

The Effect of Subjective Well-Being, Peer Support, and Self-Efficacy on Student Engagement of Class X Students of Four High Schools in Sidoarjo Regency

Pengaruh *Subjective Well-Being*, *Peer Support*, dan Efikasi Diri terhadap *Student Engagement* Siswa Kelas X di Empat SMAN di Kabupaten Sidoarjo

Tania Nurmalita, Nono Hery Yoenanto, and Duta Nurdibyanandaru
Fakultas Psikologi
Universitas Airlangga

An initial survey showed that school students at the *Sekolah Menengah Atas Negeri* - SMAN (State Senior High School) level in the Sidoarjo Regency of East Java Province, Indonesia, suffered low levels of *student engagement* (SE). This research examined the impact of *subjective well-being*, *peer support*, and self-efficacy on the *student engagement* (SE) of the students in the Class X of four SMAN in the Sidoarjo Regency. 328 students were involved in this research, filling in a survey related to the four variables of the study. The results of regression testing indicated that *subjective well-being*, *peer support*, and self-efficacy had significant influence on increases in *student engagement* (SE). The implication of this research was that the efforts by the school, parents, and other parties was related to attention being given, outside of improvement in the quality of the academic atmosphere. Psychological well-being, peer support, as well as increases in self-efficacy, may assist students to become actively involved in the learning process.

Keywords: self-efficacy, *peer support*, *student engagement*, *subjective well-being*

Survey awal menunjukkan siswa di tingkat Sekolah Menengah Atas (SMA) Kabupaten Sidoarjo memiliki *student engagement* (SE) yang rendah. Penelitian ini mengkaji dampak dari *subjective well-being*, *peer support*, dan efikasi diri terhadap *student engagement* (SE) pada siswa kelas X yang berasal dari empat Sekolah Menengah Atas Negeri (SMAN) di Kabupaten Sidoarjo. 328 siswa terlibat dalam penelitian ini dengan mengisi survei terkait empat variabel studi. Hasil uji regresi menunjukkan bahwa *subjective well-being*, *peer support*, dan efikasi diri memberikan pengaruh signifikan terhadap peningkatan *student engagement* (SE). Implikasi penelitian ini adalah adanya upaya sekolah, orangtua, dan pihak lain terkait untuk memberikan perhatian di luar peningkatan kualitas atmosfir akademik. Kesejahteraan psikologik, dukungan sosial teman sebaya, maupun peningkatan efikasi diri dapat membantu siswa lebih terlibat aktif dalam proses pembelajaran.

Kata kunci: efikasi diri, *peer support*, *student engagement*, *subjective well-being*

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Correspondence concerning this article should be addressed to: | Korespondensi sehubungan dengan artikel ini ditujukan pada:
Tania Nurmalita, Fakultas Psikologi, Universitas Airlangga, Jalan Airlangga No. 4-6, Surabaya 60115.
E-Mail: tania.nurmalita-2018@psikologi.unair.ac.id

Student engagement (SE) is the engagement of students, related to the interaction between time, effort, and other relevant resources invested to optimize the student experience, and raise the level

Student engagement (SE) adalah keterikatan siswa yang berkaitan dengan interaksi antara waktu, upaya, dan sumber daya relevan lainnya yang diinvestasikan untuk mengoptimalkan pengalaman siswa dan

of their educational results (Trowler, 2010). Finn (1989) stated that *student engagement (SE)* was one subject which it was important to study, because it was positively related to the academic achievements of students. Research conducted by Lewis et al. (2010) indicated that students with a good level of *student engagement (SE)* could have high academic achievements, whilst students with a low level of *student engagement (SE)* might have a low level of academic achievement, be at risk of *dropping out*, or of being expelled from school.

A number of pieces of research have indicated that *student engagement (SE)* has a positive relationship with academic achievement at a number of levels in education (Klem & Connell, 2004; Fredricks *et al.*, 2004; Marks, 2000; Skinner & Belmont, 1993). Research conducted with high school students has produced the following results; 75% of students having a high level of SE have been proven to have high academic achievements, or high academic marks, as well as having higher attendance rates, than the 25% who had low *student engagement (SE)* rates. *Student engagement (SE)* is a vital variable and is correlated with academic achievement. Students who have high *student engagement (SE)* levels show high attendance of lessons, have active participation in classroom discussion, demonstrate strong initiative in participating in classroom activities, and pay attention to learning process activities. Research conducted in Indonesia by Ritonga (2016) in a private high school in North Sumatera, participated in by 244 students from Class X to XII, obtained data showing some 54.50% of students had high levels of *student engagement (SE)*, whilst 45.50% of them had lower levels. These students with low levels of *student engagement (SE)* tended to have negative attitudes when at school, had poor relations with both their teachers and their classmates, and demonstrated low academic achievements.

Initial data obtained by the authors at one SMAN in Sidoarjo, with 34 participating students from one class, showed that 50% of students had low *student engagement (SE)*, and with 26% that was very low. This situation illustrated that the level of *student*

meningkatkan hasil belajar (Trowler, 2010). Finn (1989) menyatakan bahwa *student engagement (SE)* menjadi suatu subyek yang penting untuk dikaji karena *student engagement (SE)* berhubungan positif dengan hasil prestasi akademik siswa. Penelitian yang dilakukan oleh Lewis et al. (2010) menunjukkan bahwa siswa dengan tingkat *student engagement (SE)* yang baik dapat memiliki pencapaian akademik yang baik, sedangkan siswa dengan tingkat *student engagement (SE)* yang rendah dapat menghasilkan pencapaian akademik yang rendah bahkan *drop-out* atau dikeluarkan dari sekolah.

Sejumlah penelitian menunjukkan bahwa *student engagement (SE)* berhubungan positif dengan prestasi akademik di berbagai tingkat pendidikan (Klem & Connell, 2004; Fredricks *et al.*, 2004; Marks, 2000; Skinner & Belmont, 1993). Penelitian yang dilakukan pada siswa sekolah menengah menunjukkan hasil sebagai berikut: sebanyak 75% siswa yang memiliki tingkat *student engagement (SE)* yang tinggi, terbukti memiliki pencapaian akademik atau nilai-nilai akademik yang tinggi serta memiliki tingkat kehadiran yang lebih tinggi daripada 25% siswa sekolah menengah yang memiliki tingkat *student engagement (SE)* yang rendah. *Student engagement (SE)* merupakan variabel yang vital dan berkorelasi terhadap prestasi akademik. Siswa dengan tingkat *student engagement (SE)* yang tinggi menandakan siswa selalu hadir saat jam pelajaran, berpartisipasi aktif dalam diskusi di kelas, menunjukkan usaha yang keras dalam mengikuti aktivitas yang ada dalam kelas, serta menunjukkan ketertarikan terhadap aktivitas pembelajaran. Penelitian yang dilakukan di Indonesia oleh Ritonga (2016) di salah satu Sekolah Menengah Atas (SMA) swasta Sumatera Utara dan diikuti oleh 244 orang partisipan dari kelas X sampai kelas XII, memperoleh data bahwa sebanyak 54,50% siswa memiliki tingkat *student engagement (SE)* yang tinggi, sedangkan sebanyak 45,50% siswa memiliki tingkat *student engagement (SE)* yang rendah. Siswa dengan tingkat *student engagement (SE)* yang rendah ini cenderung memiliki sikap negatif saat berada di sekolah, memiliki hubungan yang kurang baik dengan guru maupun dengan teman di sekolah, dan menunjukkan prestasi yang rendah.

Data awal yang diambil oleh penulis pada salah satu Sekolah Menengah Atas Negeri (SMAN) di Sidoarjo dengan partisipan sebanyak 34 siswa dalam satu kelas, menunjukkan hasil sebanyak 50% siswa memiliki tingkat *student engagement (SE)* rendah

engagement (SE) of students in one class, at Class X level, varied from student to student. Observation conducted by the researchers also indicated that there were many students who had difficulties with concentration, and who did not open their lesson books if the teacher was absent. The students continued to be noisy, and were hopeful that the teacher would not arrive in class at that time. Another thing which indicated a low level of *student engagement (SE)* was that the students did not go over their lessons again at home. Noting this result, the authors felt it necessary to conduct research related to *student engagement (SE)*, at the senior high school level. Besides the collection of initial data, performed by the researchers, there was also use made of data obtained from previous research concerning the *student engagement (SE)* of students from senior high schools. Students at the ages of high school and tertiary education suffer more stress than that of other age groups. Several influential factors are the increasing demands borne by adolescents, changes undergone, both physical and psychological, and the certainty of a future which must soon be encountered, in order to be able to satisfy the demands of the people around them (Maricuțoiu & Sulea, 2019). The stress experienced by individuals of middle adolescent age can influence several internal matters, including academic matters related to *student engagement (SE)* in this research.

In research performed by previous researchers, there were several variables which were proven to be able to influence *student engagement (SE)*. The list of previously performed research, which had resulted in a number of conclusions concerning factors influencing *student engagement (SE)*, may be seen in Figure 1.

Student Engagement

The root of the interest in *student engagement (SE)* by researchers and educational motivators is a desire to increase the ability of students to learn, and a wish to increase student interest in study, so that they might be able to achieve satisfying performances. There are certainly many pieces of research relating to *student engagement (SE)* with academic tasks, or academic activity. Although this so, *student engagement (SE)* is also greatly related to non-academic activities. In a publication by Finn (1989), concerning the rea-

dan sebanyak 26% siswa memiliki tingkat *student engagement (SE)* yang sangat rendah. Kondisi ini menggambarkan bahwa tingkat *student engagement (SE)* siswa dalam satu kelas di kelas X berbeda-beda tiap individu. Observasi yang dilakukan oleh peneliti juga menunjukkan bahwa siswa masih banyak yang sulit berkonsentrasi dan tidak membuka buku pelajaran yang akan diajarkan ketika guru belum datang. Siswa masih gaduh dan berharap guru tidak masuk kelas saat itu. Hal lain yang menunjukkan tingkat *student engagement (SE)* yang rendah adalah siswa tidak mengulang lagi pembelajaran di sekolah saat berada di rumah. Melihat hasil ini, penulis pun merasa perlu dilakukan penelitian terkait *student engagement (SE)* pada tingkat sekolah menengah atas. Selain dari hasil pengambilan data awal yang dilakukan oleh penulis, adapula hasil dari penelitian-penelitian sebelumnya mengenai *student engagement (SE)* pada siswa Sekolah Menengah Atas (SMA). Siswa pada usia sekolah menengah hingga kuliah mengalami tingkat stres yang lebih tinggi daripada kelompok usia lainnya. Beberapa faktor yang memengaruhi adalah semakin banyaknya tuntutan yang dibebankan pada remaja, perubahan baik itu fisik maupun psikologis, dan kepastian masa depan yang harus segera ditemukan agar dapat memuaskan pertanyaan masyarakat di sekitar remaja (Maricuțoiu & Sulea, 2019). Stres yang dialami oleh individu usia remaja pertengahan ini dapat memengaruhi beberapa hal dalam dirinya termasuk hal akademik yang akan dikaitkan dengan *student engagement (SE)* pada penelitian kali ini.

Pada penelitian yang dilakukan oleh peneliti sebelumnya, terdapat beberapa variabel yang terbukti dapat memengaruhi *student engagement (SE)*. Daftar penelitian-penelitian sebelumnya yang dilakukan menghasilkan beberapa kesimpulan mengenai faktor-faktor yang memengaruhi *student engagement (SE)* dapat dilihat pada Gambar 1.

Student Engagement (SE)

Awal dari ketertarikan para peneliti dan penggiat pendidikan terhadap *student engagement (SE)* adalah keinginan untuk meningkatkan kemampuan siswa dalam belajar dan keinginan untuk meningkatkan minat siswa dalam belajar sehingga dapat memperoleh prestasi yang memuaskan. Tentu saja banyak penelitian yang mengaitkan *student engagement (SE)* ini dengan tugas-tugas akademik atau aktivitas akademik. Meskipun begitu, keterikatan siswa (*student engagement [SE]*) juga banyak dikaitkan dengan aktivitas non

sons a child may become a school *drop-out*, or be expelled from school, *student engagement (SE)* was also discussed. Finn (1989) explained engagement is seen as a multi-dimensional variable, involving aspects of emotions, student behaviour (participation, academic lessons study time, and cognition). In other words, the time used by students to conduct academic activities or academic tasks is important for consideration, however it is not enough merely to be able completely to achieve the target of schooling, *i.e.* learning right across the academic sphere, learning about socio-emotional matters, and learning about behaviour (Christenson *et al.*, 2013).

akademik. Pada publikasi yang dilakukan oleh Finn (1989) tentang penyebab seorang anak dapat mengalami *drop-out* atau dikeluarkan di sekolah, dibahas juga mengenai *student engagement (SE)*. Finn (1989) menjelaskan bahwa *engagement* dilihat sebagai variabel multidimensi yang melibatkan aspek emosi, perilaku siswa (partisipasi, waktu belajar pelajaran akademik, dan kognisi). Dengan kata lain, waktu yang digunakan oleh siswa untuk melakukan aktivitas akademik atau mengerjakan tugas akademik penting untuk diperhatikan namun tidak cukup untuk dapat mencapai target dari sekolah seutuhnya yaitu belajar lintas akademis, belajar mengenai sosial-emosional, dan belajar mengenai perilaku (Christenson *et al.*, 2013).

