

**THE ROLE OF SUBJECTIVE WELL-BEING (SWB) AND RESILIENCE AS  
PREDICTORS OF ACADEMIC ACHIEVEMENT AMONG ADOLESCENTS IN  
YOGYAKARTA , INDONESIA**

**TESIS**



Tesis ini ditulis untuk memenuhi sebagian persyaratan guna mendapatkan gelar Magister Psikologi (M. Psi) Program Studi Pascasarjana Psikologi Universitas Negeri Yogyakarta

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## ABSTRAK

**SARA MUSTAFA SAYED ALI:** Peran Kesejahteraan Subjektif (SWB) dan Resiliensi sebagai Prediktor Prestasi Akademik Remaja di Yogyakarta, Indonesia. **Tesis. Yogyakarta: Fakultas Pendidikan dan Psikologi, Universitas Negeri Yogyakarta, 2024.**

Penelitian ini bertujuan untuk mengkaji apakah kesejahteraan subjektif dan resiliensi merupakan prediktor prestasi akademik siswa SMA Kolombo School di Yogyakarta, Indonesia, baik secara bersamaan maupun terpisah.

Pendekatan penelitian adalah kuantitatif dan desain hubungan sebab-akibat. Sampel penelitian berjumlah 123 siswa dari SMA swasta tahun akademik 2023/2024 di Daerah Istimewa Yogyakarta. Alat ukur yang digunakan yaitu skala kesejahteraan subjektif dari Diener, skala ketahanan Conner dan Davidson, dan data prestasi akademik siswa, yang terdiri dari materi pelajaran dari Matematika dan Bahasa Indonesia. Analisis data menggunakan analisis regresi menggunakan SPSS.

Hasil penelitian kesejahteraan dan ketahanan subjektif tidak dapat memprediksi seberapa besar prestasi akademik siswa ( $F = 1,616$   $p = 0,203$ ,  $p > 0,05$ ) dengan nilai  $r = 0,026$   $\times$   $0,026 = 0,155$  dan  $R^2 = 0,026$ . Artinya variabel kesejahteraan subjektif dan ketahanan berkontribusi terhadap prestasi akademik sebesar 26%. Diketahui bahwa SWB tidak dapat memprediksi berapa prestasi akademik siswa Indonesia ( $F = 0,704$ ;  $p = 0,403$ ,  $p > 0,05$ ). ketahanan tidak dapat memprediksi seberapa besar prestasi akademik siswa Indonesia ( $F = 2,287$  ;  $p = 0,133$ ,  $p > 0,05$ ).

**Kata kunci:** ketahanan, kesejahteraan subjektif, prestasi akademik, siswa SMA

## ABSTRACT

**SARA MUSTAFA SAYED ALI:** The Role of Subjective Well-Being (SWB) and Resilience as Predictors of Adolescent Academic Achievement in Yogyakarta, Indonesia. **Thesis. Yogyakarta: Faculty of Education and Psychology, Yogyakarta State University, 2024.**

This study aims to examine whether subjective well-being and resilience are predictors of academic achievement for high school students at Colombo School in Yogyakarta, Indonesia, both simultaneously and separately.

The research approach is quantitative and causes-effect relationship design. The research sample consisted of 123 students from private high schools for the 2023/2024 academic year in the Special Region of Yogyakarta. The measuring instruments used are Diener's subjective well-being scale, Conner and Davidson's resilience scale, and student academic achievement data, which consists of subject matter from Mathematics and Indonesian. Data analysis uses regression analysis using SPSS.

The results of research on subjective well-being and resilience cannot predict how much students' academic achievement will be ( $F = 1.616$   $p = 0.203$ ,  $p > 0.05$ ) with a value of  $r = 0.026$   $\times$   $0.026 = 0.155$  and  $R^2 = 0.026$ . This means that the subjective well-being and resilience variables contribute to academic achievement by 26%. It is known that SWB cannot predict the academic achievement of Indonesian students ( $F = 0.704$ ;  $p = 0.403$ ,  $p > 0.05$ ). Resilience cannot predict how much academic achievement Indonesian students have ( $F = 2.287$ ;  $p = 0.133$ ,  $p > 0.05$ ).

**Key words:** resilience, subjective well-being, academic achievement, high school students

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Dengan ini menyatakan bahwa tesis ini merupakan hasil karya saya sendiri dan belum pernah diajukan untuk memperoleh gelar Magister disuatu perguruan tinggi, dan sepanjang pengetahuan saya dalam tesis ini tidak terdapat karya atau pendapat yang pernah ditulis atau diterbitkan oleh orang lain kecuali yang secara tertulis diacu dalam naskah ini dan disebutkan dalam daftar pustaka.

Yogyakarta, 12 Juli 2024

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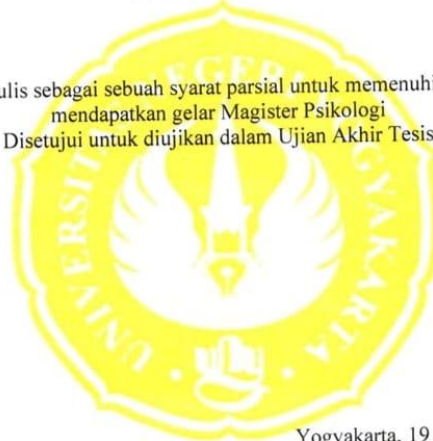
## LEMBAR PERSETUJUAN

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#### THE ROLE OF SUBJECTIVE WELL BEING AND RESILIENCE AS PREDICTORS OF ACADEMIC ACHIEVEMENT AMONG ADOLESCENTS IN YOGYAKARTA, INDONESIA

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# **BAB I**

## **INTRODUCTION**

### **A. BACKGROUND**

A good life is created when a person engages in activities and makes decisions that are enjoyable and enable them to utilize their unique skills, leading to abundant and sincere fulfillment. The Academic achievement plays a major role in shaping and determining the learning process, as it is used to indicate the degree of success achieved by the student in a general field of study. It represents the acquisition of knowledge and skills and the ability to use them in current or future situations. Achievement is the final outcome of learning, and is affected by the level of achievement depends on multiple factors that exist at the time of learning, and they also have a mediating effect between learning and the uses of its outcomes. From the researcher's point of view Academic achievement is one of the goals and indicator of the success of educational institutions in achieving educational goals, as many researchers believe that achievement is one of the most important learning outcomes, and it is seen as a basic criterion through which the level of benefit of the student can be determined during his academic stages, and it is still the results of exams are almost essential to judge the quantitative results of the educational process and this is the reason why the researcher pays attention to this variable. Therefore, educational institutions are keen for students to achieve a high level of achievement, because high achievement indicates the adequacy of those institutions and their ability to achieve

their goals. Academic achievement aims to obtain information that shows the extent to which students comprehend the cognitive experiences they have gained in various academic subjects, as well as the extent to which they benefit from the contents of these academic subjects, in addition to trying to draw a picture of the students' cognitive abilities, mental aptitudes, emotional characteristics, and personal traits.

