier they feel in school.

**Korelasi dengan Prestasi Akademik Siswa**

Skor total *Brief Adolescent Subjective Well-Being in School Scale (BASWBSS)* versi adaptasi ditemukan berkorelasi dengan prestasi siswa pada kedua kelompok. Hasil temuan menunjukkan korelasi positif ( $r=0,197; p< 0,05$ ). Walaupun Cohen mengategorikan nilai  $r>0,2$  ke dalam efek yang kecil, namun hasilnya signifikan. Temuan mengindikasikan bahwa semakin baik prestasi siswa, semakin besar kecenderungannya melaporkan perasaan bahagia di sekolah. Sebaliknya, semakin rendah prestasi yang diraih siswa, semakin tidak bahagia mereka di sekolah.



*Figure 1.* Path diagram of the BASWBSS based on the original version of item division.

*Note.* The factor loadings are regression coefficients instead of correlations.

*Gambar 1.* Bagan alur BASWBSS berdasarkan versi orisinal pembagian butir.

*Keterangan.* Skor factor loading adalah koefisien regresi dan bukan korelasi.

## Discussion

The Brief Adolescent Subjective Well-Being in School Scale (BASWBSS) scale has significant relevance for implementation in Indonesian context. The initial reliability analysis was satisfactory, with two factor analysis approaches on two different samples showing that the Brief Adolescent Subjective Well-Being in School Scale (BASWBSS) as a relatively brief instrument with eight items to measure Indonesian student well-being. Further in-depth analysis related to its psychometric criteria is required (Furr, 2011). The adaptation of the Brief Adolescent Subjective Well-Being in School Scale (BASWBSS) utilized several validation techniques and reliability testing to carry out the in-depth analysis. From this study, one item representing a dimension in the Adolescents' Subjective Well-Being in School Scale (ASWBSS) can be adequately represented by each item in the Brief Adolescent Subjective Well-Being in School Scale (BASWBSS).

The Indonesian adapted version of the Brief Adolescent Subjective Well-Being in School Scale (BASWBSS) showed different division of items compared to the original version. Item SWB4's redundancy in both cognitive and affective dimension was one of the concerns in this study. This redundancy to both cognitive and affective dimension showed that Item SWB4 related to social interaction and personal satisfaction, which were more associated with affective dimension and cognitive dimension among Indonesian students. Moreover, based on the face validity among experts, the sentence utilized also represented the real meaning measured. However, to ensure the result and increase the validity and reliability of the Indonesian adapted Brief Adolescent Subjective Well-Being in School Scale (BASWBSS), more cross-sectional, test-retest reliability, and large-scale monitoring surveys are required.

This study used achievement as an external indicator in examining validity. Based on a survey of Suldo et al. (2006), both subjective well-being and success are primary indicators for understanding the role of positive psychology in school. There is a lack of studies that examine the relationship between students' happiness and academic achievement in school, with several research showing that subjective well-being and achievement having relatively small effect compared to the correlation between other

## Diskusi

*Brief Adolescent Subjective Well-Being in School Scale (BASWBSS)* mempunyai relevansi signifikan untuk diimplementasikan dalam konteks Indonesia. Hasil awal analisis reliabilitas cukup memuaskan, dengan pendekatan analisis dua faktor terhadap dua kelompok sampel yang berbeda menunjukkan *Brief Adolescent Subjective Well-Being in School Scale (BASWBSS)* sebagai alat ukur relatif singkat yang terdiri dari 8 butir untuk mengukur kesejahteraan subjektif siswa di Indonesia. Lebih lanjut, diperlukan analisis mendalam terkait dengan kriteria psikometrinya (Furr, 2011). Adaptasi *Brief Adolescent Subjective Well-Being in School Scale (BASWBSS)* menggunakan beberapa teknik uji validitas dan reliabilitas untuk melakukan analisis mendalam. Dari penelitian ini, satu butir yang mewakili satu dimensi dalam *Adolescents' Subjective Well-Being in School Scale (ASWBSS)* dapat direpresentasikan oleh setiap butir dalam *Brief Adolescent Subjective Well-Being in School Scale (BASWBSS)*.