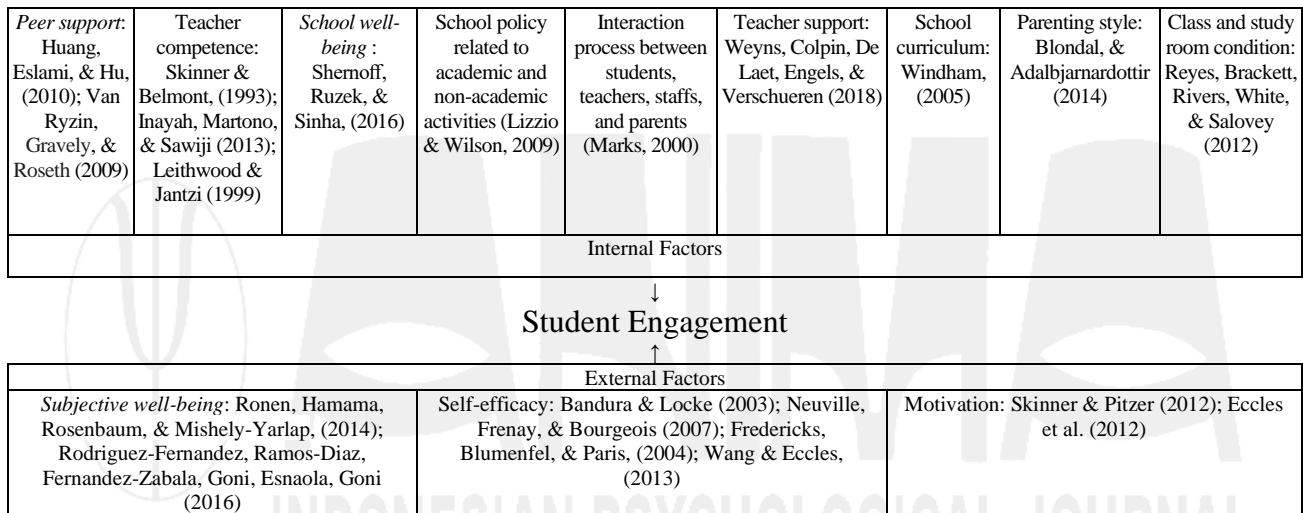
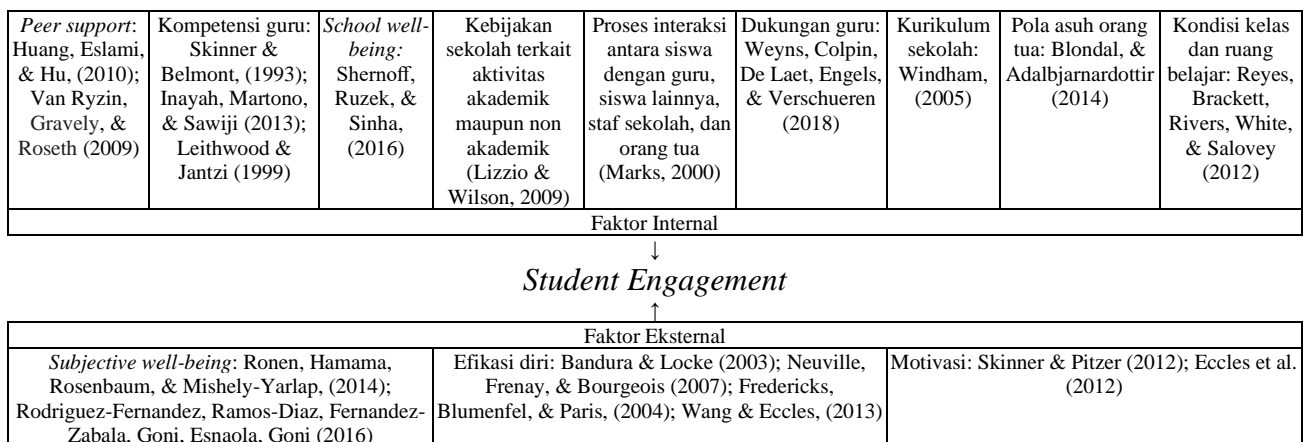


Figure 1. Diagram of research map related to factors affecting student engagement.



Gambar 1. Bagan peta riset terkait faktor-faktor yang memengaruhi *student engagement*.

In research previously performed by Parsons and Taylor (2011), it was found that students at high school level tend more to have a problem of *disengagement* with activities at school and academic activities, so that studies of the *student engagement (SE)* of students at this educational stage has been much researched. With this being so, educators are hopeful that students may become successful learners in the future. *Student engagement (SE)*, or the engagement of students in school activities, is thought to be able to fulfil the hopes of educators. According to Fredricks et al. (2004) there are three influential aspects to *student engagement (SE)*, those being behaviour, emotions and cognition.

From the various factors concerning what may influence *student engagement (SE)*, the authors were interested to research three, internal and external factors. These three factors were; *subjective well-being* and self-efficacy, as the internal factors, and *peer support*, as the external one.

Subjective Well-Being

The authors chose the variables of *subjective well-being* as the internal factor, the influence of which on the *student engagement (SE)* of students at high school level they wished to research, because on the basis of the research performed by the *Organisation for Economic Co-operation and Development (OECD; 2017)*, it was discovered that students at both high school and tertiary educational levels suffered a higher level of stress than that of other age groups (Maricutoui & Sulea, 2019). This situation, of feeling stressed and pressured, is in part caused by the low levels of *subjective well-being* of all students at all stages in both senior high school and university study. These low levels of *subjective well-being* bring on a psychological condition which disturbs the students (experiencing stress, anxiety, and so forth), which eventually may cause disturbances to their academic performances and to the teaching/learning process (Heffner & Antaraiman, 2015).

According to Diener (1984) *subjective well-being* can influence the level of optimism and the self-control ability of an individual, and give that individual clear goals and a good reason to live, on a daily basis. A number of matters which may be

Pada penelitian yang dilakukan sebelumnya yang dilakukan oleh Parsons dan Taylor (2011), didapatkan bahwa siswa pada tingkat sekolah menengah cenderung lebih memiliki permasalahan *disengagement* (tidak terlibat) pada aktivitas di sekolah dan akademik, sehingga studi *student engagement (SE)* banyak diteliti pada siswa di tahap pendidikan ini. Dengan kondisi ini, para pendidik berharap bahwa para siswa bisa menjadi pembelajar yang sukses di kemudian hari. *Student engagement (SE)* atau keterikatan siswa pada aktivitas sekolah dirasa mampu membantu para pendidik dan menjadi solusi atas harapan para pendidik ini. Menurut Fredricks et al. (2004) dalam *student engagement (SE)*, disebutkan ada tiga aspek yang memengaruhi yaitu perilaku, emosi, dan kognisi.

Dari berbagai faktor yang sudah diteliti mengenai faktor-faktor yang dapat memengaruhi *student engagement (SE)*, penulis tertarik untuk meneliti tiga faktor yang dapat memengaruhi *student engagement (SE)* baik itu internal maupun eksternal. Ketiga faktor tersebut adalah *subjective well-being* dan efikasi diri sebagai faktor internal dan *peer support* sebagai faktor eksternal.

Subjective Well-Being

Penulis memilih variabel *subjective well-being* (tingkat kepuasan hidup) selaku faktor internal yang ingin diteliti pengaruhnya terhadap *student engagement (SE)* pada siswa Sekolah Menengah Atas (SMA) karena berdasarkan penelitian yang dilakukan oleh *Organisation for Economic Co-operation and Development (OECD; 2017)* ditemukan fakta bahwa siswa-siswa di usia sekolah maupun perkuliahan mengalami tingkat stres yang lebih tinggi dibandingkan masyarakat pada kelompok usia yang lainnya (Maricutoui & Sulea, 2019). Kondisi stres dan tertekan ini sebagian disebabkan oleh rendahnya tingkat *subjective well-being* dari masing-masing siswa yang sedang pada tahap tingkat sekolah menengah atas ataupun universitas. Rendahnya tingkat *subjective well-being* membuat kondisi psikologis siswa terganggu (mengalami stres, keresahan, dan sebagainya) yang akhirnya dapat menyebabkan terganggunya prestasi akademik dan proses belajar mengajar (Heffner & Antaraiman, 2015).

Menurut Diener (1984) *subjective well-being* dapat memengaruhi tingkat optimisme individu, dan kemampuan kontrol diri individu, serta dapat membuat individu memiliki tujuan yang jelas dan arti hidup yang baik dalam kesehariannya. Beberapa hal yang

influenced by this *subjective well-being* can have an influence in the life of an individual, particularly in the aspects of education and employment. Having clear goals, good self-control, and high levels of optimism, can make students become increasingly enthusiastic in their learning, and strive optimally to be able to take part in lessons, and non-academic activities, at school (Ronen *et al.*, 2014).

Comprehension of *subjective well-being*, according to Diener (1984), is the cognitive and affective evaluation by persons of their own lives. This evaluation is also related to their emotional reactions to an event, and to the cognitive evaluation of satisfaction and the fulfilment of needs. Another understanding of *subjective well-being*, according to Headey and Wearing (1991) is that it is the situation wherein individuals feel high levels of positive influence (positive moods), low levels of negative influences (few negative moods), and high levels of satisfaction with their lives. This indicates that the components of *subjective well-being* are related to a positive individual psychological condition, good physical condition, and good interpersonal functioning (Busseri *et al.*, 2012), so the conclusion is that *subjective well-being* is the feelings of happiness, satisfaction, and positive influences, more greatly felt by individuals than those of negative influences, and which may influence the levels of optimism of an individual; and that *subjective well-being* will cause one to have greater positive attitudes when facing any situation. There are two aspects, involved and reactive, in this variable *subjective well-being*, *i.e.*; (1) the cognitive aspect (in the form of feelings of satisfaction with the life being lived), and; (2) the affective aspect (in the form of feelings of contentment, happiness and love). Several pieces of research state the importance of *subjective well-being* in every aspect of life, but rarely are there any relating it to education (Chafouleas & Bray, 2004).

Matters related to education, which may be influenced by low levels of *subjective well-being*, and which have been researched by previous researchers, are concerned with learning achievement, the ability to follow lessons, and *student engagement (SE)*. Heffner and Antaramian (2015), discovered that the level of the *subjective well-being* of students can influence the level of their *student engagement (SE)*, and their academic achievements. Heffner and Antaramian (2015) conducted research with

dipengaruhi oleh *subjective well-being* tersebut dapat berpengaruh dalam kehidupan individu terutama dalam aspek pendidikan dan pekerjaan. Siswa yang memiliki tujuan yang jelas, kontrol diri yang baik, serta memiliki tingkat optimisme yang tinggi dapat membuat siswa semakin bersemangat dalam belajar dan berusaha dengan seoptimal mungkin untuk dapat mengikuti pelajaran di sekolah maupun aktivitas non akademik di sekolah (Ronen *et al.*, 2014).

Pengertian *subjective well-being* menurut Diener (1984) adalah evaluasi kognitif dan afektif seseorang terhadap tentang hidup mereka. Evaluasi ini juga terkait dengan reaksi emosional akan suatu kejadian dan penilaian secara kognitif terhadap kepuasan dan pemenuhan kebutuhan. Pengertian lain dari *subjective well-being* menurut Headey dan Wearing (1991) adalah suatu keadaan dimana individu merasakan pengaruh positif dengan tingkat yang tinggi (suasana hati yang positif), pengaruh negatif yang rendah (suasana hati negatif yang rendah), dan kepuasan terhadap hidup yang tinggi. Hal ini menunjukkan bahwa komponen dari *subjective well-being* terkait dengan kondisi psikologis individu yang positif, kondisi fisik yang baik, dan fungsi interpersonal yang baik (Busseri *et al.*, 2012), sehingga kesimpulannya *subjective well-being* adalah rasa bahagia, puas, dan pengaruh positif yang lebih tinggi dirasakan oleh individu daripada pengaruh negatif yang dapat memengaruhi tingkat optimisme individu dan lebih bisa bersikap positif dalam menghadapi setiap situasi. Ada dua aspek yang terlibat dan bereaksi dalam variabel *subjective well-being* ini yaitu: (1) aspek kognitif (berupa rasa puas terhadap kehidupan yang dijalani); dan (2) aspek afektif (berupa perasaan senang, bahagia, dan cinta). Beberapa penelitian menyatakan pentingnya *subjective well-being* dalam tiap aspek kehidupan, tapi masih jarang yang mengaitkannya dengan pendidikan (Chafouleas & Bray, 2004).

Hal-hal terkait pendidikan yang dapat terpengaruh oleh rendahnya tingkat *subjective well-being* yang sudah diteliti oleh peneliti sebelumnya adalah terkait dengan prestasi belajar, kemampuan mengikuti pelajaran, dan *student engagement (SE)*. Heffner dan Antaramian (2015), menemukan bahwa tingkat *subjective well-being* siswa dapat memengaruhi tingkat *student engagement (SE)* siswa dan memengaruhi prestasi akademik siswa. Heffner dan Antaramian (2015) melakukan penelitian pada 931 siswa kelas

931 students in the Class VII and VIII, in a school in the South East United States. The results indicated that *life satisfaction* (one of the dimensions of *subjective well-being*) had an influence on *student engagement (SE)* and the components of *student engagement (SE)*, i.e. good student – teacher relations; ($\Delta R^2 = .038$, $\Delta F(1,788) = 38.097$, $p < 0.01$), student aspirations ($\Delta R^2 = .045$, $\Delta F(1,791) = 44.386$, $p < 0.01$), and (*behavioral engagement*; $\Delta R^2 = .053$, $\Delta F(1,801) = 44.386$, $p < 0.01$).

From this research, it was clearly shown that *subjective well-being* could have a significant influence on the level of the *student engagement (SE)* of students from the Class VII and VIII. This situation is also in line with the results of research conducted by Lewis et al. (2010) which discovered that the level of *subjective well-being* had a positive influence on the level of *student engagement (SE)*.

Self-Efficacy

A further internal variable selected by the authors for this research was self-efficacy. Self-efficacy was selected to examine its influence on the *student engagement (SE)* of the senior high school students, because, from a number of pieces of research which have been conducted previously, it has been discovered that self-efficacy can have an influence on students motivation to study, so that it may raise the academic achievements of students (Dogana, 2015; Bandura & Locke, 2003; Boudrenghien & Frenay, 2011 cited in Vayne & Vonthron, 2017; Fredricks et al., 2004; Wang & Eccles, 2013). In the research performed by Vayne and Vonthron (2017), the results obtained were that self-efficacy was influential on the desires of students to learn. The value of R^2 obtained was 0.32, so it may be implied that 32% of the enthusiasm of students to learn was influenced by self-efficacy. Students with high self-efficacy can precisely discover their excesses and deficiencies, and then, from understanding these excesses and deficiencies, they can plan their targets and the aspirations which they aim to achieve, and conduct various preparations to achieve them (Jung et al., 2019).

Bandura (1997) stated that self-efficacy is the perception by individuals of their own competence and capability to complete tasks. Individuals whose

VII - VIII di salah satu sekolah di wilayah Amerika Serikat bagian Tenggara. Hasilnya menunjukkan bahwa *life satisfaction* (salah satu dimensi dari *subjective well-being*) memberikan pengaruh pada *student engagement (SE)* dan komponen yang ada pada *student engagement (SE)* yaitu hubungan baik antara guru dan siswa ($\Delta R^2 = .038$, $\Delta F(1,788) = 38.097$, $p < 0.01$), aspirasi siswa ($\Delta R^2 = .045$, $\Delta F(1,791) = 44.386$, $p < 0.01$), dan keterikatan perilaku (*behavioral engagement*; $\Delta R^2 = .053$, $\Delta F(1,801) = 44.386$, $p < 0.01$).

Dari penelitian tersebut jelas dapat dilihat bahwa *subjective well-being* dapat memberikan pengaruh yang signifikan terhadap tingkat *student engagement (SE)* dari siswa kelas VII dan VIII. Kondisi ini juga sejalan dengan hasil penelitian yang sudah dilakukan oleh Lewis et al. (2010) yang mendapatkan fakta bahwa tingkat *subjective well-being* memberikan pengaruh positif terhadap tingkat *student engagement (SE)*.