Inside every person there is strength and this strength comes from success, and if the researcher is talking about adolescents, their success is summed up in their academic achievement in school. Thus, a student's ability to thrive in school and society is mostly determined by their communication oral, reading, writing, mathematics, scientific, social science, and thinking skills and competences. These are collectively referred to as academic achievement.

The academic achievement variable is linked to the subjective well-being of the student or adolescent, Subjective well-being, or SWB, is the term used to describe how individuals perceive and assess particular areas and activities in their lives. In the last ten years, researchers, policymakers, national statistical offices, the media, and the general public have all shown a notable increase in interest in data about SWB, also known as "self-reported wellbeing". The information is valuable because it may be used to monitor population health, social, and economic circumstances and may also be used to inform policy decisions in these areas (Krueger et al., 2009; Layard, 2006). The phrase "well-being" refers to the standard of living of the populace. According to Campbell et al. (1976), an individual's emotional and intellectual responses to different life conditions make up their overall well-being. According to Bornstein et al. (2003), well-being is characterized by strong physical, cognitive, and

social-emotional functioning as well as the effective integration of these three domain functions. It is a state of successful performance across the life course. The terms hedonic and eudaimonic are typically used to describe the two notions of wellbeing (Ryan & Deci, 2001; Ryff et al. 2004). According to Henderson and Knight (2012), hedonic wellbeing is the state of being happy, while eudaimonic wellbeing is the state of leading a decent life that is honorable, significant, or practical. Subjective wellbeing (SWB) is a common term used to describe a hedonic wellbeing measure.

According to Bore et al. (2010), SWB is commonly understood as an optimistic state of mind that permeates all aspects of life and various daily routines. "A positive psychological state characterized by a high level of satisfaction with life, a high level of positive affect and a low level of negative affect" (Carr ,2004). According to McGillivray and Clarke (2006), SWB is a multidimensional life assessment tool that is used to evaluate people's emotions and temperaments in addition to their logical assessments of life agreement. Life satisfaction, positive affect (happiness, high hope, etc.), and negative affect are the three main components of subjective well-being (Diener, 1984). The term "life satisfaction" refers to an analytical evaluation of a person's general and particular level of satisfaction with several aspects of their life, including their marriage, career, and education (Myers and Diener, 1995; Zullig, 2005) et al. A person's ability to communicate their positive emotional experiences in various contexts, such as passion, fulfillment, and satisfaction, is a quality known as positive affect. These contexts reflect the person's positive emotions, such as joy, happiness. According to Carr (2004) and Snyder and Lopez (2002), positive affect is a trait that is based on individual differences in how they express their positive

emotional experiences in various situations, such as passion, gratification, and satisfaction. These situations also reflect the individual's positive emotions, such as joy, happiness, high hope, confidence, enthusiasm, and awareness. unpleasant affect is the degree to which unpleasant emotions are expressed, making a person readily irritable, quick to become angry, and easily disappointed. It is a particular type of discomfort and annoyance made up of unfavorable feelings like fear, grief, guilt, hatred, and disgust (Kail and Cavanaugh, 2007). Subjective well-being is primarily composed of these two cognitive and emotional components, which are intricately linked. The emotional component is split into positive and negative affect, and the cognitive component is defined as life satisfaction (Bradburn, 1969; Diener, 1998).

There is a critical relationship between greater academic accomplishment and higher subjective well-being, which is measured by life satisfaction and its positive and negative effects. Youngsters who report higher grades in academic success are more intellectual and have high life contentment, whereas children who report higher levels of negativity and low life satisfaction tend to be less positive thinkers (Gilman and Huebner, 2006). High hopes for effective school-related results. Students with high hopes also demonstrated higher global academic performance and enhanced expectancies of success (Curry, 1997) et al.

Academic achievement and subjective well-being (SWB) are important markers of positive psychological functioning (Suldo, Riley, & Shaffner, 2006), and both are useful in defining the traits of effective educational systems (OECD, 2017). Successful students, according to the OECD (2017), not only achieve well academically but also feel happy in the classroom. In addition to helping young

people develop their academic skills, schools and higher education settings also help them form relationships with others, explore many aspects of society, and develop their personalities—all of which can have an impact on their SWB. SWB is associated with people's thoughts and feelings about their lives (Diener, 1984). People with high SWB are less likely to have depression and other psychological and social issues, as well as unhealthy interactions with others (Furr & Funder, 1998; Lewinsohn, Redner, & Seeley, 1991; Park, 2004 et al.). Higher SWB is linked to fewer teacher perceptions of discipline issues in the classroom (McKnight, Huebner, & Suldo, 2002), an internal locus of control, strong self-esteem, and intrinsic motivation (Huebner, 1991). These factors make SWB significant in the context of education. Further, higher educated individuals are also more likely to report higher levels of SWB (Diener, Suh, & Oishi, 1997; Nikolaev, 2016). This means that as academic achievement increases, subjective well-being should increase.

Academic achievement and SWB have historically been studied in several literary subgenres. Adolescents' SWB has only lately become a more extensively studied variable in studies of academic accomplishment (Adelman & Taylor, 2006; OECD, 2017; Steinmayr, Crede, McElvany, & Wirthwein, 2015, e.g.). A few cross-sectional research (Crede, Wirthwein, McElvany, & Steinmayr, 2015; Kirkcaldy, Furnham, & Siefen, 2004; Suldo, Shaffer, & Riley, 2008, e.g.) indicate a possible correlation between SWB and academic achievement. Changes in life satisfaction are positively correlated with students' great point averages (GPAs). Given that life satisfaction is a component of subjective well-being, this also suggests a shift in subjective well-being (Steinmayr, 2015 et al.). In other instances, however, there was

no statistically significant correlation found between SWB and academic achievement (Huebner, 1991; Huebner & Alderman, 1993 e.g.).

There is also a connection between academic achievement and resilience, if the student is psychologically healthy and able to overcome all the difficulties he faces, his academic achievement will increase. The process and result of effectively adjusting to trying or demanding situations in life is resilience, particularly when it comes to behavioral, emotional, and mental flexibility and adjusting to both internal and external challenges. How well a person adjusts to adversity depends on a variety of elements, chief among them being: the manner in which people perceive and interact with the world; the quality and accessibility of social resources; and the use of particular coping mechanisms. Overall, there is conflicting data about the connection between academic success and SWB from individual studies.

This study found that resilience reflects a student's resilience in facing academic difficulties through positive cognitive, affective and emotional responses, which encourage students to use their full potential to develop and achieve satisfactory results. (Poerwanto, A., & Prihastiwati, W. J., 2017). Another study found that resilience has a significant positive influence on how university students cope (Dwiastuti, I., Hendriani, W., & Andriani, F., 2021).