Versi *Brief Adolescent Subjective Well-Being in School Scale (BASWBSS)* yang sudah diadaptasi ke dalam Bahasa Indonesia menunjukkan pembagian butir-butir pertanyaan yang berbeda jika dibandingkan dengan versi aslinya. Pengulangan butir SWB4 dalam kedua dimensi kognitif dan afektif menunjukkan bahwa butir SWB4 tersebut berkaitan dengan interaksi sosial dan kepuasan personal, yang lebih cenderung diasosiasikan dengan dimensi afektif dan kognitif oleh siswa di Indonesia. Terlebih, berdasarkan validitas rupa oleh para ahli, kalimat yang digunakan juga telah mencerminkan makna asli yang diukur. Namun, untuk memastikan hasil serta untuk meningkatkan validitas dan reliabilitas *Brief Adolescent Subjective Well-Being in School Scale (BASWBSS)* yang diadaptasi ke dalam Bahasa Indonesia, diperlukan survey *cross-sectional*, reliabilitas *test-retest*, dan *monitoring* dalam skala besar.

Penelitian ini menggunakan prestasi sebagai indikator eksternal untuk mengukur validitas. Berdasarkan sebuah survey oleh Suldo et al. (2006), kesejahteraan subjektif dan kesuksesan merupakan indikator utama untuk memahami peran psikologi positif di sekolah. Masih sedikit penelitian yang mendalami hubungan antara kebahagiaan siswa dan prestasi akademik di sekolah, dengan beberapa penelitian menunjukkan bahwa kesejahteraan subjektif dan prestasi belajar memiliki efek yang kecil dibanding-



success outcome measures or determinants (Bücker et al., 2018). Thus, this area requires further examination of the role of performance in students' happiness in school.

In previous studies, the participants involved were only high school students (Ary et al., 2014; Tian, Wang, & Huebner, 2015), while in this study, the participants consisted of two groups from two different educational levels (high school and university student). Results indicated that the Brief Adolescent Subjective Well-Being in School Scale (BASWBSS) could be presented to different educational levels. In research, if data can be obtained from a broader sample, then that data can be utilized in describing the population itself (Ary et al., 2014). This result also showed that the Brief Adolescent Subjective Well-Being in School Scale (BASWBSS) could be used for both high school students and also university students.

There are several limitations in this study that should be considered for future research. First, the number of participants in this study was far less than in the original research of the Brief Adolescent Subjective Well-Being in School Scale (BASWBSS). The sample size influences how the result is representing the population (Ary et al., 2014). Thus, if the number of samples in this study was increased, this study's result could be generalized to describe the population better. Consequently, the result of the adapted Brief Adolescent Subjective Well-Being in School Scale (BASWBSS) cannot be fully generalized to high school students and university students in Indonesia. Further research involving more participants is required to overcome this limitation.

Validity is a concept with five types of evidence (Hughes, 2018). This study only used three types of evidence: (1) content; (2) relations with other variables (achievement); and (3) internal structures. More various validity evidence will strengthen the argument of the Brief Adolescent Subjective Well-Being in School Scale (BASWBSS) validity itself. The authors suggest observing the response process while participants fill in the instrument for future studies.

kan dengan korelasi antara ukuran atau determinan hasil kesuksesan lainnya (Bücker et al., 2018). Karenanya, diperlukan penelitian lebih lanjut mengenai peran prestasi akademik terhadap kebahagiaan siswa di sekolah.