Efikasi Diri

Variabel internal selanjutnya yang dipilih oleh penulis dalam penelitian kali ini adalah variabel efikasi diri. Efikasi diri dipilih untuk diteliti pengaruhnya terhadap *student engagement (SE)* pada siswa Sekolah Menengah Atas (SMA) karena dari beberapa penelitian yang pernah dilakukan oleh peneliti sebelumnya ditemukan bahwa efikasi diri ini dapat memberikan pengaruh terhadap motivasi siswa dalam belajar sehingga dapat meningkatkan prestasi akademik siswa (Dogana, 2015; Bandura & Locke, 2003; Boudrenghien & Frenay, 2011 sitat dalam Vayne & Vonthron, 2017; Fredricks et al., 2004; Wang & Eccles, 2013). Pada penelitian yang dilakukan oleh Vayne dan Vonthron (2017) didapatkan hasil bahwa efikasi diri memberikan pengaruh terhadap keinginan siswa belajar. Nilai R^2 yang didapatkan adalah sebesar 0.32, sehingga dapat diartikan sebesar 32% semangat siswa dalam belajar dipengaruhi oleh tingkat efikasi diri. Siswa yang memiliki efikasi diri yang tinggi dapat menemukan kelebihan dan kekurangan dengan seksama, kemudian dari kelebihan dan kekurangan itu siswa dapat merancang target maupun cita-cita yang ingin diraih serta melakukan berbagai persiapan untuk meraihnya (Jung et al., 2019).

Bandura (1997) menyatakan efikasi diri adalah merupakan persepsi diri individu atas kompetensi dirinya dan kemampuan dirinya dalam menyelesaikan

self-efficacy is high have the ability to understand well their own competence and abilities, so that they are able pursue the goals and aspirations in their lives, and to carry out actions or take steps, to support the achievement of those goals and aspirations (Jung *et al.*, 2019). In the process of students pursuing their aspirations or planned goals, they are not free from learning and teaching, or academic activities at school. For that reason, much research has been performed to see the connections, or the influence, between self-efficacy and academic achievement and the learning and teaching process. For that reason, there has been a lot of research done to see the connection with, or influence of, self-efficacy and academic achievement and the processes of learning and teaching, such as *student engagement (SE)*.

Maricuțoiu and Sulea (2019) conducted research with 135 freshman psychology students at a university in Romania. The results of that research was that self-efficacy had a significant connection to *student engagement (SE)*, with values of $\gamma = 1.53$, $SE = 0.39$, $p < 0.01$ for intrapersonal relationships, and $r = 0.35$, $p < 0.01$ for interpersonal relationships. From the results of this research, Maricuțoiu and Sulea (2019) explained that, at tertiary student level, self-efficacy had a positive connection to *student engagement (SE)*, so from this Maricuțoiu and Sulea (2019) recommended research be conducted into the connections between, or the influences of, self-efficacy and *student engagement (SE)*, at different educational levels, to see whether results would be the same, or differ, at each level.

Peer Support

The external factor then chosen by the authors was *peer support*. The term “peer” is indivisible from adolescent life, particularly in the school environment. The feelings of acceptance by peers, their consideration and support, cause individuals of adolescent age to have a high level of self-confidence, and increase their liking for school (Deci & Ryan, 2000; Eccless *et al.*, 1993). When students have a liking for school and all of its activities increases, it may be concluded that academic achievement will also be influenced. It is this which has caused researchers to be interested in determining the relationship between *peer support* and academic, or learning and teaching activities. at school. Wentzel *et al.* (2010) discovered that students who receive inadequate *peer support* tend to have low academic

kan tugas. Individu dengan efikasi diri yang baik, mempunyai kemampuan untuk mengetahui kompetensi dan kemampuan dirinya dengan baik, sehingga individu mampu mencari tujuan dalam hidupnya atau cita-citanya dan melakukan aksi atau tindakan yang menunjang tercapainya cita-cita tersebut (Jung *et al.*, 2019). Dalam proses siswa meraih cita-cita atau tujuan yang sudah dirancang, siswa tidak bisa terlepas dari kegiatan belajar mengajar atau kegiatan akademik di sekolah. Oleh karena itu banyak penelitian yang dilakukan untuk melihat hubungan ataupun pengaruh dari efikasi diri terhadap prestasi akademik maupun proses belajar mengajar seperti *student engagement (SE)*.

Maricuțoiu dan Sulea (2019) melakukan penelitian pada 135 mahasiswa psikologi tingkat pertama di salah satu universitas di Romania. Hasil dari penelitian tersebut adalah efikasi diri berhubungan secara signifikan terhadap *student engagement (SE)* dengan nilai $\gamma = 1.53$, $SE = 0.39$, $p < 0.01$ untuk hubungan hubungan intrapersonal dan $r = 0.35$, $p < 0.01$ untuk hubungan interpersonal. Dari hasil penelitian ini Maricuțoiu dan Sulea (2019) pun menjelaskan bahwa pada tingkat mahasiswa efikasi diri terbukti memiliki hubungan positif terhadap *student engagement (SE)*, maka dari itu Maricuțoiu dan Sulea (2019) menyarankan untuk meneliti hubungan atau pengaruh efikasi diri terhadap *student engagement (SE)* pada tingkat pendidikan berbeda untuk melihat apakah hasil akan sama atau berbeda pada tiap tingkatan.

Peer Support

Faktor eksternal yang kemudian dipilih oleh penulis adalah *peer support* (dukungan sosial teman sebaya). Peer tidak dapat dipisahkan dari kehidupan remaja terutama dalam lingkungan sekolah. Perasaan diterima oleh teman sebaya, diperhatikan, dan didukung, membuat individu pada usia remaja memiliki kepercayaan diri yang tinggi dan lebih menyukai sekolah (Deci & Ryan, 2000; Eccless *et al.*, 1993). Ketika siswa semakin menyukai sekolah dan segala aktivitasnya, maka dapat disimpulkan prestasi akademik juga akan terpengaruh. Hal inilah yang membuat para peneliti tertarik untuk melihat keterkaitan antara *peer support* dengan aktivitas akademik atau belajar mengajar siswa di sekolah Wentzel *et al.* (2010) menemukan bahwa siswa yang kurang mendapatkan *peer support*, cenderung memi-

achievement and less than satisfactory social relationships with their school friends.

After the discovery of the association between *peer support*, researchers began to be interested in looking at the influences of *peer support* on other academic aspects, such as *student engagement (SE)*. Kiefer et al. (2015) conducted research related to the influence of *peer support* on *student engagement (SE)*. This research involved 209 students from the Class VI, VII, and VIII, of a junior high school in Sanchez, United States of America. The results obtained showed that *peer support* had a positive influence on *student engagement (SE)*, with the values of R around 0.23 – 0.53, showing that *peer support* had a medium level relationship with *student engagement (SE)* (Sugiyono, 2010), whilst when performed with multiple regression analysis, the value of R^2 from *peer support* with *student engagement (SE)* was 0.41. This may be taken to mean that *peer support* may have a positive influence on *student engagement (SE)* of 41%, whilst 49% of influence was the contribution of factors outside the scope of that research. The recommendation from Kiefer et al. (2015) was for more specific research to be conducted concerning the connections or influence between, *peer support* and *student engagement (SE)*, as one of the variables related to the process of self-adjustment of school students, then that research be conducted at a higher level, for instance at the senior high school or university levels, with a greater number of subjects. Reports of research concerning the influence of *peer support* on *student engagement (SE)*, of which much has been performed, show the conclusion that positive *peer support* may be hoped to create an environment conducive to learning, and increase *student engagement (SE)*, so that schools are hoped to be able to focus on this, and to educate their students to be supportive and able to give positive inputs to their peers. Another thing hoped for is that students are able to seek out and discover peers who may offer mutual support, in the process of achieving their aspirations through academic activities at school.

Social Cognitive Theory (SCT), created by Bandura (1986), and clarified by the concept of reciprocal determinism, is considered capable of explaining the research currently performed. *Social Cognitive Theory*

liki prestasi akademik yang rendah dan memiliki hubungan sosial yang kurang baik dengan teman-temannya di sekolah.

Setelah diketemukan keterkaitan antara *peer support* para peneliti mulai tertarik untuk melihat pengaruh *peer support* terhadap aspek akademik lainnya seperti *student engagement (SE)*. Kiefer et al. (2015) melakukan penelitian terkait pengaruh dari *peer support* terhadap *student engagement (SE)*. Penelitian ini melibatkan partisipan sebanyak 209 siswa yang terdiri dari kelas VI, VII, dan VIII di Sekolah Menengah Pertama (SMP) Sanchez Amerika Serikat. Hasil yang didapatkan adalah *peer support* memberikan pengaruh positif terhadap *student engagement (SE)* dengan nilai R ada pada kisaran 0,23 - 0,53 menandakan bahwa *peer support* berhubungan dengan *student engagement (SE)* pada tingkat sedang (Sugiyono, 2010). Sedangkan jika dilakukan dengan regresi berganda, nilai R^2 dari *peer support* terhadap *student engagement (SE)* adalah sebesar 0.41 hal ini dapat diartikan bahwa *peer support* dapat memberikan pengaruh terhadap *student engagement (SE)* sebesar 41% sedangkan pengaruh sebesar 49% adalah kontribusi dari faktor lain diluar penelitian. Saran dari Kiefer et al. (2015) adalah meneliti lebih spesifik mengenai hubungan atau pengaruh dari dukungan teman sebaya (*peer support*) terhadap keterikatan siswa (*student engagement [SE]*) sebagai salah satu variabel yang berkaitan dengan proses penyesuaian diri siswa di sekolah, kemudian melakukan penelitian pada tingkatan yang lebih tinggi semisal Sekolah Menengah Atas (SMA) atau universitas dengan jumlah subyek yang lebih banyak. Ketikan penelitian mengenai pengaruh *peer support* terhadap *student engagement (SE)* banyak dilakukan dan ditemukan kesimpulan bahwa *peer support* yang positif diharapkan mampu menciptakan lingkungan belajar yang kondusif dan meningkatkan *student engagement (SE)*, maka pihak sekolah pun diharapkan dapat berfokus dan mengedukasi siswanya untuk menjadi siswa yang suportif dan dapat memberikan masukan positif bagi rekan-rekan sebayanya. Hal lain yang diharapkan adalah siswa dapat mencari dan menemukan rekan sebaya yang dapat secara bersama-sama saling mendukung dalam proses menggapai cita-cita melalui aktivitas akademik di sekolah.

Social Cognitive Theory (SCT) yang dicetuskan oleh Bandura (1986) dan dijelaskan dengan konsep determinisme resiprokal dianggap mampu menjelaskan penelitian yang dilakukan kali ini. *Social Cognitive*

stresses that individual behavior may also be influenced by the social context, and is specifically explained as the observation and interaction of individuals with their surrounding social environment. *Social Cognitive Theory* explains that it is the process of learning of an individual, involving the factors of the individual, or the cognitive condition of the individual (*P*), *behavior* (*B*), and *environment* around that individual (*E*) which is also involved in this research (see Figure 2).

Theory (SCT) menekankan bahwa perilaku individu dapat dipengaruhi pula oleh konteks sosial, yang secara spesifik dijelaskan sebagai observasi dan interaksi individu dengan lingkungan sosial di sekitarnya. *Social Cognitive Theory (SCT)* menjelaskan proses belajar yang dilakukan oleh individu dan melibatkan faktor person atau keadaan kognitif *person* atau individu (*P*), *behavior* atau perilaku (*B*), dan *environment* atau lingkungan sekitar individu (*E*) yang juga terlibat pada penelitian kali ini (lihat Gambar 2).

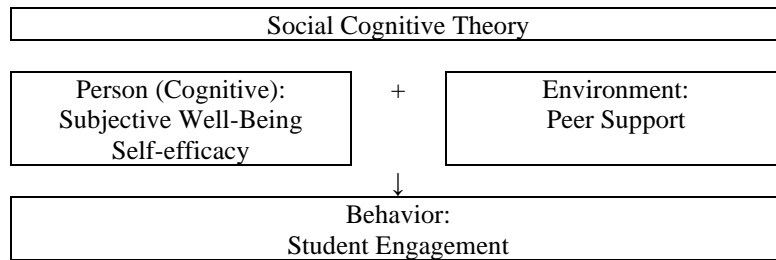
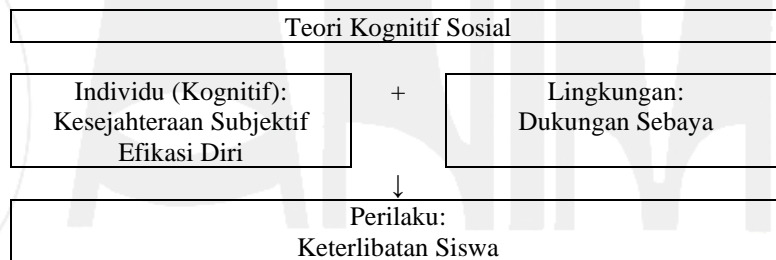


Figure 2. Explanation of social cognitive theory.



Gambar 2. Bagan penjelasan teori kognitif sosial.

In this research, it is the process of the formation of individual behavior (*B*) which was examined, *i.e.* that of the variable of *student engagement (SE)*, as a result of the cognitive processes of the individual (*P*), these being the variables of self-efficacy and *subjective well-being*, together with the involvement of the environmental factor (*E*), which in this research is *peer support*. Self-efficacy, formed from the social cognitive theory, is related to the conviction of individuals of their own abilities, whereby individuals with high self-efficacy have the tendency to confront and finalize tasks, rather than to avoid them (Betz, 2004; Harris *et al.*, 2018).

The other variable from the cognitive realm involved in this research is *subjective well-being*. *Subjective well-being* is a form of cognitive and affective evaluation of people concerning their own lives, wherein

Dalam penelitian kali ini proses terbentuknya perilaku individu (*B*) yang akan diamati adalah pada variabel *student engagement (SE)* sebagai akibat dari proses kognitif individu (*P*) yaitu variabel efikasi diri dan *subjective well-being* serta keterlibatan faktor lingkungan (*E*) dalam penelitian ini adalah *peer support* (dukungan sosial teman sebaya). Efikasi diri yang terbentuk dari teori sosial kognitif berhubungan dengan keyakinan seorang individu akan kemampuannya dimana individu dengan efikasi diri yang tinggi memiliki kecenderungan untuk menghadapi dan menyelesaikan tugas daripada menghindarinya (Betz, 2004; Harris *et al.*, 2018).

Variabel lain dari ranah kognitif yang dilibatkan dalam penelitian ini adalah *subjective well-being*. *Subjective well-being* adalah suatu bentuk evaluasi kognitif dan afektif seseorang terhadap tentang hidup

this evaluation is also related to emotional reactions to occurrences, and the cognitive evaluation of satisfaction and the fulfilment of needs. The level of the *subjective well-being* of an individual can be seen from the level of frequency of positive or negative perceptions applied by that individual. The higher the level of positive perceptions applied, the greater also will be the level of *subjective well-being* (Diener, 1984).