From the information above, it can be concluded that the background problem in the research is the need to investigate the role of SWB and resilience in predicting academic performance in adolescent students in DIY. This research builds on previous findings that SWB and resilience are important factors influencing

adolescent well-being and happiness in various contexts. This research aims to contribute to the understanding of The influence of SWB and resilience on academic achievement among adolescent students .

In this era of technology and globalization, quality human resources are greatly needed. This demand is very urgent because the era of technology and globalization has had an impact on the era of openness and free markets where there will be competition in employment opportunities. The Indonesian nation must be able to compete by having human resources with quality competence. If not, then this nation will become a colony or be marginalized as spectators.

Santrock (2011) stated that high school children experience a change in status from senior status when they are in elementary school to high school when they enter the first grade of high school. This change in status from junior to senior will also be a source of stress for teenagers who are unable to adapt. Even though this transition experience is a normative experience for all students, it can cause stress. Research by Hirsch and Rapkan (1987) found that this transition period is difficult for many students, where students' perceptions of the quality of school life decrease when entering high school. High school students feel dissatisfied, lack responsibility for school, don't like teachers and are lazy to participate in learning.

Studies have indicated that resilience plays a crucial role in an individual's ability to adapt and survive during times of high stress (Reivich & Shatte, 2002). Dispositional resilience has been shown to have positive benefits on academic performance in several studies (Allan et al., 2014; Kotze & Kleynhans, 2013).

The secondary school stage is characterized by being the most dangerous stage as it is the peak of adolescence and in which the student's ideas are confused and he tends to try everything and choose the best of them and thus their personalities are formed and in which the individual grows up either positively in his thinking and outlook on life or negatively by confronting it. for the difficulties he faces.

One of the reasons for the research that made the researcher resort to researching this topic is that after reading many studies related to the variables and after conducting interviews previously with students and knowing that there are students who have weak resilience and that there are many who have tried to kill themselves, this aroused the researcher's curiosity. To find out whether their resilience predicts their academic achievement or not, and whether their subjective well-being predicts their academic achievement or not as well.

## **B. IDENTIFY THE PROBLEM**

**There are several problems discussed in this research:**

1- There are many students who have high subjective well-being, yet their academic achievement is low

2- There are many students who have high resilience, yet their academic achievement is low

3- There are studies that have not proven that subjective well-being predicts academic achievement

4- There are studies that have not proven that resilience does not predict academic achievement

5- Subjective well-being does not necessarily increase if resilience increases and vice versa

### **C.PROBLEM LIMITATIONS**

The researcher narrowed this topic by concentrating on adolescents' subjective well-being and resilience because, according to the definition of the problem given above, there are other problems that can be further researched in relation to the title utilized. Furthermore, there is no statistically significant relationship between resilience and SWB and academic achievement.

### **D.PROBLEM FORMULATION**

The problem to be studied is formulated as follows: "Are subjective well-being and resilience as predictors of adolescents' academic achievement?" based on the above-described problem's definition and limits.

### **E. RESEARCH AIMS**

Based on the problem formulation , the study aims to investigate the role of both SWB and Resilience as the predictors of adolescents'academic achievement .

### **F. BENEFITS OF RESEARCH**

**The intended benefit of the results of this research is:**

#### **1. Theoretical benefits**

The findings of this study have the potential to further understanding, particularly in the areas of psychology and mental health, particularly with regard to the influence of resilience and subjective well-being on the academic achievement of Indonesian adolescents.

## **2. Practical benefits**

### 1\ In general

Through the application of counseling programs, it is beneficial in increasing the subjective well-being and resilience of adolescent students in Indonesia and also increasing their academic achievement.

### 2\For teachers

How to know and measure each Subjective well-being and resilience among adolescent students.

## **BAB II**

### **LITERATURE REVIEW**

#### **A. THEORY DESCRIPTION**

##### **1.1. Academic achievement**

Achievement is a good result obtained by students after undergoing the learning process teach. Learning is a way for someone to gain new knowledge from various sources source. Learning achievement is the result obtained by students related to science new experiences and experiences that are generated in the form of value. There are two types of elements that affect learning achievement: external factors and internal factors. Internal factors are those that come from within an individual, such as intelligence. Elements outside of oneself are known as external factors. As an illustration, consider someone who struggles to fall asleep (Candra Farid Rifai, Deviani Utami, Supriyati, 2020).

Academic Achievement Excellence calls for more than just excellent instruction and pupils' cerebral capacities. Achievement Excellent academic achievement necessitates self-motivation, self-discipline, persistence, and self-control. Thus, achieving it calls for a significant amount of time, money, effort, and hard labor in addition to strong internal drive (Marks, 2000; Zimmerman, 2002).

Willms (2003) considers student engagement in school as an outcome school is very important, as an antecedent that has a direct influence on academic achievement.

(Howes) defines it as successful or exceptional performance in a specific subject, field, or study, and is usually the result of skill and hard work accompanied by interest (Maysa Al-Nayal, 2002, p. 104). Defined by "Adeeb Al-Khalidi: Is a student's mental and cognitive activity which is concluded from the total score obtained in fulfilling learning requirements (Laman Al-Jalali 2002), p. (104).

It is clear that there are many definitions of academic achievement by scholars and researchers, but the researcher believes that the following definition is the most important definition due to its proper clarification of the definition from the researcher's point of view. Wijaya (2019) explains that academic achievement is the result of assessments carried out by educators towards a series of learning processes that are realized through learning objectives and adaptive behavioral goals in accordance with the process in the form of learning outcomes from beginning to end academic activities. Academic achievement can be said to be perfect if it fulfills three aspects namely, cognitive, affective and psychomotor, and vice versa it is said to be less than satisfactory if have not been able to meet the targets in these three criteria (Hipjillah, 2015).

The researcher summarizes all the previous definitions in that the definition used in this research is the total score of students in school tests, and the extent of academic achievement for each student is known individually through the file of each student, and it is not only based on the students' files, but also The class teacher's

question: External factors may interfere with a student's grades. For example, if he is an outstanding student, but on the day of the test, this student becomes seriously ill. This is one of the external factors that can affect the student's answers and thus affect the test result, so it must be taken into account. Taking into account external factors.

## **1.2.Types of academic achievement**

Academic achievements can be divided into three types:

1. Good academic achievement: Students' learning achievements are higher than the average of their peers at the same level and major, this is done by using all abilities and capabilities which ensure students obtain a higher level of academic achievement. expected from him.

2. Average academic achievement: In this type of achievement, the grades obtained by the student represent half of the potential he has, and his performance is average and his retention rate and usefulness of information are average.

3. Low achievement: Student achievement is below the normal level compared to other classmates, so that the level of exploitation and benefits from previous subjects is weak to non-existent (Badawi Al-Hajj, 2002, p. 189).