Dalam penelitian-penelitian sebelumnya, partisipan yang terlibat hanya berasal dari siswa sekolah menengah atas (Ary et al., 2014; Tian, Wang, & Huebner, 2015). Sementara itu, penelitian ini melibatkan dua kelompok siswa dari dua jenjang pendidikan yang berbeda (jenjang pendidikan menengah dan pendidikan tinggi). Hasil penelitian menunjukkan bahwa *Brief Adolescent Subjective Well-Being in School Scale (BASWBSS)* dapat dipresentasikan pada jenjang pendidikan yang berbeda. Dalam penelitian, apabila data diperoleh dari sampel yang lebih luas, maka data tersebut dapat digunakan untuk mendeskripsikan populasi itu sendiri (Ary et al., 2014). Hasil ini juga menunjukkan bahwa *Brief Adolescent Subjective Well-Being in School Scale (BASWBSS)* dapat digunakan bagi siswa sekolah menengah atas dan mahasiswa di perguruan tinggi.

Terdapat beberapa keterbatasan dalam penelitian ini yang harus dipertimbangkan untuk penelitian selanjutnya. Pertama, jumlah partisipan dalam penelitian ini jauh lebih sedikit dari riset asli *Brief Adolescent Subjective Well-Being in School Scale (BASWBSS)*. Ukuran sampel memengaruhi bagaimana hasil penelitian dapat mewakili populasi (Ary et al., 2014). Karenanya apabila jumlah sampel dalam penelitian ini ditingkatkan, hasil penelitian dapat digeneralisasikan untuk mendeskripsikan populasi dengan lebih baik. Akibatnya, hasil dari *Brief Adolescent Subjective Well-Being in School Scale (BASWBSS)* yang sudah diadaptasi belum sepenuhnya dapat digeneralisasi untuk siswa sekolah menengah atas dan universitas di Indonesia. Diperlukan riset lanjutan yang melibatkan lebih banyak partisipan untuk mengatasi keterbatasan ini.

Validitas merupakan sebuah konsep dengan lima jenis pembuktian (Hughes, 2018). Penelitian ini hanya menggunakan tiga jenis pembuktian, yakni: (1) konten; (2) hubungan dengan variabel lain (prestasi); dan (3) struktur internal. Pembuktian validitas lainnya akan memperkuat argumentasi validitas *Brief Adolescent Subjective Well-Being in School Scale (BASWBSS)* itu sendiri. Penulis menyarankan untuk mengobservasi proses respons sementara partisipan mengisi alat ukur pada penelitian selanjutnya.

The level of student well-being in school is a vital construct to measure. By detecting the level of well-being, students, teachers, or parents can prevent psychological and social problems in the future (Bucker et al., 2018). Thus, having an instrument that is relatively short, easy-to-use, and valid to measure subjective well-being becomes important in Indonesia. A scale which meets this requirement is the Brief Adolescent Subjective Well-Being in School Scale (BASWBSS; Tian, Wang, & Huebner, 2015). The validation and reliability testing from this study showed that the adapted version of the Brief Adolescent Subjective Well-Being in School Scale (BASWBSS) is a valid and reliable instrument for usage in Indonesian culture. As an expansion from the original version which only uses high school students as the sample, this instrument can be used by both high school students and first-year university students.

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Tingkat kesejahteraan siswa di sekolah merupakan sebuah konstruk vital yang perlu diukur. Upaya mendeteksi tingkat kesejahteraan siswa, guru, atau orang tua diharapkan dapat mencegah permasalahan psikologis dan sosial di masa depan (Bucker et al., 2018). Dengan demikian, memiliki sebuah alat ukur yang relatif singkat, mudah digunakan, dan valid untuk mengukur kesejahteraan subjektif sangatlah penting dalam konteks Indonesia. Sebuah skala yang memenuhi kriteria ini adalah *Brief Adolescent Subjective Well-Being in School Scale (BASWBSS; Tian, Wang, & Huebner, 2015)*. Uji validitas dan reliabilitas dalam penelitian ini menunjukkan bahwa versi *Brief Adolescent Subjective Well-Being in School Scale (BASWBSS)* yang sudah diadaptasi merupakan alat ukur yang valid dan reliabel untuk digunakan dalam konteks budaya Indonesia. Sebagai pengembangan dari versi asli yang hanya melibatkan sampel dari siswa sekolah menengah atas, alat ukur ini dapat digunakan pada sekolah menengah atas dan mahasiswa tahun pertama.

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