Furthermore, from the environmental realm (*E*), this research used the variable of *peer support*. The variable of *peer support* was selected because, in the environmental realm (*E*), in the concept of *Social Cognitive Theory*, what is intended by the term consists of the school climate, the physical condition, and also included is the process of interaction, or the connection between the student and the social environment (Harris et al., 2018). For this reason, the principle hypotheses of this research were:

Hypothesis 1: Subjective well-being, peer support, and self-efficacy, together, influence the levels of student engagement (SE).

The research also especially tested;

Hypothesis 2: Subjective well-being increases the level of student engagement (SE).

Hypothesis 3: Peer support increases the level of student engagement (SE).

Hypothesis 4: Self-efficacy increases the level of student engagement (SE).

Method

Participants

This research used the quantitative method and also the *cluster random sampling* method, to select the participants involved. *Clusterization* was performed in the selection of the appropriate district for the State Senior High Schools (SMAN) to be involved. The district selected was the Regency of Sidoarjo and the State Senior High Schools which became the sites of the research were SMAN 1, 2, 3, and 4 in Sidoarjo Regency. The authors also applied a number of inclusive and exclusive criteria for the participants in the research. The inclusive criteria

mereka dimana evaluasi ini juga terkait dengan reaksi emosional akan suatu kejadian dan penilaian secara kognitif terhadap kepuasan dan pemenuhan kebutuhan. Artinya tingkat *subjective well-being* seorang individu dapat dilihat dari tingkat frekuensi persepsi positif ataupun negatif yang diterapkan oleh individu. Semakin tinggi persepsi positif yang diterapkan oleh individu, maka semakin tinggi pula tingkat *subjective well-being* nya (Diener, 1984).

Selanjutnya dari ranah lingkungan (*E*), pada penelitian ini menggunakan variabel *peer support* (dukungan sosial teman sebaya). Variabel *peer support* dipilih karena pada ranah lingkungan (*E*) dalam konsep *Social Cognitive Theory* (*SCT*) yang dimaksud terdiri dari iklim sekolah, kondisi fisik, dan juga termasuk proses berinteraksi ataupun hubungan antara siswa dengan lingkungan sosialnya (Harris et al., 2018). Oleh karena itu, hipotesis utama penelitian ini adalah:

Hipotesis 1: Subjective well-being, peer support, dan efikasi diri, secara bersama-sama memengaruhi tingkat student engagement (SE).

Secara khusus, penelitian ini juga menguji:

Hipotesis 2: Subjective well-being meningkatkan student engagement (SE).

Hipotesis 3: Peer support meningkatkan student engagement (SE).

Hipotesis 4: Efikasi diri meningkatkan student engagement (SE).

Metode

Partisipan

Penelitian ini menggunakan metode kuantitatif dan menggunakan metode *cluster random sampling* untuk memilih partisipan yang dilibatkan dalam penelitian. *Clusterization* dilakukan pada pemilihan wilayah Sekolah Menengah Atas Negeri (SMAN). Wilayah yang dipilih adalah Kabupaten Sidoarjo dan Sekolah Menengah Atas Negeri (SMAN) yang menjadi tempat penelitian adalah Sekolah Menengah Atas Negeri (SMAN) 1, 2, 3, dan 4 Kabupaten Sidoarjo. Penulis juga menerapkan beberapa kriteria inklusi dan eksklusi untuk partisipan yang dapat berpartisipasi

were that the participants had to be from SMAN 1, 2, 3, or 4 in Sidoarjo Regency, and had to be aged between 14 and 16 years, and to state their willingness to become participants.

Instruments

The research used the method of completion of questionnaires, utilizing four scales, i.e. the scales of *student engagement (SE)*, *subjective well-being*, *peer support*, and *self-efficacy*. The scale of *student engagement (SE)* utilized a measurement instrument which had previously been adapted by Wibowo (2019), based upon the opinions of Fredricks et al. (2004). The scale of *student engagement (SE)* consisted of three indicators, i.e.: (1) *behavioral engagement*; (2) *cognitive engagement*, and; (3) *emotional engagement*. Short explanations of each indicator are provided in Table 1.

Table 1
Description of Each Indicator of the Variable of Student Engagement

No.	Indicator	Description
1.	Cognitive Engagement	The investment of time, exertion, and ability in completing a task, and occasionally exceeding the expectations of the teacher.
2..	Emotional Engagement	The feeling of engagement of a student with the lesson being taught, and activities at school. Showing the feeling of belongingness and easily socializing with friends, teachers and staff at the school.
3.	Behavioral Engagement	The behavior which indicates active student participation in learning and other activities at school.

Tabel 1
Pengertian Tiap Indikator dari Variabel Student Engagement

No.	Indikator	Pengertian
1.	Keterikatan kognitif	Investasi waktu, tenaga, dan kemampuan dalam mengerjakan tugas, mencoba menyelesaikan tugas, dan terkadang melebihi ekspektasi para guru.
2..	Keterikatan emosi	Rasa ketertarikan siswa terhadap pelajaran yang diterima serta aktivitas di sekolah. Menunjukkan rasa memiliki sekolah dan mudah bersosialisasi dengan teman, guru, dan staf-staf yang ada di sekolah.
3.	Keterikatan perilaku	Perilaku yang menunjukkan partisipasi aktif siswa dalam kegiatan pembelajaran maupun kegiatan di sekolah lainnya.

The measurement instrument comprised 25 points, each with a five-response choice, i.e. “*Greatly Disagree*”, “*Disagree*”, “*Neutral*”, “*Agree*”, and “*Strongly Agree*”. After this, the process of validity testing was performed, using an experimental technique. The experimental technique meant here is one concerning the conducting of the testing of the measurement instrument and the distribution of the questionnaire to 30 participants, then looking at the *Corrected*

pasi dalam penelitian. Kriteria inklusi penelitian ini adalah siswa kelas X yang berasal dari Sekolah Menengah Atas Negeri (SMAN) 1, 2, 3, dan 4 Kabupaten Sidoarjo. Siswa berusia 14 hingga 16 tahun serta menyatakan kesediaan menjadi partisipan.

Instrumen

Penelitian ini menggunakan metode pengisian kuisioner dengan empat skala yaitu skala *student engagement (SE)*, *subjective well-being*, *peer support*, dan efikasi diri. Skala *student engagement (SE)* menggunakan alat ukur yang telah diadaptasi oleh Wibowo (2019) berdasarkan pendapat dari Fredricks et al. (2004). Skala *student engagement (SE)* terdiri dari tiga indikator yaitu: (1) keterikatan perilaku (*behavioral engagement*); (2) keterikatan kognitif (*cognitive engagement*); dan (3) keterikatan emosional (*emotional engagement*). Penjelasan singkat atas tiap indikator tersedia dalam Tabel 1.

Alat ukur terdiri dari 25 butir yang terdiri dari lima pilihan jawaban yaitu “*STS (Sangat Tidak Setuju)*”, “*TS (Tidak Setuju)*”, “*N (Netral)*”, “*S (Setuju)*”, “*SS (Sangat Setuju)*”. Setelah melalui proses uji validitas dengan menggunakan teknik uji coba. Teknik uji coba yang dimaksud adalah melakukan pengujian alat ukur dan menyebar kuisioner kepada 30 partisipan untuk kemudian dilihat *Corrected Item Total Correlation (CITC)* per butir dan dipilih butir mana

Item Total Correlation (CITC) per point, and the selection of which points were to be retained, and which deleted. The *Corrected Item Total Correlation (CITC)* was one of the parameters aimed at seeing the conformity of the function of the points with the function of the entirety of the scale. The higher the correlation values were, the greater also was the appropriateness or consistency of the instrument of that scale. The points having a value of *CITC* < 0,30 and therefore those eliminated, numbered six, so that those which were finally used numbered 19 points. Further testing performed was reliability testing, and the results from that showed a *Cronbach's alpha* value of .838. An example of the points in the *student engagement (SE)* scale was, "I am enthusiastic when following whatever material is presented in class".

The scale of *subjective well-being* used a measurement instrument had previously been adapted by Rusmono and Diantina (2017), based upon the measurement instrument the *Satisfaction With Life Scale (SWLS)*, created by Diener (1984). This measurement instrument comprised five points compiled from two indicators, and consisting of choices illustrated through a scale of 1 to 7. The understandings gained from the indicators for the *subjective well-being* variable are presented in Table 2.

After going through the process of validity testing, there were no points needing to be removed, so that the final number of points used remained at five. Through the reliability testing, a *Cronbach's alpha* value for *subjective well-being* of 0.861 was obtained. An example of the points in the *subjective well-being* scale is "I feel satisfied with my life".

yang bisa dipertahankan dan yang dihapus. *Corrected Item Total Correlation (CITC)* adalah salah satu parameter yang bertujuan untuk melihat kesesuaian fungsi butir dengan fungsi keseluruhan skala. Semakin tinggi nilai korelasinya maka alat tersebut memiliki keselarasan atau konsistensi pada skala tersebut. Butir dengan nilai *CITC* < 0,30 dan dieliminasi adalah sebanyak enam butir, sehingga butir akhir yang digunakan adalah sebanyak 19 butir. Uji selanjutnya yang dilakukan adalah uji reliabilitas dan hasil dari uji reliabilitas adalah nilai *Cronbach's alpha* sebesar 0,838. Contoh butir dalam skala *student engagement (SE)* adalah "Saya bersemangat mengikuti materi apapun yang diberikan di kelas".

Skala *subjective well-being* menggunakan alat ukur yang telah diadaptasi oleh Rusmono dan Diantina (2017) berdasarkan alat ukur *Satisfaction With Life Scale (SWLS)* yang disusun oleh Diener (1984). Alat ukur terdiri dari lima butir yang tersusun dari dua indikator dan terdiri dari pilihan yang digambarkan melalui skala 1 hingga 7. Pengertian dari indikator untuk variabel *subjective well-being* tersedia dalam Tabel 2.

Setelah melalui proses uji validitas, tidak ada butir yang dihapus sehingga butir akhir yang digunakan tetap lima butir. Melalui uji reliabilitas didapatkan nilai *Cronbach's alpha subjective well-being* sebesar 0,861. Contoh dari butir dalam *subjective well-being* adalah "Saya merasa puas dengan hidup saya".

Table 2

Description of Each Indicator of the Variable of Subjective Well-Being

No.	Indicator	Description
1.	Cognitive	The subjective evaluation process which compares the hopes and goals of individuals with their abilities to continue to progress.
2..	Affective	The relative frequency of feelings or emotions of people from positive and negative viewpoints.

Tabel 2

Pengertian Tiap Indikator Variabel Subjective Well-Being

No.	Indikator	Pengertian
1.	Kognitif	Proses evaluasi subyektif yang membandingkan harapan dan tujuan individu terhadap kemampuan individu untuk terus maju
2..	Afektif	Frekuensi relatif dari perasaan atau emosi seseorang dari sisi positif dan negatif.

The measurement instrument for self-efficacy had been previously adapted by Zakiyah et al. (2017), based upon the ideas of Bandura (1986) concerning self-efficacy. The measurement instrument comprised three indicators, *i.e.*; (1) *magnitude*; (2) *generality*, and; (3) *strength*. The understandings of each indicator which was used to compile the self-efficacy variable are provided in Table 3.

Skala efikasi diri alat ukur yang telah diadaptasi oleh Zakiyah et al. (2017) berdasarkan pendapat Bandura (1986) mengenai efikasi diri. Alat ukur tersusun dari tiga indikator yaitu: (1) *magnitude*; (2) *generality*; dan (3) *strength*. Pengertian tiap indikator yang menyusun variabel efikasi diri tersedia dalam Tabel 3.

Table 3
Description of Each Indicator of the Variable of Self-Efficacy

No.	Indicator	Description
1.	<i>Magnitude</i>	Is the level of difficulty of the given task. The meaning of this aspect is that the level of difficulty of a task may vary, dependent upon the ability of the individual.
2..	<i>Generality</i>	Looking at, or evaluating, the ability of the individual concerning various activities, or only certain functions.
3.	<i>Strength</i>	The level of strength of an individual in facing problems, or, it may be said, the optimistic enthusiasm and conviction that these difficulties can be overcome.

Tabel 3
Pengertian Tiap Indikator Variabel Efikasi Diri

No.	Indikator	Pengertian
1.	<i>Magnitude</i>	Adalah tingkat kesulitan tugas yang diberikan. Maksud dari aspek ini adalah bahwa tingkat kesulitan tugas dapat bervariasi tergantung dari kemampuan individu.
2..	<i>Generality</i>	Melihat atau menilai kemampuan individu melalui berbagai kegiatan atau hanya pada fungsi-fungsi tertentu saja
3.	<i>Strength</i>	Tingkat kekuatan individu dalam menghadapi masalah atau dapat dikatakan sikap optimis dan yakin bahwa kesulitan-kesulitan ini akan mampu diselesaikan

The measurement instrument comprised 18 points, each with four response choices, these being; “Strongly Disagree”, “Disagree”, “Agree”, and “Strongly Agree”. After going through the process of validity testing (using experimental testing), for points with values of *CITC* < 0.30, and eliminating four, the number of points finally used was 14. Through reliability testing, a *Cronbach’s alpha* value for *peer support* was 0.814. An example of the items in the self-efficacy scale is “I can complete difficult tasks given by the teacher”.

Alat ukur terdiri dari 18 butir dengan empat pilihan jawaban yaitu “STS (*Sangat Tidak Setuju*)”, “TS (*Tidak Setuju*)”, “S (*Setuju*)”, “SS (*Sangat Setuju*)”. Setelah melalui proses uji validitas (menggunakan uji coba), butir dengan nilai *CITC* < 0,30 dan dieliminasi adalah sebanyak empat butir, sehingga butir akhir yang digunakan dalam penelitian adalah 14 butir. Melalui uji reliabilitas didapatkan nilai *Cronbach’s alpha peer support* adalah sebesar 0,814. Contoh butir pada skala efikasi diri adalah “Saya dapat menyelesaikan tugas sulit yang diberikan oleh guru”.

The scale for *peer support* used a measurement instrument which had been adapted by Larasati (2017, cited in Arham, 2019) based upon the measurement instrument put together by Sarafino (1994). This measurement instrument was compiled from five indicators, these being; (1) emotional support; (2) recognition support; (3) instrumental support; (4) informational support, and; (5) social network support. The understanding of each indicator is provided in Table 4.