Based on the aforementioned categories of academic achievement, the researcher came to the conclusions that there is a connection between resilience and academic achievement as well as a relationship between subjective well-being and academic achievement.

## **1.1. Principles of academic achievement**

The following are some of the guiding concepts that will aid students in understanding and comprehension and form the foundation of academic achievement:

### 1. Motivational principles:

It is interpreted as a condition that occurs in humans due to internal or external factors that provoke a certain behavior in him and direct him towards achieving certain goals (Imad Abdel Rahim Al Zaghoul, 2003, pp. 206/207).

### 2 . Principle of individual differences:

The most important thing that attracts teachers' attention about students' abilities is intelligence (Mohammed Bakr Nofal, 2011, p. 225). It is these individual differences that make teachers try to know their students' abilities and their level of activity in order to know their students' abilities. determine school assignments that are appropriate to each level, and teachers' duties increase in taking into account individual differences that become increasingly complex as the number of students in one class increases (Imad Abdel Rahim, 2006, p. 137).

### 3. Principles of preservation and retrieval

The connection of events helps in the process of retrieving information clearly and correctly. This phenomenon often occurs when a student cannot remember some of the subjects he has studied. A teacher who burdens students with too much information does not achieve his goal of storing and retrieving this information (Ahmed Yaqoub, 2008, p. 253).

### 4. Principles of realism and environment

The main subjects given to students must be related to social life and the environment so that they are easy to learn, meaning that realism makes the information more scientific. The achievement process must also take place in a natural and social environment that is specially prepared for that purpose. that the academic and family environment plays an important and important role in strengthening or weakening academic achievement (Ali Rashid, 1993, p. 82).

The researcher also concluded from the principles of academic achievement written above that the principles are formed from the basis of the students' Resilience and subjective well-being, as an example of the motivational principles. If the student's Resilience and subjective well-being are low, then the academic achievement principles did not motivate the student.

#### **1.4. Factors influencing academic achievement**

The process of achieving academic success in school is intricate and incorporates a variety of characteristics, such as intelligence, drive for accomplishment, exam anxiety, and locus of control, in addition to external factors such as the social, cultural, and economic context in which students are situated.

First: psychological factors: The following are internal factors that have a negative or positive relationship. These psychological factors are as follows: intelligence, locus of control, achievement motivation, locus of control, self-esteem, and anxiety about facing exams.

1. Intelligence: Most psychologists confirm the existence of a close relationship between intelligence and achievement in school. Students with high intelligence often get high grades.

2. Achievement motivation: Achievement motivation comes from motivation, as defined by Al-Hamid as: "the force that stimulates and directs a person's behavior towards work related to his academic achievements and others."

3. Test anxiety: The subject of anxiety is one of the important topics in the field of psychology in general and mental health in particular. Anxiety is a central problem and topic of interest in various sciences and disciplines related to psychology, philosophy, art, music, and religion, besides psychology.

4. Self-esteem Many researchers use the term self-esteem and the term self-concept as synonymous terms, but when these two terms are differentiated, self-esteem is defined as an evaluation dimension of self-concept.

There are many factors that have a direct or indirect effect on the level of academic achievement, and the most prominent of these factors can be summarized as follows: Rady, 2001; Al-Sumairat, 2005:

First - personal factors

It includes everything related to the student, including: the student's health aspects, both physically and psychologically. The difference in students' mental abilities also affects the academic achievement process.

Second: Social family factors

It includes everything related to the student's family, as the family is responsible for meeting the student's material and psychological needs and satisfying them in the

right ways, providing an atmosphere of love, happiness, warmth and democracy, involving him in making family decisions, and providing him with support and advice, all of these and other matters when they interact with each other.

### Third: Academic factors

It includes everything related to the educational process itself, including: qualifying the teacher and preparing him well to play his active role in controlling the classroom and the scientific material, the teaching method, the teacher's experience, and the skills, abilities and qualities that he possesses. The curriculum plays an essential role in raising the student's academic proficiency and academic achievement in terms of the nature of the curriculum content and its suitability to the students' abilities, inclinations and trends.

Hawadi asserts that there are two aspects that affect academic achievement: internal and external. Intellectual prowess, hobbies, aptitudes, attitudes, drive for achievement, self-perception, and value system are examples of internal influences. In contrast, the neighborhood, family, and school environments are examples of external variables. Academic achievement-related factors that are also well described by Gojali and Umarso and cited by Slameto According to the quotation, there are two things that can affect a student's academic achievement:

a. Internal factors, namely factors contained within the student, includes:

1) Intelligence, Intelligence is equivalent to the word intelligence or intelligence. According to Binet and Simon in Nur'aeni, intelligence consists of based on three components, namely the ability to direct thoughts and actions, the ability to change

direction action when the action has been completed, and the ability to criticize oneself.

2) Interest, Interest is an individual's internal interest encourage the individual to do something. Interest It can also be interpreted as a tendency or desire big on something. This causes someone can achieve high achievements. Those who have interest If you are low on a lesson, you won't be serious about it Study.

3) Talent, Slameto said that, "talent is the capacity of skill which is potential, heredity or innate potential from birth. person's talent greatly determines mastery a person in a particular field to the maximum.

4) Motivation, Motivation according to Slameto is a power supplier (energizer) for directed behavior. Motivation has a strong influence in a person because with motivation a person feels motivated to do something or take action to do something an activity of interest.

b. External factors, namely factors that come from outside, include:

1) Family factors, What is meant by family factors is social interaction between parents and children in the family environment. In this case, family factors include parental education, family relationships, and parenting patterns. Parent

can be a motivation and reason for children to be enthusiastic about learning. Sometimes students experience difficulties in the learning process, So parents are obliged to provide attention and encouragement as well help with difficulties experienced by students. So it's interesting Students in learning can grow and improve.

2) School factors, The school environment is a place for learning

students, student activities and creativity in the environment Schools also determine learning achievement. School factors are factors that are within the school environment, including status of the school of origin, school facilities (facilities and infrastructure), teaching and learning activities at school, as well as admission pathways learners. School atmosphere and teaching and learning activities in Classes can also influence students.

3) Community environmental factors, The community environmental factors referred to are a certain environment or place that can support achievement student academics. Community environmental factors include residential atmosphere, non-formal institutions, studios, or community organizations, as well as individual interactions within public. The interaction of individuals in society can have a broad impact on individuals. For example, a student who hangs out with a group of children who classified as diligent and happy to take part in tutoring, then This will have the effect that the child will also be diligent.

