

ABSTRACT

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Adolescents are at the development stage of searching for self-identity, so that some adolescents will have problems in their association and it will cause anxiety to parents. Boarding school are present to respond to these problems, but the problem is parents want their children to study in boarding schools without looking at the child's readiness and mentality. This can make it difficult for students to adapt, difficult to develop, loneliness, boredom until depression in boarding students, it can have an effect of school well-being which is assessment student related to their school environment. School well-being is a subjective assessment of students related to their school environment. This study aims to describe school well-being students who live in boarding schools. The design of this study uses a mixed research (mix method) with a type of sequential explanatory that is applying a combination of two approaches at once, beginning with the use of quantitative methods followed by qualitative methods. This study included 50 boarding X high school students in South Tangerang (30% of women; 70% of men) who lived in their boarding school, aged 15-17 years (M: 15.56; SD: 0.54). Qualitative data was obtained through interviews with four selected students, two students with high well-being schools and two with low school well-being. The results of this study indicate that eleven students had high school well-being, twenty-six students had moderate scores and thirteen students had low school well-being. Quantitative data in this study shows that the dimensions of being have the highest score, while the dimension of having the lowest score.

Qualitative results illustrate that there are similar perceptions on both students who have high school well-being scores, and similar perceptions on both students who have low school well-being scores, and differences between students who have high school well-being scores and students with scores. school well-being is low on several indicators (facilities, lesson class, rule, relations between teachers and students, group dynamics and self-confidence). The findings of this study are the results of qualitative data that there are certain groups and there are also regulations that separate the learning classes of male and female students which cause discomfort for some students.

Keywords: School Well-Being, Dormitory School, Students.