Skala *peer support* menggunakan alat ukur yang telah diadaptasi oleh Larasati (2017, sitat dalam Arham, 2019) berdasarkan alat ukur yang dibuat oleh Sarafino (1994). Alat ukur tersusun dari lima indikator yaitu: (1) dukungan emosional; (2) dukungan penghargaan; (3) dukungan instrumental; (4) dukungan informasi; dan (5) dukungan jaringan sosial. Pengertian dari masing-masing indikator tersedia dalam Tabel 4.

Table 4
Description of Each Indicator of the Variable of Peer Support

No.	Indicator	Description
1.	Emotional support	Emotional support covers expressions of empathy, caring and concern for the individual involved.
2..	Appreciative support	Takes the form of expressions of positive appreciation for an individual, support for the continued progress of that individual, and positive comparisons of that individual with others.
3.	Instrumental support	Takes the form of services, time, money or materials given, in order to assist individuals and support the achievement ability of those individuals in the fields of their education and career, or of any matters which are currently the focuses of those individuals. .
4.	Informational support	Takes the form of giving suggestions, advice, directions, information, and feedback regarding whatever are the complaints or problems of individuals.
5.	Social circle support	Feelings of being part of a group, sharing pleasures, partaking in activities together and giving mutual support in a group, can assist individuals to become increasingly enthusiastic in living their lives.

Tabel 4
Pengertian Tiap Indikator Variabel Peer Support

No.	Indikator	Pengertian
1.	Dukungan emosional	Dukungan emosional mencakup ungkapan empati, kepedulian, dan perhatian terhadap individu yang bersangkutan.
2..	Dukungan penghargaan	Berwujud ungkapan penghargaan positif untuk individu, mendorong individu untuk terus bergerak maju, dan membandingkan secara positif individu dengan orang-orang lain.
3.	Dukungan instrumental	Berupa jasa, waktu, uang, atau barang-barang yang diberikan guna dapat membantu individu dan mendukung kinerja individu dalam pendidikan, karir, atau segala hal yang sedang menjadi fokus individu.
4.	Dukungan informasi	Berupa memberikan saran, nasehat, petunjuk, informasi, dan umpan balik terhadap yang menjadi keluh kesah atau permasalahan individu
5.	Dukungan jaringan sosial	Perasaan menjadi bagian dalam suatu kelompok, saling berbagi kesenangan, saling melakukan kegiatan bersama, dan saling mendukung dalam kelompok dapat membantu individu semakin semangat dalam menjalani hidup.

The measurement instrument consisted of 27 points, with five response choices *i.e.*: “Strongly Disagree”; “Disagree”; “Neutral”; “Agree”, and; “Strongly Agree”. After going through the process of validity testing, (using experimental testing), seeking points with a value of *CITC* < 0.30 and eliminating three, the points finally used in the research numbered 24. Through reliability testing, what was obtained was a *Cronbach’s alpha* value for *peer support* of 0.919. An example of the points in the scale of *peer support* was, “My friends want to help in solving them, when I am having problems”.

The data analysis used to test the hypotheses previously created was through a linear multiple regression statistical method, to see the influence of the three independent variables, (*subjective well-being*, self-efficacy, and *peer support*) regarding the

Alat ukur terdiri dari 27 butir dengan lima pilihan jawaban yaitu “STS (*Sangat Tidak Setuju*)”, “TS (*Tidak Setuju*)”, “N (*Netral*)”, “S (*Setuju*)”, “SS (*Sangat Setuju*)”. Setelah melalui proses uji validitas (menggunakan uji coba), butir dengan nilai *CITC* < 0,30 dan dieliminasi adalah sebanyak tiga butir, sehingga butir akhir yang digunakan dalam penelitian adalah sebanyak 24 butir. Melalui uji reliabilitas didapatkan nilai *Cronbach’s alpha peer support* adalah sebesar 0,919. Contoh butir pada skala *peer support* adalah “Teman saya mau membantu menyelesaikan masalah ketika saya sedang kesulitan”.

Analisis data yang digunakan untuk menguji hipotesis yang telah ditetapkan adalah metode statistik regresi linear berganda untuk melihat pengaruh dari tiga variabel independen (*subjective well-being*, efikasi diri, dan *peer support*) terhadap

dependent variable *student engagement (SE)*. The assumption testing performed as a condition for assuring the accomplishment of the multiple linear regression testing were; normality testing, linearity testing, autocorrelation testing, multicollinearity testing, and heteroscedasticity testing.

variabel dependen (*student engagement [SE]*). Uji asumsi yang dilakukan sebagai syarat terlaksananya uji regresi linear berganda adalah uji normalitas, uji linearitas, uji autokorelasi, uji multikolinearitas, dan uji heteroskedastisitas.

Results

The descriptive data for the research participants and variables are provided in Table 5 and Table 6.

Hasil

Data deskriptif partisipan dan variabel penelitian tersedia dalam Tabel 5 dan Tabel 6.

Table 5
Demographic Data of Students per Field of Study

	Natural Sciences	Social Sciences	Languages	Unidentified	Total
Numbers of students/ percentages	108/ 32%	83/ 26%	36/ 11%	101/ 31%	328
Gender (M/F)	43/ 65	22/61	11/25	33/68	100/228
Age (average/deviation standard)	16/ 0.55	16/ 0.313	16/ 0.525	16/ 0.509	
Age Range	14-16 years	15-16 years	14-16 years	14-16 years	
Designation of School	Number of students (n = 328)				
SMAN* 1	85				
SMAN* 2	80				
SMAN* 3	84				
SMAN* 4	79				

Note. *SMAN = Sekolah Menengah Atas Negeri (State Senior High School)

Tabel 5
Data Demografi Siswa per Jurusan

	Jurusan IPA	Jurusan IPS	Jurusan Bahasa	Tidak teridentifikasi	Total
Jumlah siswa/ Prosentase	108/ 32%	83/ 26%	36/ 11%	101/ 31%	328
Jenis Kelamin (L/P)	43/ 65	22/61	11/25	33/68	100/228
Usia (rata-rata/ standar deviasi)	16/ 0,55	16/ 0,313	16/ 0,525	16/ 0,509	
Rentang Usia	14-16 th	15-16 th	14-16th	14-16th	
Nama Sekolah	Jumlah siswa (n = 328)				
SMAN 1	85				
SMAN 2	80				
SMAN 3	84				
SMAN 4	79				

Catatan. *SMAN = Sekolah Menengah Atas Negeri (State Senior High School)

Prior to hypothesis testing, the authors conducted assumption testing. The first assumption testing was residual spread normality testing. Normality, in multiple regression testing, may be seen in a normality graph, using a statistical program. Through the graph formed, if the spread of data approaches a diagonal line from an independent variable to a dependent

Sebelum pengujian hipotesis, penulis melakukan uji asumsi. Pengujian asumsi pertama adalah uji normalitas sebaran residual. Normalitas dalam uji regresi berganda dapat dilihat melalui grafik normalitas dengan menggunakan program statistika. Melalui grafik yang terbentuk jika sebaran data mendekati garis diagonal dari satu variabel independen terhadap

variable, and forms a pattern like a diagonal line, then the data may be called normal. The results of graph-based normality testing are provided in Figure 3, Figure 4, and Figure 5.

variabel dependen dan membentuk pola seperti garis diagonal, maka data dapat dikatakan normal. Hasil dari uji normalitas berdasarkan grafik tersedia dalam Gambar 3, Gambar 4, dan Gambar 5.

Table 6

Table of Descriptive Analysis per Variable

Variable	Indicator	Mean	Standard Deviation
<i>Student engagement (SE)</i>	Behavioral	25.32927	3.342085921
	Cognitive	16.92988	2.971519857
	Emotional	22.7439	3.577233399
<i>Subjective Well-being</i>	Cognitive	13.13415	3.650686987
	Affective	10.48476	2.773798211
	<i>Magnitude</i>	19.17683	3.599925204
Self-efficacy	<i>Generality</i>	4.963415	1.148807353
	<i>Strength</i>	10.19207	1.968326716
	Emotional	26.25305	5.099018599
<i>Peer Support</i>	Appreciative	22.81098	3.568585534
	Instrumental	11.7439	1.911247735
	Informative	15.66159	2.450385962
	Social Network	15.44648	2.591168019

Tabel 6

Tabel Analisis Deskriptif per Variabel

Variabel	Indikator	Mean	Standar Deviasi
<i>Student Engagement</i>	Perilaku	25,32927	3,342085921
	Kognitif	16,92988	2,971519857
	Emosi	22,7439	3,577233399
<i>Subjective Well-being</i>	Kognitif	13,13415	3,650686987
	Afektif	10,48476	2,773798211
	<i>Magnitude</i>	19,17683	3,599925204
Efikasi Diri	<i>Generality</i>	4,963415	1,148807353
	<i>Strength</i>	10,19207	1,968326716
	Emosi	26,25305	5,099018599
<i>Peer Support</i>	Penghargaan	22,81098	3,568585534
	Instrumen	11,7439	1,911247735
	Informasi	15,66159	2,450385962
	Jejaring Sosial	15,44648	2,591168019

The plotting of the results indicated that the residual data in this research was distributed normally. This means that the data obtained might be used for the research, because the distribution of the scores was relatively even in all score groups, and so fulfilled the conditions of the assumptions for data analysis.

Hasil *plotting* menunjukkan data residual dalam penelitian ini berdistribusi normal. Artinya, data yang didapat bisa digunakan untuk penelitian karena distribusi skornya relatif merata pada semua kelompok skor sehingga memenuhi syarat asumsi untuk analisis data.

The following testing was that of linearity. A connection between variables may be termed linear if the significance value between the two variables is < 0.05 . From the results of the processing of data, the significance value of *student engagement (SE)* and *subjective well-being* was $0.000 (< 0.05)$, the significance value of *student engagement (SE)* and

Pengujian berikutnya adalah uji linearitas. Sebuah hubungan antar variabel dapat dikatakan linear jika nilai signifikansi antar variabelnya $< 0,05$. Dari hasil pengolahan data didapatkan nilai signifikansi *Student engagement (SE)* vs. *Subjective well-being* adalah $0,000 (< 0,05)$, nilai signifikansi *Student engagement (SE)* vs. *Peer support* adalah $0,000 (< 0,05)$, dan nilai

peer support was 0.000 (< 0.05), and the significance value of student engagement (SE) and self-efficacy was also 0.000 (< 0.05). This showed that the three independent variables had linear connections with the dependent variable, i.e. student engagement (SE).

signifikansi *Student engagement (SE)* vs. Efikasi diri adalah 0,000 ($< 0,05$). Hal ini menandakan bahwa ketiga variabel independen memiliki hubungan linear terhadap variabel dependen yaitu *student engagement (SE)*.

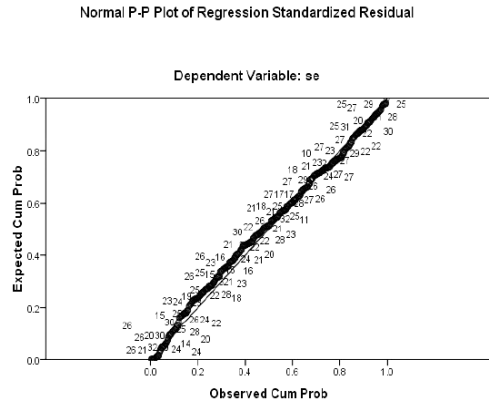
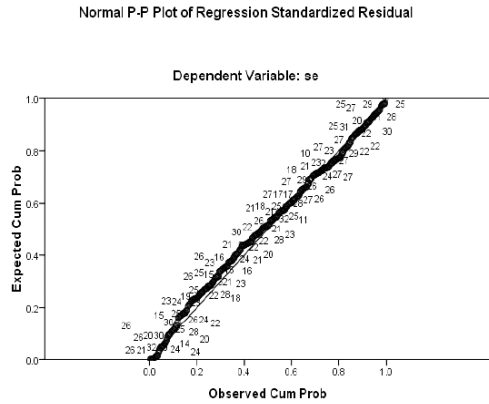


Figure 3. Normality graph of student engagement vs. subjective well-being

Gambar 3. Grafik normalitas student engagement vs subjective well-being

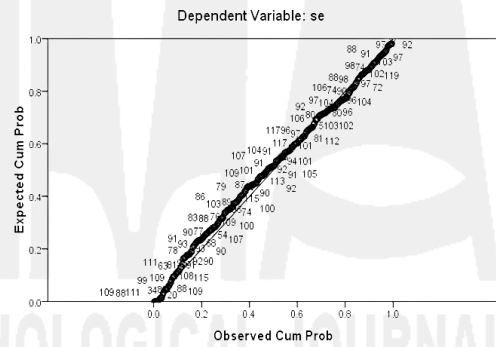
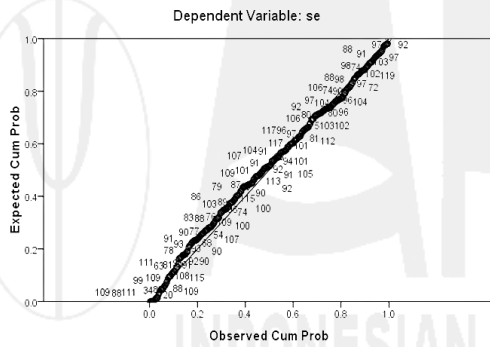


Figure 4. Normality graph of student engagement vs. peer support

Gambar 4. Grafik normalitas student engagement vs peer support

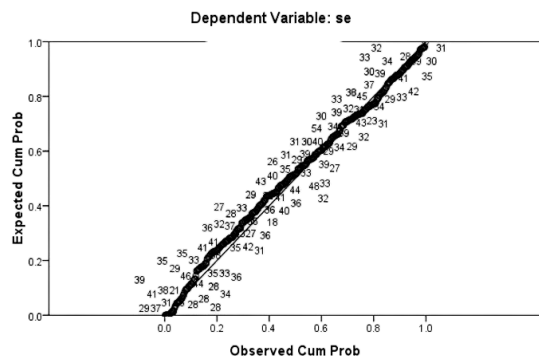
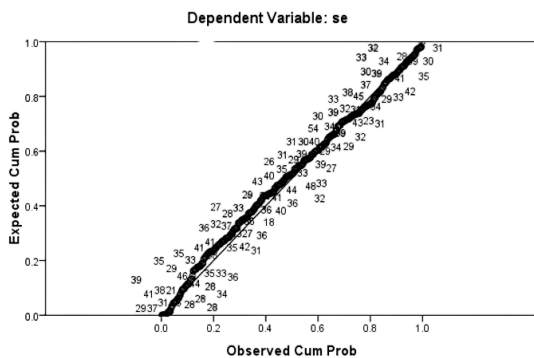


Figure 5. Normality graph of student engagement vs. self-efficacy

Gambar 5. Grafik normalitas student engagement vs efikasi diri

The next series of testing was autocorrelation testing, which may be performed by determining the Durbin-Watson (d) coefficient value, obtained from the data management. From the data management in this research, there was a Durbin-Watson (d) value of 1.908, with the value of dL 1,79775 and the value of dU 1.83559, so the value of $4-d$ was 2.092. Thus it may be seen that the value of $d > dU$ ($1.908 > 1.83559$) and the value of $4-d > dU$ ($2.092 > 1.83559$). This indicated that there were no autocorrelation problems in this research (Ghozali, 2011).