According to Bloom in Dimiyati (2012), learning outcomes or achievements Learning includes 3 indicators, namely:

- a. Cognitive is all efforts that include mental (brain) activities.
- b. Affective, which includes everything related to emotions, for example feelings, values, appreciation, enthusiasm, interest, motivation and attitude.
- c. Psychomotor, which includes physical movement and coordination, skills motor and physical abilities. According to Syah (2015) there are several indicators to see learning outcomes students include:

- a. A person in the cognitive domain is observable, memory-based, understanding-based,application-based,analytical,and,synthesized.
- b. An individual in the affective domain is one who exhibits the qualities of acceptance, friendliness, appreciation (deepening), internalization (deepening), and characterisation(appreciation).
- c. A person's ability to move and act, as well as their verbal and nonverbal expression skills, is referred to as their psychomotor domain.

Muhibbin (2010) also added indicators of academic achievement achieved by a student can be seen through the GPA (Achievement Index Cumulative) stated in each semester and at the end of the settlement studies. Where the GPA is obtained through assessment of students through test results or assignments that students have completed. Based on the opinions that have been explained, the researcher using the characteristics of learning outcomes or academic achievement according to Syah where academic achievement is seen through the GPA (Cumulative Achievement Index). stated in each semester and at the end of study completion. GPA obtained through assessment of the results of tests or assignments that have been completed done.

It is clear from the above that these factors are influenced by the student, whether they are aspects of SWB, including cognitive aspects, which work on the student knowing his personality well, which leads to his satisfaction with his life, including it, and understanding his personality, and also the positive affect aspects, including positive situations that occur to the student. Also, the negative affect, such as pressure, anxiety, and tension, all of this affects the student's academic achievement.

The student's academic achievement is also affected by aspects of resilience, such as the student's personal competence, as it determines whether this student is able to face the challenges of life or not, as well as his confidence in himself and the extent of it. His adaptation to the negative events that happen to him and the extent of his acceptance of himself, his personality, and his spiritual influence, which is linked to the extent of his belief in God and destiny.

### **2.1. (SUBJECTIVE WELLBEING) SWB**

Similar to Myers and the writers he mentions, Diener and Suh seem to conflate "well-being" with "subjective well-being." Diener and Suh's contention that an individual's subjective experiences define their well-being and that their concerns are relevant to it implies that they meet the experience criteria. Health, comfort, virtue, or money are examples of necessary objective prerequisites that are conspicuously absent from definitions of SWB [subjective well-being]. These circumstances are thought to have the ability to affect SWB, but they are not thought to be an essential and fundamental component of it (Diener, 1984, p. 543).

According to Bore et al. (2010), SWB is commonly understood as an optimistic state of mind that permeates all aspects of life and various daily routines. A high degree of life satisfaction, a high degree of positive affect, and a low degree of negative affect are the hallmarks of a positive psychological state (Carr 2004). According to McGillivray and Clarke (2006), SWB is a multidimensional life assessment tool that is used to evaluate people's emotions and temperaments in addition to their logical assessments of life agreement. Life satisfaction, positive

affect (happiness, high hope, etc.), and negative affect are the three main components of subjective well-being (Diener, 1984).

An intellectual evaluation of a person's general and particular level of satisfaction with many aspects of their life, such as their marriage, career, and education, is referred to as life satisfaction (Myers and Diener, 1995; Zullig, 2005, et al). According to Carr (2004) and Snyder and Lopez (2002), positive affectivity is a trait based on how individuals differ in how they express their positive emotional experiences in various situations, such as passion, gratification, and satisfaction. These situations reflect the individual's positive emotions, such as joy and happiness, high hope, confidence, enthusiasm, and awareness. Unpleasant affect is the degree to which unpleasant emotions are expressed, making a person readily irritable, quick to become angry, and easily disappointed. It is a particular type of discomfort and annoyance made up of unfavorable feelings like fear, grief, guilt, hatred, and disgust (Kail and Cavanaugh, 2007). Subjective well-being is primarily composed of these two cognitive and emotional components, which are intricately linked. The emotional component is split into positive and negative effects, and the cognitive component is defined as life satisfaction (Bradburn, 1969; Diener, 1998).

This study places a strong emphasis on life satisfaction, or the cognitive component. The usual range of SWB presents a somewhat diverse appearance depending on gender. The results of previous studies on gender differences have been inconsistent. According to the majority of research, women report lower levels of subjective well-being than men do (Smith and Reise, 1998; Baltes, 1999, et al). While Okum and George (1984) indicated that there is no gender difference in SWB, certain

studies (Fujita et al. 1991; Haller and Hadler, 2006) indicate that women had higher levels of positive affect and life satisfaction.

There is a critical relationship between greater academic achievement and higher subjective well-being, which is measured by life satisfaction and its positive and negative effects. Youngsters who report higher grades in academic accomplishment are more clever and have higher levels of life contentment than children who express higher levels of negativity and low life satisfaction (Gilman and Huebner, 2006). High hopes for effective school-related results. Students with high hopes also showed higher global academic achievement and enhanced expectancies of success (Curry,1997, et al).

Life success increases subjective well-being, which leads to success in a variety of life domains, including employment, social connections, prosocial conduct, creativity, and problem-solving (Lyubomirsky, 2005, et al). Academic success and SWB are both significant markers of positive psychological functioning, according to research (Suldo, Riley, & Shaffer, 2006), and students in high-achieving educational systems frequently display these traits (Organisation for Economic Co-operation and Development, 2017). To find out if happy students get better marks or happy students achieve better, more research is needed to understand the causal linkages between academic achievement and SWB.

According to recent studies, academic achievement and subjective well-being are related (Bücker, 2018 et al). Academic achievement is favorably correlated with positive affect and negatively correlated with negative affect among elementary school pupils, according to a cross-sectional study (Lv,2016, et al.). According to

Diseth, Danielsen, and Samdal's (2012) cross-sectional study, there is a positive correlation between academic achievement and life satisfaction among high school students. Furthermore, two major conclusions have been drawn from a number of longitudinal studies that looked at the correlations between academic achievement and SWB dimensions while controlling for baseline factors. First, some evidence indicates that academic success predicts SWB but not the other way around.

For instance, it has been demonstrated that students' academic achievement in elementary school and in the eleventh grade positively predicts their later life satisfaction; yet, life satisfaction does not appear to predict grade point average (GPA; Steinmayr, Crede, McElvany, & Wirthwein, 2016; Yang, 2019 et al). Salmela-Aro and Tynkkynen (2010) discovered a favorable correlation between students' academic achievement and their overall life satisfaction at later periods. Additionally, they observed that students who achieved high academic standards were more likely to fall into the category of students who had a consistent and high degree of life satisfaction.

Academic achievement was proven to be a negative predictor of unpleasant emotions, but not the other way around by Datu (2018). Second, a different body of data indicates a possible reciprocal relationship between academic achievement and SWB. Academic achievement and life satisfaction are positively correlated, according to a five-month long study conducted on junior high school students in grades 7 and 8. (Ng, Huebner, & Hills, 2015). Nevertheless, the connection between academic achievement and SWB has only been the subject of a small number of longitudinal research (Bücker et al., 2018).