The following stage of assumption testing was multicollinearity testing. The multicollinearity testing of independent variables could be seen through the values of the *Variance Inflation Factors* and the tolerance values of each independent variable compared to the dependent variables. The variable of the *Variance Inflation Factor* for *subjective well-being* was 1.117 and the tolerance value was 0.896. The *Variance Inflation Factor* value for *self-efficacy* was 1.120 and the value of *tolerance* was 0.893. Then, the *Variance Inflation Factor* for *peer support* was 1.130, and the tolerance value was 0.885. From the three *Variance Inflation Factors* and the *tolerance* values produced, it may be seen that the value of the *Variance Inflation Factor (VIF)* for the three independent variables was < 10.00 and the *tolerance* values were > 0.10 . This shows that there were no multicollinearity problems for this research (Ghozali, 2011).

The final assumption testing was for heteroscedasticity. In this research, heteroscedasticity testing utilised Glesjer testing, that is it correlated the absolute residual values with each variable. The results of the glesjer testing did not indicate the presence of heteroscedasticity when the significance of the probability values was greater than 5%, or 0.05 (Ghozali, 2011). From the calculations and analysis, it could be determined that the significance of the value for the variable *subjective well-being* was 1.000, the significance of the value for *peer support* was 1.000, and the significance of the self-efficacy value was 1.000. The significance values of the three independent variables were > 0.05 , so it may be said that in the three independent variables there were no heteroscedasticity problems.

After going through the process of assumption testing, the authors continued with data analysis for hypothesis testing. The results of multiple regression

Uji selanjutnya adalah uji autokorelasi yang dapat dilakukan dengan mengetahui nilai koefisien Durbin-Watson (d) yang didapatkan dari pengolahan data. Dari hasil pengolahan data penelitian didapatkan nilai Durbin-Watson (d) sebesar 1,908 dengan nilai dL 1,79775 dan nilai dU sebesar 1,83559 kemudian nilai $4-d$ adalah sebesar 2,092. Dengan demikian dapat dilihat bahwa nilai $d > dU$ ($1,908 > 1,83559$) dan nilai $4-d > dU$ ($2,092 > 1,83559$). Hal ini menandakan bahwa tidak ada permasalahan autokorelasi pada penelitian ini (Ghozali, 2011).

Tahap uji asumsi berikutnya adalah uji multikolinearitas. Nilai multikolinearitas variabel bebas (independent) dapat dilihat melalui nilai *Variance Inflation Factor (VIF)* dan nilai *tolerance* dari masing-masing variabel bebas terhadap variabel terikat. Nilai *Variance Inflation Factor (VIF)* untuk *subjective well-being* adalah sebesar 1,117 dan nilai *tolerance* sebesar 0,896. Untuk nilai *Variance Inflation Factor (VIF)* efikasi diri adalah sebesar 1,120 dan nilai *tolerance* sebesar 0,893. Selanjutnya untuk nilai *Variance Inflation Factor (VIF)* *peer support* adalah sebesar 1,130 dan nilai *tolerance* sebesar 0,885. Dari ketiga nilai *Variance Inflation Factor (VIF)* dan *tolerance* yang dihasilkan dapat dilihat bahwa nilai *Variance Inflation Factor (VIF)* untuk ketiga variabel independen $< 10,00$ dan nilai *tolerance* $> 0,10$ hal ini menandakan bahwa tidak terjadi permasalahan multikolinearitas pada penelitian kali ini (Ghozali, 2011).

Uji asumsi terakhir adalah uji heteroskedastisitas. Pada penelitian kali ini, uji heteroskedastisitas menggunakan uji glesjer yaitu mengkorelasi nilai absolut residual dengan masing-masing variabel. Hasil dari uji glesjer tidak menunjukkan adanya heteroskedastisitas jika nilai probabilitas signifikansinya lebih besar dari 5% atau 0,05 (Ghozali, 2011). Dari perhitungan dan analisa didapatkan nilai signifikansi untuk variabel *subjective well-being* adalah 1,000, *peer support* nilai signifikansinya adalah 1,000, dan variabel efikasi diri nilai signifikansinya sebesar 1,000. Nilai signifikansi dari ketiga variabel independen $> 0,05$ maka dapat dikatakan bahwa pada ketiga variabel independen tidak terjadi permasalahan heteroskedastisitas.

Setelah melalui proses pengujian asumsi, penulis melanjutkan dengan analisis data untuk pengujian hipotesis. Dari hasil uji regresi berganda secara ber-

testing together on the variables of *subjective well-being*, *peer support*, and self-efficacy, related to *student engagement (SE)*, produced the values of $F(91,693) = 2.62$ and of $p = 0.000$. From the value of F , and the significance values obtained, the authors concluded that the hypotheses were accepted, that is that *subjective well-being*, *peer support*, and self-efficacy did have influence on *student engagement (SE)*. Furthermore, the level of connection may be seen from the value of R which was produced from the data analysis. The value of R obtained was $r(324) = 0.687$ the value of $p < .05$. This indicated that *subjective well-being*, *peer support*, and self-efficacy had strong links to *student engagement (SE)* (Sugiyono, 2011). The level of the influence of the variables *subjective well-being*, *peer support*, and self-efficacy on *student engagement (SE)* may be seen from the values of *adjusted R Square* (Santoso, 2018). In this research, the *adjusted R Square* produced was 0.454 atau 45.4%.

Further to this, to see the sizes of the contributions of each independent variable towards the dependent variables involved, these may be seen through the variable *beta* (β). Through the results of analysis and calculation, the β values of each variable were obtained. The value of *subjective well-being* was $\beta = 0.096$, of *peer support* was $\beta = 0.247$, and of self-efficacy was $\beta = 0.530$. It may be seen that greatest contributing influence was that of self-efficacy, followed by those of *peer support* and *subjective well-being*. The value to be seen next was the value t_{hitung} . If the number of participants was 328, and the significance value was 0.05, then the t_{tabel} value obtained was 1.97. A variable is said to be have significant influence if the value of $t_{hitung} > t_{tabel}$. Regarding the values of t_{hitung} of each variable, *i.e.* that of *subjective well-being*, had the value $t_{hitung} = 2.22 > 1.97$, of *peer support* had the value $t_{hitung} = 5.69 > 1.97$, and of self-efficacy had the value $t_{hitung} = 12.25 > 1.97$. The three free variables had the values of $t_{hitung} > t_{tabel}$, so that it may be concluded that these three independent variables, *i.e.* *subjective well-being*, *peer support*, and self-efficacy, had significant influence regarding *student engagement (SE)*.

Discussion

In the hypothesis testing conducted, from the data collected there emerged the fact that there was significant influence from the variables *subjective well-*

samaan variabel *subjective well-being*, *peer support*, dan efikasi diri terhadap *student engagement (SE)*, didapatkan nilai $F(91,693) = 2,62$ dan nilai $p = 0,000$. Melalui nilai F dan signifikansi yang didapatkan, penulis menyimpulkan bahwa hipotesis diterima yaitu *subjective well-being*, *peer support*, dan efikasi diri memberikan pengaruh terhadap *student engagement (SE)*. Selanjutnya tingkat hubungan dapat dilihat dari nilai R yang dihasilkan dari analisis data. Nilai R yang didapatkan adalah $r(324) = 0,687$ dan nilai $p < 0,05$. Hal ini menandakan bahwa *subjective well-being*, *peer support*, dan efikasi diri memiliki hubungan yang kuat terhadap *student engagement (SE)* (Sugiyono, 2011). Tingkat pengaruh dari variabel *subjective well-being*, *peer support*, dan efikasi diri terhadap *student engagement (SE)* dapat dilihat dari nilai *adjusted R Square* (Santoso, 2018). Pada penelitian kali ini *adjusted R Square* yang dihasilkan bernilai sebesar 0,454 atau 45,4%.

Selanjutnya untuk melihat besarnya kontribusi masing-masing variabel bebas terhadap variabel terikat dapat dilihat melalui nilai beta (β). Melalui hasil analisa dan perhitungan didapatkan nilai β untuk masing-masing variabel. *Subjective well-being* nilai $\beta = 0,096$, *peer support* nilai $\beta = 0,247$, dan efikasi diri nilai $\beta = 0,530$. Dapat dilihat bahwa efikasi diri memberikan kontribusi pengaruh terbesar disusul oleh *peer support* dan *subjective well-being*. Nilai yang akan dilihat berikutnya adalah nilai t_{hitung} . Jika partisipan sebanyak 328 orang dan penentuan nilai signifikansi sebesar 0,05, maka nilai t_{tabel} yang didapatkan adalah sebesar 1,97. Variabel dikatakan memberikan pengaruh yang signifikan jika nilai $t_{hitung} > t_{tabel}$. Dari hasil analisa didapatkan nilai t_{hitung} dari masing-masing variabel yaitu: *subjective well-being*, nilai $t_{hitung} = 2,22 > 1,97$, *peer support* nilai $t_{hitung} = 5,69 > 1,97$, dan efikasi diri nilai $t_{hitung} = 12,25 > 1,97$. Ketiga variabel bebas memiliki nilai $t_{hitung} > t_{tabel}$ sehingga dapat disimpulkan bahwa ketiga variabel independen yaitu *subjective well-being*, *peer support*, dan efikasi diri memberikan pengaruh signifikan terhadap *student engagement (SE)*.

Diskusi

Pada uji hipotesis yang telah dilakukan dari data yang dikumpulkan didapatkan fakta bahwa terdapat pengaruh signifikan variabel *subjective well-being*,

being, peer support, and self-efficacy, on student engagement (SE). The results of these calculations indicate that the hypotheses compiled at the beginning of this research paper, that there was influence from subjective well-being, peer support, and self-efficacy, on student engagement (SE), may be accepted. This meant that subjective well-being, peer support, and self-efficacy, at high levels, could have an influence causing the levels of student engagement (SE) to become higher, or to improve.

If the independent variables of subjective well-being, peer support, and self-efficacy, were simultaneously proved to be able to contribute an influence of 45% to the levels of student engagement (SE), then that level of contribution of each independent variable may be seen through the illustrations in Figure 6 and Figure 7.

peer support, dan efikasi diri terhadap student engagement (SE). Hasil perhitungan ini menunjukkan bahwa hipotesis yang sudah disusun di awal penelitian ini bahwa ada pengaruh subjective well-being, peer support, dan efikasi diri terhadap student engagement (SE) dapat diterima. Artinya tingkat subjective well-being, peer support, dan efikasi diri pada tingkatan yang tinggi dapat memberikan pengaruh terhadap tingkat student engagement (SE) menjadi lebih tinggi atau lebih baik.

Jika variabel independen subjective well-being, peer support, dan efikasi diri secara simultan terbukti dapat memberikan kontribusi pengaruh sebesar 45% terhadap tingkat student engagement (SE) siswa maka untuk tingkat kontribusi per masing-masing variabel independen dapat dilihat melalui diagram dalam Gambar 6 dan Gambar 7.

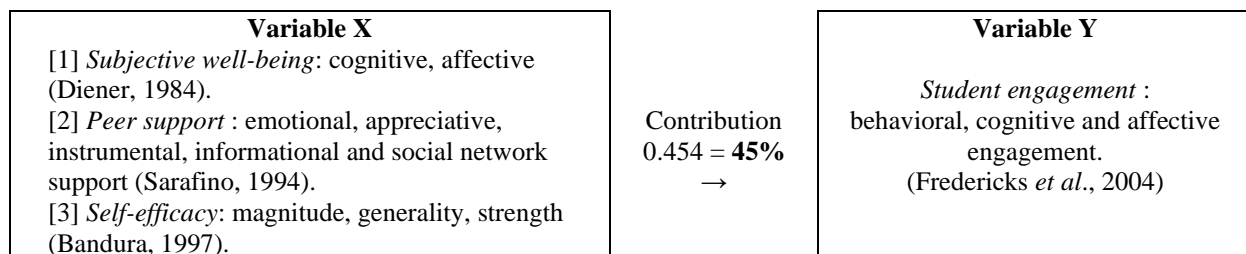
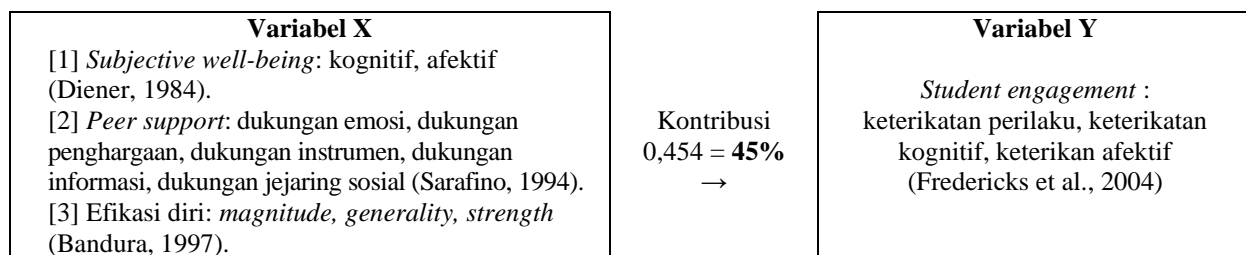


Figure 6. Sketch of contributonal influence of independent variables (Variable X) on dependent variable (Variable Y).



Gambar 6. Bagan kontribusi pengaruh variabel independen (Variabel X) terhadap variabel dependen (Variabel Y).

The variable of self-efficacy made the largest contribution of influence of all to student engagement (SE), i.e. 0.530, the second and third places were held by peer support with 0.247 and subjective well-being with 0.096. Self-efficacy is the self-perception of individuals, or students, regarding their ability, their competence, and their weaknesses, to be able to solve problems or complete the academic tasks

Variabel efikasi diri memberikan kontribusi pengaruh terbesar terhadap student engagement (SE) yaitu sebesar 0,530 kemudian peringkat kedua adalah peer support sebesar 0,247 dan subjective well-being sebesar 0,096. Efikasi diri adalah persepsi diri individu atau siswa terhadap kemampuan diri, kompetensi diri, serta kelemahan diri untuk dapat menyelesaikan permasalahan maupun tugas akademik yang harus

which must be faced. Self-efficacy is not limited to the ability of individuals, or students, in having self-knowledge, regarding competence, excessiveness, or shortcomings needing to be corrected, but may also be seen as the ability of individuals or students for self-control, to become proactive, to have self-regulation, and to be able to self-evaluate, in order to become better over time, so as to be able to complete tasks well, or achieve hoped-for aspirations (Hagiwara *et al.*, 2011).

dihadapi. Efikasi diri tidak hanya terbatas pada kemampuan seorang individu atau siswa dalam mengenali dirinya baik itu kompetensi, kelebihan, maupun kekurangan yang perlu diperbaiki, namun efikasi diri juga dapat diartikan sebagai kemampuan individu atau siswa untuk mengatur diri sendiri, menjadi proaktif, memiliki regulasi diri, dan mampu mengevaluasi diri sendiri agar dapat menjadi semakin baik dari waktu ke waktu sehingga mampu menyelesaikan tugas dengan baik atau meraih cita-cita yang diharapkan (Hagiwara *et al.*, 2011).

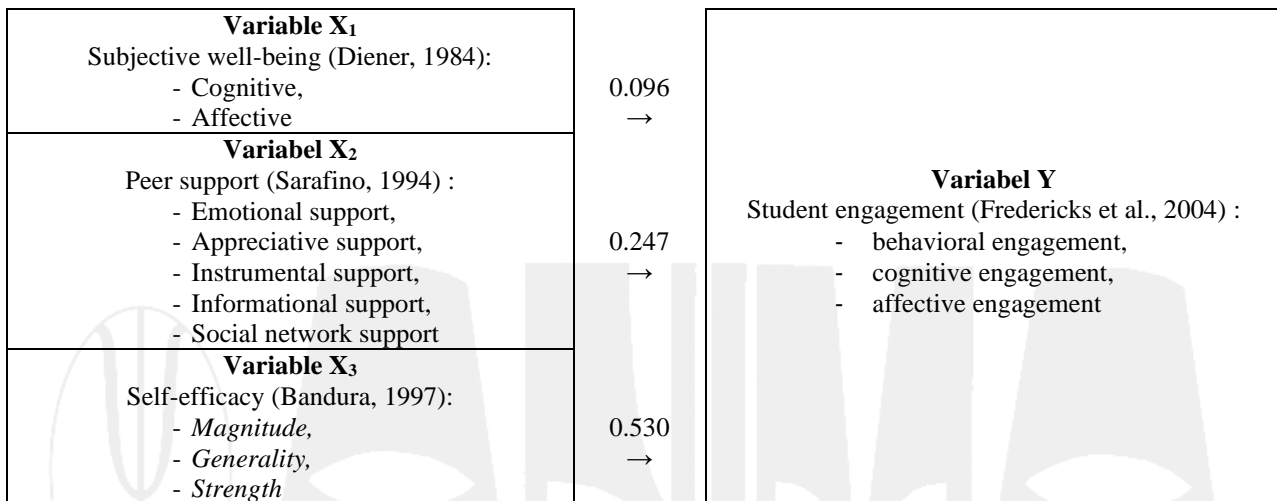
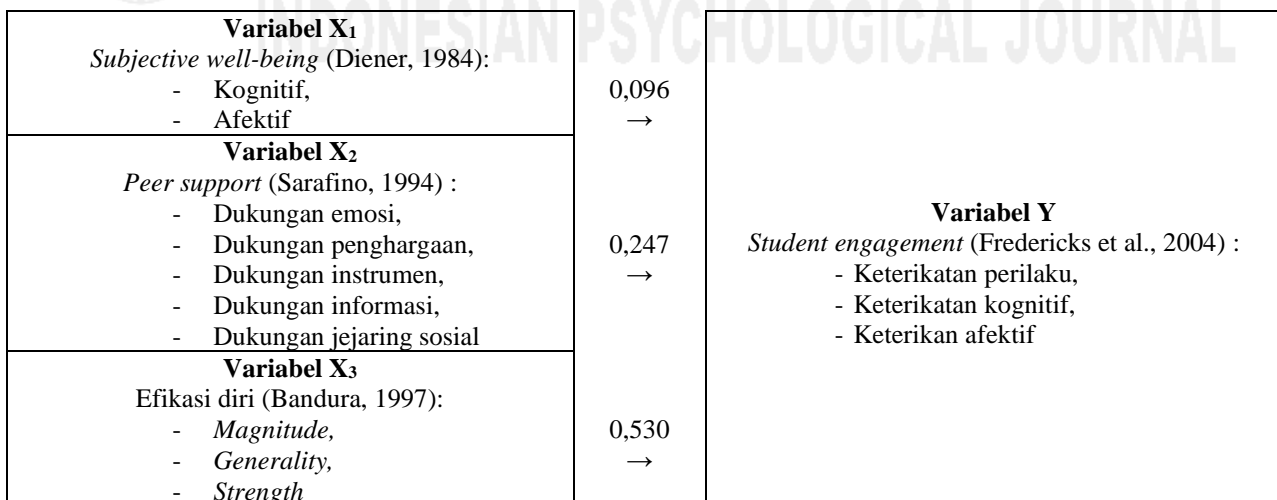


Figure 7. Sketch of contributinal influence of each independent variable on dependent variables.



Gambar 7. Bagan kontribusi pengaruh masing-masing variabel bebas terhadap variabel tergantung.

It was these ties between self-efficacy and academic achievement which later gave rise to the interest by previous researchers in looking at what was the influence of the variable of self-efficacy, put side-by-side with other variables, in influencing the levels of academic achievement, such as *student engagement (SE)*. The interest of these researchers to conduct research concerning the influence of, and the ties between, self-efficacy and *student engagement (SE)*, was not without cause. The indicators from *student engagement (SE)*, consisting of the behavioral, cognitive and affective aspects, were in accord with the output hoped for from self-efficacy. For example, it was personal diligence, and the making of serious attempts in lessons, which was shown by students as the product of a high level of self-efficacy, in line with the targets of the behavioral indicators of the variable of *student engagement (SE)*. On the variable of *student engagement (SE)*, the ties between positive behavior can be shown by the conduct of students who attend all classes, do not play truant, and follow lessons enthusiastically and earnestly (Bandura & Locke, 2003; Boudrenghien & Frenay, 2011, cited in Vayne & Vonthron, 2017; Fredricks et al., 2004; Wang & Eccles, 2013).

In this research, the second highest contributor to *student engagement (SE)* was *peer support*. *Peer support* made an influential contribution of 0.247 to *student engagement (SE)*. *Peer support* is social support shown by an individual to a friend in a similar age group. Feelings of sharing a similar fate give rise to a connection between friends, mutual understanding and comprehension, mutual advice giving, and sympathy, which cannot be obtained from parents. Adolescents support their peer-group friends by fulfilling the basic needs and developments of adolescence, particularly needs related to social connection and acceptance (Kiefer et al., 2015).

The size of the influence of *peer support* in the lives of adolescent students gave rise to the desire by previous researchers to investigate the size of this influence of *peer support* in increasing the academic achievements of students. Wentzel et al. (2010) proved that students who had friends who gave no support in the field of academic activities had an achievement level which tended to be low, and had poor social relations with their classmates. Students who had good relations with their peers at school

Keterkaitan efikasi diri terhadap prestasi akademik inilah yang kemudian memunculkan ketertarikan para peneliti sebelumnya untuk melihat bagaimana pengaruh variabel efikasi diri jika disandingkan dengan variabel lain yang dapat memengaruhi tingkat prestasi akademik seperti *student engagement (SE)*. Ketertarikan para peneliti dalam melakukan penelitian mengenai pengaruh maupun hubungan dari efikasi diri terhadap *student engagement (SE)* ini bukan tanpa alasan. Indikator dari *student engagement (SE)* yang terdiri dari aspek perilaku, aspek kognitif, dan aspek afektif sejalan dengan *output* yang diharapkan dari efikasi diri. Misalnya ketekunan diri dan bersungguh-sungguh dalam mengikuti pelajaran yang muncul dari siswa sebagai keluaran dari tingkat efikasi diri yang tinggi, sejalan dengan target indikator perilaku dari variabel *student engagement (SE)*. Pada variabel *student engagement (SE)* keterkaitan perilaku yang positif dapat ditunjukkan dengan perilaku siswa yang hadir dalam kelas tanpa membolos dan mengikuti pelajaran dengan antusias serta bersungguh-sungguh. (Bandura & Locke, 2003; Boudrenghien & Frenay, 2011, sitat dalam Vayne & Vonthron, 2017; Fredricks et al., 2004; Wang & Eccles, 2013).

Pada penelitian kali ini kontributor kedua tertinggi terhadap *student engagement (SE)* adalah *peer support* (dukungan sosial teman sebaya). *Peer support* memberikan kontribusi pengaruh sebesar 0,247 terhadap *student engagement (SE)*. *Peer support* adalah sebuah dukungan sosial yang diberikan oleh individu terhadap teman sebayanya. Perasaan senasib yang membuat adanya suatu hubungan antara teman saling mengerti dan memahami masing-masing, saling memberikan nasehat, dan simpati yang tidak didapatkan siswa dari orang tua. Para remaja mendukung rekan sebayanya dengan cara memenuhi kebutuhan dasar dan perkembangan dari remaja itu sendiri terutama kebutuhan terkait hubungan sosial dan penerimaan (Kiefer et al., 2015).

Besarnya pengaruh dukungan teman sebaya (*peer support*) dalam kehidupan siswa remaja membangkitkan keingintahuan peneliti sebelumnya untuk meneliti seberapa besar pengaruh *peer support* ini dalam meningkatkan prestasi akademik siswa. Wentzel et al. (2010) membuktikan bahwa siswa yang memiliki teman yang tidak memberikan dukungan terhadap aktivitas akademiknya memiliki prestasi yang cenderung rendah dan memiliki hubungan sosial yang kurang baik dengan teman-teman lain di sekolah.

were able to adapt well to the environment and to school activities, both academic and non-academic. Hallinan (2008) discovered that the better the relationships of students with their peers who supported them in their development of academic achievements, the better also were their academic achievements. The support which may be given by students to their peers in matters academic may be in the form of help re-explaining instructions previously not understood which were given by their teachers, in giving information related to the learning process, e.g. places which offer good private tutoring, and may offer motivation to their friends (Hamm & Faircloth, 2005).

The desire by previous researchers to look at the influence of *peer support* on academic achievement is in line with research into the influence of *student engagement (SE)* on academic achievement. Because these two variables are closely related to academic achievement, the influence of *peer support* on *student engagement (SE)* also began to attract the interest of researchers (Wentzel, 2012; Wentzel & Wigfield, 2007; Wigfield et al., 2006). Research performed by Huang et al. (2010) explained that the support of peers had a positive correlation with the ability of students to learn, so that they were able to increase their levels of *student engagement (SE)*, and could obtain better academic achievement levels. In other research, performed by Demanet and Van Houtte (2012), involving 11,872 students from 85 Flemish schools, and having an age range of 7 to 17 years, from school levels of elementary to junior high. They discovered that students may not be attracted to academic life, and may not engage with their schools if they receive negative influences from their peers.

The third variable, which made an influential contribution to *student engagement (SE)* of 0.096, was *subjective well-being*. *Subjective well-being* is often related to a variety of dimensions in life, including the levels of success of people (Russel, 2008). Indeed, a number of researchers have stated that *subjective well-being* is a very important thing to possess, for the individual of adolescent age. This is brought about because this phase is the best one in which individuals may determine their futures. If, in this phase, adolescents have a good level of *subjective well-being*, they may also be hoped to possess a strong foundation for the journey through life (Park

Siswa yang memiliki hubungan yang baik dengan teman sebayanya di sekolah dapat beradaptasi dengan baik dengan lingkungan dan aktivitas sekolah baik itu akademik maupun non akademik. Hallinan (2008) menemukan fakta bahwa semakin baik hubungan antara siswa dengan teman sebayanya yang mendukung kemajuan perkembangan prestasi akademik siswa di sekolah maka semakin baik pula prestasi akademiknya. Dukungan yang dapat diberikan siswa terhadap teman sebayanya dalam hal akademik dapat berupa bantuan menjelaskan ulang mengenai instruksi yang diberikan oleh guru dan belum dimengerti oleh temannya, memberikan informasi terkait proses belajar misalnya tempat les yang bagus, memberikan motivasi untuk temannya (Hamm & Faircloth, 2005).

Keingintahuan peneliti sebelumnya untuk melihat pengaruh *peer support* terhadap prestasi akademik sejalan dengan penelitian mengenai pengaruh *student engagement (SE)* terhadap prestasi akademik. Karena kedua variabel ini memiliki keterkaitan yang erat dengan prestasi akademik, pengaruh dari *peer support* terhadap *student engagement (SE)* juga mulai menarik minat para peneliti (Wentzel, 2012; Wentzel & Wigfield, 2007; Wigfield et al., 2006). Penelitian yang pernah dilakukan oleh Huang et al. (2010) menjelaskan bahwa dukungan rekan sebaya memiliki korelasi positif dalam kenyamanan belajar siswa sehingga mampu meningkatkan level *student engagement (SE)* dan siswa bisa memperoleh prestasi akademik yang lebih baik. Pada penelitian lain yang dilakukan oleh Demanet dan Van Houtte (2012) yang melibatkan 11.872 siswa dari 85 sekolah Flemish dengan variansi usia dari 7-17 tahun dari tingkat sekolah dasar hingga sekolah menengah pertama. Didapatkan fakta bahwa siswa dapat tidak tertarik terhadap kehidupan akademik dan tidak engage dengan sekolahnya ketika mendapatkan pengaruh negatif dari teman sebaya.

Variabel ketiga yang memberikan kontribusi pengaruh terhadap *student engagement (SE)* sebesar 0,096 adalah *subjective well-being*. *Subjective well-being* seringkali dikaitkan dengan berbagai sendi kehidupan termasuk tingkat kesuksesan seseorang (Russel, 2008). Beberapa penelitian pun menyatakan bahwa *subjective well-being* sangat penting dimiliki oleh individu pada usia remaja. Hal ini dikarenakan pada fase ini adalah fase terbaik bagi individu untuk menentukan masa depannya. Jika pada fase ini remaja memiliki tingkat *subjective well-being* yang baik, maka remaja diharapkan dapat memiliki pondasi yang kuat dalam menjalani kehidupannya (Park & Peterson,

& Peterson, 2006; Salmela-Aro & Tynkkyne, 2010). Although *subjective well-being* is connected to a number of dimensions in life of a person, there has still been little research done concerning the relationship between *subjective well-being* and academic achievement, or achievement at school (Chafouleas & Bray, 2004; Proctor *et al.*, 2009).

In one piece of research, it was discovered that students having a low level of *subjective well-being* were shown to have low academic values and, besides this, their levels of *student engagement (SE)* was also observed to be low. Students with high *subjective well-being* may feel satisfied with the life they are living, so that they have enthusiasm to go through day-to-day life, including life at school. Such students are enthusiastic to attend school, rarely are absent, and have enthusiasm in doing their lessons (Lewis *et al.*, 2010).