Subjective well-being, or SWB, is the term used to describe how individuals perceive and assess particular areas and activities in their lives. In the last ten years, researchers, policymakers, national statistical offices, the media, and the general public have all shown a notable increase in interest in data about SWB, also known as "self-reported wellbeing." The information is valuable because it may be used to monitor population health, social, and economic circumstances and may also be used to inform policy decisions in these areas (Krueger,2009; Layard, 2006 et al).

The researcher concluded that will adopt the definition of Diener in this current research .Whereas Diener's definition was comprehensive of the aspects that the researcher receives in the research, and it is essentially the appropriate definition for the research, as Diener believes that the individual's previous experiences must be taken into account and not just the individual's subjective well-being.

## **2.2. Dimensions of Subjective Well-Being**

Diener et al. (2002) state that there are two fundamental components of subjective well-being: life satisfaction, which is a cognitive component, and happiness, which is split into two categories: positive and negative affect. These two dimensions are explained as follows:

### **a. Affective dimension (happiness)**

#### **1) Positive affect**

Positive affect is a condition that often arises lots of nice feelings. Of the many positive emotions the most common feelings are joy, excitement, satisfaction, pride, affection, and happiness (Eddington & Shuman, 2008). According to Watson, Clark,

and Tellegen (1988), positive affect is a reflection of feelings of enthusiasm, activity and alertness. Positive affect high in the form of high energy, full concentration, and pleasant experience, on the contrary low positive affect characterized by sadness and lethargy.

## 2) Negative affect

Negative affect is a condition that often arises lots of unpleasant feelings. Of so many emotions The most commonly felt negative feelings are guilt and shame, sadness, anxiety and worry, anger, stress, depression, and envy liver (Eddington & Shuman, 2008). The same thing was said by Watson, Clark, and Tellegen (1988) that negative affect is the general dimensions of the plight and the non-plight fun that brings out various different moods like anger, guilt, fear, and tension, negative affect Low ones will create a feeling of calm and serenity.

### b. Cognitive dimension (life satisfaction)

Life satisfaction is included in the cognitive dimension because based on beliefs (attitudes) about a person's life. Life satisfaction is an individual's assessment of quality life globally. Global life satisfaction intended to present the respondent's assessment in a comprehensive manner general and reflective of his life. More specifically, Global life satisfaction involves a person's perception of comparison of their life circumstances with their unique standards have. According to Pavot & Diener (2004), general assessment of satisfaction life represents a cognitively based evaluation of a person a person's life as a whole. Individuals can assess conditions

life, determining the importance of that condition and evaluating his life on a scale ranging between satisfied and not satisfied.

Diener's concept of subjective well-being was chosen to match the components of this concept to the nature of the research, in order to benefit greatly from it, as it includes life satisfaction, positive affect, and negative affect.

Based on the previous explanation, it can be concluded that aspects of subjective well-being include affective dimension (positive affect and negative affect) and cognitive dimension (related to life satisfaction).

### **2.3. Factors that influence subjective well-being**

According to Eddington and Shuman (2008), there are several factors that can influence subjective well-being. Among them are as following:

#### **a. Gender differences**

Gender disparities are evident in subjective well-being, with women reporting higher levels of depression and negative affect than males, as well as a higher propensity to seek treatment for these disorders. Men and women report comparable levels of overall satisfaction, though. One theory is that, in contrast to men, women are more likely to admit unpleasant emotions. As a result, it's possible that both sexes deal with similar levels of negativity and despair, but women are more prone than males to communicate these emotions and seek professional assistance. Another

explanation put out by Fujita, Diener, and Sandvik (1991) for the variations in subjective well-being between genders. They propose that women are taught to be more receptive to experiencing all types of emotions, both pleasant and negative, because of their societal role as caregivers. According to the study, women experience pleasant emotions and negative emotions more frequently than males.

#### b. Education

Education and wellbeing are correlated, particularly for low-income people. If expectations based on subjective well-being are unmet, education may be disruptive and goal attainment gaps may widen.

#### c. Age

Diener, Sandvik, and Larsen (1985) proposed that emotional intensity decreases with age. The inability of life satisfaction to significantly drop over time demonstrates people's capacity for adapting to their circumstances. According to some academics, these results demonstrate that as people get older, they adjust and go back to their objectives.

#### d. Religiosity

Individuals who have great religious beliefs show subjective well-being is also great (Khalek, 2010). Previous research has proven that someone has a level of religiosity those who are high will have higher subjective well-being compared to people who show higher levels of religiosity the lower one. The aforementioned

reasoning leads to the conclusion that age, gender, education level, and religiosity are the variables that can affect an individual's subjective well-being.

### **3.1. Resilience**

The ability to manage stress or trauma and "bounce back" from adversity with varied degrees of intensity over the course of a lifetime is known as resilience. An individual's surroundings or self can provide resources for resilience (Windle, 2011 et al). Temperance is a character strength that encompasses forgiveness and mercy and is essential to building resilience.

According to Cohrs, Christie, White, and Das (2013), resilience is linked to less extreme reactions to bad situations, reduced hostility, and the reestablishment of relationships. Different things happen to people who are extremely resilient. On the other hand, higher levels of positive affectivity, subjective well-being, and acceptance of disability were noted in those with higher resilience. Many people also report reduced levels of generalized emotional distress, sadness, and anxiety. Resilience has been connected to posttraumatic growth and has been proven to be associated with less suffering in those who possess it (Martz & Livneh, 2015). Overall, resilience has been linked to fewer suicide attempts, better outcomes in therapy, and more effective coping mechanisms (Portzky, Wagnild, De Bacquer, & Audenaert, 2010).

It is possible to identify certain issues while defining resilience. Whether resilience is a dynamic process or a fixed personality feature is still unclear (Portzky, 2010 et al). Resilience is viewed in this study as a dynamic process; otherwise, there would be little reason to quantify it in order to subsequently enhance and assist

people. It is harder to learn or develop a fixed personality attribute. The fact that different research use different operationalizations of resilience adds to the challenge of the term's unclear definition. Different ecological, economic, structural, sociological, and psychological perspectives, definitions, and therapeutic applications result from resilience (Martz & Livneh, 2015). Therefore, applying this construct in practice and research is hard.

There are numerous arguments that support the significance of employing resilience. For instance, over half of all people go through at least one traumatic event in their lifetime, but the majority of them bounce back and don't end up mentally ill (Leontjevas, De Beek, Lataster, & Jacobs, 2014). On the other hand, 30–90% of those who go through such experiences say their quality of life has improved (Aspinwall & MacNamara, 2005). Resilience appears to play a significant role in attaining favorable outcomes following stressful experiences (Martz & Livneh, 2015).