In the research conducted by Ronen *et al.* (2014) involving 380 students aged between 13 and 17 years, from junior high school and senior high school levels in Central Israel, results were found showing that students with good *subjective well-being* may experience a good, happy, optimistic life, and be able to interact well with their environments, so as to be able have strong engagement with the school environment and the learning process.

Implications

The first implication of this research was that for Class X students. Students need to deepen their knowledge of themselves. Students need to learn how to improve this, to improve self-efficacy. If they experience difficulties in knowing themselves, then they need to consult counselling guides at school, to assist them gaining self-knowledge, whilst, to improve their *subjective well-being*, there are several things which may be done, *i.e.* improve the quality of their religiosity (Amit, 2010) and busy themselves by attending a number of extracurricular activities which may help their self-evaluation, and make them feel happier and have more meaning. Something which needs to have attention paid to it is, when students have activities they like, outside of academic activities, which increase their self-evaluation, is the parental understanding that academic values are still things to be pursued. Parents and tea-

2006; Salmela-Aro & Tynkkyne, 2010). Meskipun *subjective well-being* dikaitkan dengan berbagai sendi kehidupan seseorang, namun masih sedikit sekali penelitian yang meneliti tentang keterkaitan *subjective well-being* dengan prestasi akademik ataupun prestasi sekolah (Chafouleas & Bray, 2004; Proctor *et al.*, 2009).

Pada salah satu penelitian ditemukan bahwa siswa yang memiliki tingkat *subjective well-being* yang rendah terindikasi memiliki nilai akademik yang rendah, selain itu tingkat *student engagement (SE)* nya juga terpantau rendah. Siswa dengan *subjective well-being* tinggi dapat merasa puas terhadap kehidupan yang dijalani, sehingga menjadi semangat menjalani hari-harinya termasuk menjalani kehidupan di sekolah. Siswa bersemangat untuk hadir ke sekolah, jarang membolos, dan semangat dalam menjalani pembelajaran (Lewis *et al.*, 2010).

Pada penelitian yang dilakukan oleh Ronen *et al.* (2014) yang melibatkan sebanyak 380 siswa usia 13-17 tahun dari tingkat Sekolah Menengah Pertama (SMP) dan Sekolah Menengah Atas (SMA) di Israel bagian tengah, didapatkan hasil bahwa remaja dengan *subjective well-being* yang baik dapat menjalani kehidupan yang baik, bahagia, optimis, dan dapat berinteraksi dengan baik dengan lingkungannya, sehingga siswa dapat memiliki *engagement* yang kuat dengan lingkungan sekolahnya maupun dengan proses pembelajaran.

Implikasi

Implikasi pertama penelitian ini adalah bagi siswa kelas X. Siswa perlu lebih dalam mengenali diri sendiri. Siswa perlu mempelajari bagaimana cara memperbaikinya untuk meningkatkan efikasi diri. Jika siswa mengalami kesulitan mengenali diri sendiri, maka siswa perlu melakukan konsultasi kepada bimbingan konseling di sekolah untuk membantu siswa dapat mengenali diri sendiri. Sedangkan untuk memperbaiki *subjective well-being* siswa ada beberapa hal yang dapat dilakukan yaitu meningkatkan kualitas keagamaan (Amit, 2010) dan menyibukkan diri dengan mengikuti berbagai ekstrakurikuler yang dapat meningkatkan nilai diri sendiri dan membuat diri semakin bahagia dan merasa berarti. Hal yang perlu diperhatikan selanjutnya ketika siswa sudah memiliki kegiatan diluar kegiatan akademis yang disukai dan dapat meningkatkan nilai dirinya adalah pengertian dari orang tua bahwa nilai akademis juga

chers can explain to students that, if their abilities in non-academic matters are good, and are accompanied also by good academic values, the possibility of success in the future is greater (Yuen, 2016). From the results of this research, it is clear that social peer support can have a significant influence on the levels of *student engagement (SE)*. The *peer support* needing to -be obtained by students is that related to both academic and non-academic achievements, and which consistently prioritizes academic achievement, to head towards the next step, because if it is too focused on non-academic achievements, student performance towards achievement in the academic field will decline. If students have already discovered their goals and aspirations, then some further important things are the development and seeking of environments which will also be able to support their goals.

The second implication, for Guidance and Counselling teachers at school, with the proof that there is influence from *subjective well-being*, *peer support*, and self-efficacy on *student engagement (SE)*, is that Guidance and Counselling teachers may be hoped to become the media for student counselling for students to talk about private problems, or problems concerning activities at school. Counselling is related not only to the agenda of gaining entrance to tertiary education, but is also related to the personal problems of the student. For subject teachers, it is hoped that they will give attention to the three indicators of *student engagement (SE)* when they are teaching. Besides the cognitive aspect, the behavioral and affective aspects are what need to receive attention if teachers wish to improve the level of *student engagement (SE)* of their students. Teachers are hoped to be able to respond to signals of *student engagement (SE)*, or symptoms unrelated to learning and teaching activities, for instance students beginning to have frequent absences, student inattention to the teacher's explanations, students tending to ask teachers for easier tasks, students beginning not to pay attention, and appearing bored in lessons. When a teacher notices behavior like this from students, it would be best if that teacher quickly approaches the students, or increases creativity when giving learning material, so as to be able immediately to improve the situation and enrich creativity in teaching.

tetap menjadi hal yang penting untuk diusahakan. Orang tua dan guru dapat menjelaskan ke siswa bahwa jika kemampuan atas hal non akademik sudah baik dan diiringi dengan nilai akademis yang baik, maka kemungkinan untuk berhasil di masa depan juga semakin besar (Yuen, 2016). Dari hasil penelitian ini jelas terlihat bahwa dukungan sosial teman sebaya dapat memberikan pengaruh signifikan terhadap tingkat *student engagement (SE)* siswa. *Peer support* yang perlu didapatkan oleh siswa adalah dukungan terkait pencapaian akademik maupun non akademiknya dan tetap mengutamakan pencapaian akademik untuk menuju ke jenjang selanjutnya. Karena jika terlalu berfokus pada kegiatan non akademik, maka performa siswa untuk pencapaian pada bidang akademik jadi menurun. Jika siswa sudah menemukan tujuan dan cita-citanya, maka hal selanjutnya yang penting adalah membangun dan mencari lingkungan yang juga dapat mendukung tujuannya.

Implikasi kedua, bagi guru Bimbingan dan Konseling (BK) di sekolah, dengan terbuktinya ada pengaruh dari *subjective well-being*, *peer support*, dan efikasi diri terhadap *student engagement (SE)*, maka guru Bimbingan dan Konseling (BK) diharapkan bisa menjadi media konseling para siswa untuk bercerita mengenai permasalahan pribadi ataupun permasalahan terhadap aktivitas di sekolah. Konseling tidak hanya terkait dengan agenda masuk ke perguruan tinggi saja, namun juga mampu menerima konseling yang berkaitan dengan permasalahan diri siswa. Untuk guru mata pelajaran, diharapkan memperhatikan tiga indikator dari *student engagement (SE)* pada siswa saat mengajar. Selain aspek kognitif, aspek perilaku dan aspek afektif perlu menjadi perhatian jika ingin meningkatkan level *student engagement (SE)* dari para siswa. Guru diharapkan dapat menangkap sinyal-sinyal *student engagement (SE)* negatif ataupun gejala tidak terikat siswa dengan aktivitas belajar mengajar misalnya siswa mulai sering membolos, siswa tidak memperhatikan saat guru menjelaskan, siswa cenderung meminta guru untuk memberikan tugas yang lebih mudah, siswa mulai tidak tertarik dan terlihat bosan saat mengikuti pelajaran. Jika guru membaca perilaku seperti ini dari siswa, sebaiknya guru segera melakukan pendekatan ke siswa atau meningkatkan kreatifitas dalam menyampaikan bahan ajar sehingga dapat segera memperbaiki keadaan dan memperbaiki kreatifitas dalam mengajar.

One recommendation for schools is to increase the variations in extracurricular school activities. This can make students hone their other talents and wits, as well as find meaning in their lives. The greater the variety of the activities provided, the greater the variety also of the choices which may be made by students to hone their talents, wits and abilities. When students become more expert in the fields they are studying, then the happier they will feel, and the more satisfaction they will feel, in themselves. This can increase the enthusiasm of students to study at school (Yuen, 2016).

Research Limitations

In this research, there were several limitations experienced by the authors. These were caused by the situation, which did not make it possible to extract data face to face, so data collection had to be done online. Obstacles from online collection were that the authors were unable directly to make observations related to the situations of the students who were the participants in the research. The authors were unable to see directly the conformity between the questionnaires already filled out by the participants and the situations of the participants undertaking activities in the classrooms. A further obstacle was that, as the authors did not directly come face to face with the students, the distribution of questionnaires was assisted by the teachers responsible for the students in their classes, who were the subjects of the research. Because the teachers distributed the questionnaires, the students tended to be concerned that what they wrote might become known to the teachers, although the authors had already guaranteed the secrecy of the data obtained. Finally, there were participants reluctant to indicate clearly the classes and fields of study they were currently undertaking, so that there were several fields of study involved which were not identifiable.

Recommendations

For other, further, research, it may be possible to enrich enquiry into factors which may influence *student engagement (SE)*. The factors discovered by the authors when conducting the research were that the active and creative involvement of teachers in the learning and teaching process at school was one matter which influenced the level of *student engagement*

Saran bagi sekolah adalah untuk menambah variasi kegiatan ekstrakurikuler di sekolah. Hal ini dapat membuat siswa mengasah bakat dan kecerdasan lain serta menemukan arti dari kehidupannya. Semakin beragam aktivitas yang disajikan maka semakin beragam pula pilihan yang dapat diambil oleh siswa untuk mengasah minat, bakat, dan kemampuannya. Ketika siswa semakin ahli dalam bidang yang ditekuni, maka siswa semakin merasa bahagia dan merasa menemukan kepuasan dalam dirinya. Hal ini dapat meningkatkan semangat siswa dalam berangkat ke sekolah dan selanjutnya diharapkan mampu meningkatkan semangat siswa dalam belajar di sekolah (Yuen, 2016).

Keterbatasan Penelitian

Pada penelitian kali ini ada beberapa keterbatasan yang dialami penulis. Dikarenakan situasi yang tidak memungkinkan untuk pengambilan data secara tatap muka, maka pengambilan data pun dilakukan secara *online*. Kendala dari pengambilan data secara *online* ini adalah penulis tidak dapat secara langsung melakukan observasi terkait kondisi siswa yang menjadi partisipan dalam penelitian. Penulis tidak dapat melihat secara langsung kesesuaian antara angket yang sudah diisi oleh partisipan dan keadaan partisipan saat beraktivitas di dalam kelas. Kendala selanjutnya adalah karena penulis tidak dapat bertatap langsung dengan siswa, maka penyebaran angket dibantu oleh para guru yang bertanggung jawab terhadap siswa di kelas-kelas yang dijadikan subyek penelitian. Karena guru yang menyebarkan kuisioner, siswa cenderung khawatir jika apa yang diisi dapat diketahui guru meskipun penulis sudah menjamin kerahasiaan data dari partisipan. Akhirnya banyak partisipan yang enggan menuliskan dengan jelas kelas beserta jurusan yang sekarang sedang dijalani, sehingga ada beberapa jurusan yang tidak teridentifikasi.

Saran

Untuk peneliti lain selanjutnya dapat memperkaya penelitian mengenai faktor-faktor yang dapat memengaruhi *student engagement (SE)*. Faktor-faktor yang ditemukan oleh penulis saat melakukan penelitian adalah keterlibatan guru secara aktif dan kreatif dalam proses belajar di sekolah, menjadi salah satu hal yang memengaruhi tingkat *student*

(*SE*) of students. Further research may reach deeper into factors related to this. Another matter which could be examined by future researchers is *student engagement (SE)* at different levels. University, elementary school, or junior high school might become the targets of further research, to determine the influence of *subjective well-being*, *peer-support*, and self-efficacy on *student engagement (SE)*, so that the population would be more heterogeneous. Examining the level of *student engagement (SE)* by observation and calculation, by taking into account the scales of each instrument, was performed by Shernoff *et al.* (2016). Shernoff *et al.* (2016) used the *Experience Sampling Method (ESM)* method, involving an observer using specific instruments able to indicate the times which students had to work certain problems and to be observed. Research such as this will increasingly enrich the field of research concerning *student engagement (SE)* in Indonesia, if later researchers can try using this method.

Conclusion

The conclusions from the results of this research into the influence of *subjective well-being*, *peer support*, and self-efficacy on *student engagement (SE)* of the students in the Class X at four state senior high schools in Sidoarjo Regency indicated that *subjective well-being*, *peer support*, and self-efficacy have significant influence on *student engagement (SE)* of Class X students. The three independent variables making an influential contribution to *student engagement (SE)* were firstly self-efficacy, followed by *peer support*, and, finally, *subjective well-being*.

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engagement (SE) siswa di sekolah. Penelitian selanjutnya dapat lebih mendalami terkait dengan faktor ini. Hal lain yang dapat dilakukan oleh peneliti selanjutnya adalah meneliti mengenai *student engagement (SE)* pada tingkatan pendidikan yang berbeda. Tingkat universitas, Sekolah Dasar (SD), ataupun Sekolah Menengah Pertama (SMP) dapat menjadi target subyek penelitian selanjutnya untuk melihat pengaruh *subjective well-being*, *peer support*, dan efikasi diri terhadap *student engagement (SE)* agar populasi lebih heterogen. Melihat tingkat *student engagement (SE)* dengan observasi dan perhitungan menggunakan skala per alat ukur pernah dilakukan oleh Shernoff *et al.* (2016). Shernoff *et al.* (2016) menggunakan metode *Experience Sampling Method (ESM)* metode yang melibatkan pengamat yang menggunakan alat tertentu yang dapat menunjukkan waktu-waktu dimana siswa harus mengerjakan soal tertentu dan diamati. Penelitian seperti ini akan semakin memperkaya khasanah penelitian mengenai *student engagement (SE)* di Indonesia, jika peneliti selanjutnya bisa mencoba menggunakan metode ini.

Simpulan

Kesimpulan hasil penelitian mengenai pengaruh *subjective well-being*, *peer support*, dan efikasi diri terhadap *student engagement (SE)* siswa Sekolah Menengah Atas (SMA) kelas X di empat Sekolah Menengah Atas Negeri (SMAN) Kabupaten Sidoarjo menunjukkan bahwa *subjective well-being*, *peer support*, dan efikasi diri memberikan pengaruh secara signifikan terhadap *student engagement (SE)* siswa kelas X. Dari tiga variabel bebas yang memberikan kontribusi pengaruh terbesar terhadap *student engagement (SE)* adalah efikasi diri, disusul kemudian variabel *peer support*, dan yang terakhir adalah variabel *subjective well-being*.

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