Additionally, it has a favorable impact on the recovery from a variety of ailments, including mental and physical conditions like breast cancer (Markovitz, Schrooten, Arntz, & Peters, 2015). Clinical psychopathology is avoided and protected against by resilience (Portzky, 2010 et al).

Reactions to traumatic situations, such as being upset, are displayed by highly resilient people, but they are usually fleeting. Furthermore, those who possess high resilience recover to their baseline operating level more quickly. Although less resilient persons can recover from traumatic situations as well, their recovery is typically accompanied by a reduction in their ability to function in daily life (Portzky, 2010 et al).

Resilience is becoming more and more crucial in a variety of professional domains, including clinical psychology and the medical sciences, for the reasons stated by Portzky (2010) et al. Resilience grows through several factors, including environmental pressures, pressures associated with developmental stages, and stressful events, and thus increases our understanding of individual differences in response to these pressures, (Dukhan ,2016).

The idea of resilience The American Psychological Association defines resilience as the process of making good adjustments and confronting adversity, trauma, disasters, or normal psychological pressures that people face, such as family problems, relationship problems, and financial problems (APA 2002:2).

Al-Ahmadi (2007:403) defined resilience as the emotional response that enables the individual to adapt positively to different situations and adopt the easiest solutions.

Based on the description above, researchers can determine that the formulation of the definition of resilience used in this research is the opinion of Connor and Davidson (2003), namely that resilience is an individual's ability to overcome sources of stress or pressure, as well as being able to overcome anxiety and even depression. The reason is because this definition is very suitable for the situations and conditions that overseas students are experiencing, where they often find themselves in bad conditions, with great anxiety and life pressure, even stress and depression. So that later we can produce indicators that are able to clearly describe the state of resilience of overseas students.

### **3.2. Resilience dimensions**

There are five aspects of resilience according to Connor and Davidson (2003), namely:

1) Personal competence, high standards and tenacity Personal competence, high standards and tenacity are aspects that describe an individual's personal competence, where the individual feels as someone who is able to achieve goals even in situations of failure or setback. Individuals remain persistent in accepting challenges and try to give their best to achieve planned goals, even though there are obstacles and adversity or trauma. When individuals experience pressure or stress, they tend to feel doubtful about being successful in achieving their goals, thus requiring a higher average and tenacity in that person. The indicator in this aspect is being able to appear as a competent and tenacious individual so that he has high standards.

2) Trust in instincts, have tolerance for negative influences and the strengthening effects of stress Trusting instincts, having tolerance for negative influences and strengthening the effects of stress, this is related to a calm attitude when taking action. Calm individuals tend to be more careful in taking a stance on the problems they are facing. Individuals who have the capacity to regulate emotions have the ability to continue carrying out tasks and responsibilities, think clearly and continue to try to do their best so that they can perform well during stressful conditions. Individuals who can overcome problems tend to easily adapt to various types of negative emotional conditions and experiences. Individuals who are able to cope with stress tend to be able to quickly focus on goals, even though they are experiencing pressure or

problems. Indicators of this aspect are confidence in one's abilities, tolerance for negative things and being able to resolve the impact of stress.

3) Positive self-acceptance of change and safe relationships with others Positive self-acceptance of change and safe relationships with other people, this is related to the individual's ability to accept difficulties positively, as well as when experiencing difficulties the individual is able to have good relationships with other individuals. Individuals can also adapt positively from experiences of change or stress, and even tend to view these as triggers of enthusiasm or even opportunities. Therefore, in responding to difficult situations individuals tend to be more patient, so that this can enable individuals to face difficult conditions in everyday life. Individuals are able to display their ability to accept problems more positively, so that they do not affect the social relations that individuals have. Indicators in this aspect are being able to adapt well and being able to protect harmonious relationships with other individuals.

4) Controls and factors Control , this is a person's skill to organize themselves and focus on achieving goals. Individuals have more ability to control situations, but at the same time individuals are aware that in every life, things will not always go according to what has been planned. Individuals tend to be able to face events positively and are able to direct their lives to achieve predetermined goals. Individuals also have control over themselves in achieving a goal, and have the ability to get social support from other people when facing a problem. Indicators in this aspect are the ability to control oneself and being able to control oneself.

5) Spiritual influence, this aspect is related to an individual's ability to always try because of his belief in God and predetermined destiny. Individuals who believe in

God's destiny and individual values and beliefs can be reflected in their behavior in everyday life, so they are able to help individuals overcome difficult conditions, so they can create more positive results for their lives. Individuals who are resilient usually put their trust in a greater purpose for the things that happen in their lives. Individuals who believe in God will always assume that existing problems are the nature of God and should be faced with a positive feeling so that they must keep trying and fighting to achieve their goals. Indicators of this aspect are individuals who believe in God and believe in destiny.

Connor's concept of resilience was chosen to match the components of this concept to the nature of the research in order to benefit greatly from it, as it includes.

Meanwhile, there are seven aspects of resilience according to Reivich and Shatte (2002), namely:

1) Emotion Regulation (Emotion Regulation)

One's capacity for emotional control is their capacity to maintain composure in potentially dangerous situations. Another ability that will help people better control their emotions is emotional regulation, namely the ability to do it quietly and intently. These two abilities will assist people in managing their irrational emotions, keeping their attention when faced with a lot of distracting stimuli, and lowering their level of stress. Empirical findings indicate that individuals with low emotional regulation struggle to establish and sustain connections with others.

2) Impulse Control (Impulse Control)

Impulse control is a person's skill in being able to control what they want, like, and the pressure that arises from themselves, which will then lead to the ability to think clearly and precisely. Individuals who are able to control impulses by anticipating mistakes in thinking tend to display good responses when facing an obstacle.

### 3) Optimism (Optimism)

Someone who is resilient is usually an optimistic individual. Optimism means that individuals have confidence that things will get better. Individuals believe that stressful situations can one day turn into much better situations and believe that they can control the direction of their lives.

### 4) Self-Efficacy (Self Efficacy)

Self-efficacy indicates a belief that an individual can solve the problems they have faced and be able to achieve success. Self-efficacy has an impact on the achievements achieved, the individual's mental or physical health, and even the individual's career achievements. Self-efficacy is the primary thing to achieve in order to increase individual resilience.

### 5) Ability to Analyze Problems (Causal Analysis)

The ability to analyze problems refers to the skills possessed by individuals to be able to correctly recognize the factors that cause the problems they face so that they are able to avoid making the same mistakes. Causal analysis is carried out by individuals to find an explanation for an event. Individuals who cannot accurately recognize the factors that cause it will continuously make similar mistakes.

### 6) Empathy (Empathy)

The ability to understand the emotional and psychological circumstances and states of other people is demonstrated by empathy. Empathy is also the capacity to experience other people's emotions and feelings. It allows one to interpret nonverbal signs, interpret messages, and then characterize the thoughts and feelings of others. People who can empathize with others typically have good relationships with other people.

#### 7) Achievement (Reaching Out)

Achievement shows the ability that a person has to be able to improve the positive aspects of himself which includes individual courage in overcoming fears and threats in his life. Achievement is not just an individual having the skills to solve problems and recover from despair, but the meaning is more than just that. Achievement is also a skill that individuals have to be able to achieve positive aspects of conditions after problems that befall them.

After clarifying all the important points above the researcher in this research adopted Conner's aspects of resilience due to its suitability to the researcher's current research.

### **4.1. Adolescence**

In psychology, it is the age stage where a person moves from childhood to physical, mental, psychological and social maturity, where the individual becomes able to make his own decisions and interests, as well as determine his own hobbies and skills. However, this maturity does not mean complete maturity in the true sense. There are people whose maturity can be completed for years, up to more than five years after reaching adolescence. Differences between Adolescence and Puberty is a

change in hormones and body shape which indicates that individuals of both sexes can have children, after the reproductive system in the body has been completed. adolescence, and one of the first signs indicating its approach. This does not mean adolescence itself. Stages of adolescence: The period of adolescence which is called "adolescence" varies from one society to another, some are short, some are long, therefore scholars divide it into three stages: 1- Early stage of adolescence (11 -14 years), characterized by rapid biological changes. 2- Middle adolescence (14-18 years), namely the stage of completion of biological changes. 3-Late adolescence (18-21), where young men or women become mature in appearance and behavior.

In this research, the researcher adopts the stage of middle adolescence, as it suits the age stage that the researcher needs in his research, which is from the age of 14 to the age of 18, which is middle adolescence, The target group for the research is high school students. That is, the pre-university stage. From the researcher's point of view, this stage is the most appropriate stage for measuring the research variables.

1 . Physical growth: There are rapid jumps in growth, length and weight, which differ between men and women.

2. Sexual maturity: Sexual maturity in women is determined by the appearance of the menstrual cycle, but not necessarily the appearance of secondary sexual characteristics, while in men, the first sign of sexual maturity is the occurrence of the first seminal ejaculation. in men around the fifteenth year.

3. Psychological changes: Hormonal shifts and physical changes in adolescence have a strong impact on self-image, mood, and social relationships.

Teenage problems: Dr. Abdul Rahman Al-Issawi said: "Adolescence varies from one individual to another, from one geographical environment to another, and from one race to another. It also varies according to the cultural patterns in which the teenager is raised. In society Primitive is different from civilized society, and different from city society, different from rural society, and different from strict society which limits and shackles many teenagers' activities, with a free society which provides teenagers with the opportunity to work and do activities, as well as the opportunity to fulfill various needs. and motivation. Likewise, adolescence does not completely stand alone, but is influenced by the experiences experienced by children at previous stages, and development is a continuous and continuous process.

#### **4.2. There are various forms of adolescence, including:**

1. A healthy teenager, free of problems and difficulties.
2. Adolescent withdrawal, where the adolescent withdraws from the family community and peer community, and prefers to isolate himself and be alone, where he reflects on himself and his problems.
3. Adolescent aggressiveness, where adolescent behavior is characterized by aggression towards themselves, other people and objects.

#### **B. Relevant Research Results**

1. This Cummins et al. (2003) study. A sample of 200 respondents—100 men and 100 women—from both public and private schools were chosen using a straightforward random selection procedure. The Adapted Personal Well-Being Index

(PWI-SC), a validated questionnaire, was used to ascertain the SWB of the youngsters. Cummins et al. developed this scale (2003). This survey consists of seven questions regarding various aspects of life happiness; however, two additional questions about school and time use were included subsequently, after the recommendations of Tomy et al. (2011) and Cases et al. (2012). This scale was created using the end-labelled format in mind. This format's style ranges from (0) fully unsatisfied to (10) fully satisfied, with (5) serving as the neutral point between being neither satisfied nor unsatisfied. This neutral point's benefit was that it gave kids a clear range of values, from positive to negative. Additionally, a demographic questionnaire was used. Additionally, term-end report card grades from each student's school records were gathered in order to evaluate academic achievement.

There is a similarity between the two studies in both cases. The sample was chosen randomly, and both studies measured the subjective well-being variable. But there are also differences, the sample is different from the sample chosen in the current research, as the sample is children in this research, but in the current study the sample is SMA stage students, and the research methods, research objectives, results, and referral methods are also different.

2- Research conducted by Idris, I., Khairani, A., Shamsuddin, H, (2019) entitled "The Influence of Resilience on Psychological Well-Being of Malaysian University Undergraduates". The results of this study show that resilience is a significant predictor and explains 48.2% of the variation in psychological well-being of university students.

The similarity between the research above and this research lies in the research variables; resilience (independent variable) and psychological well-being (dependent variable), apart from that the subjects were also university students. Meanwhile, the difference is that this research does not specifically focus on overseas students, the number of subjects studied and the research locations are also different, and the resilience measurement instruments (The Adolescent Resilience Scale according to Oshio, 2002) and psychological well-being (Flourishing Scale according to Diener, 2009) are also different from this research.

3. A study titled "Perceived Social Support and Psychological Well-Being of International Students: The Mediating Effects of Resiliency and Spirituality" was carried out in 2021 by Qi, L., Roslan, S., and Zaremohzzabieh, Z. The study's findings indicate that spirituality and resilience play a role in mediating the relationship between psychological well-being and social support. The results of this study show that among Chinese international students studying in Malaysia, psychological well-being and perceived social support are related.

The similarities between the research above and this research lie in several variables used, namely resilience and psychological well-being, and also the subjects used are overseas students, where in this research the emphasis is more on Chinese international students in Malaysia. Apart from that, the instrument for measuring psychological well being also uses the Psychological Well Being Scale according to Ryff. Meanwhile, the difference lies in the use of variables, here resilience is a mediator variable that connects social support and psychological well-being. Then,

the analysis technique used also uses the PLS-SEM model, the number of subjects and research locations are also different and the resilience measurement instrument uses the Connor-Davidson Resilience Scale.

4- Research conducted by Borji, M., et al (2019), entitled "Spiritual Health and Resilience Among University Students: the Mediating Role of Self-Esteem". The results of this study indicate that self-esteem plays a partial mediating role in the relationship between spiritual health and resilience among university students. So it can also be said that self-esteem has a correlation with resilience.

The similarities between the research above and this research lie in several variables used, namely self-esteem and psychological well-being, and also the subjects used are university students. Meanwhile, the difference lies in the use of variables, here self-esteem as a mediator variable that connects spiritual health and resilience. Then, the number of subjects and research locations are also different. Apart from that, the instrument for measuring resilience uses the Connor-Davidson Resilience Scale and the instrument for measuring self-esteem also uses the Coopersmith Self-Esteem Inventory for Adults.

5-Research conducted by Pramitha, R., Astuti, Y, D (2021) entitled "The relationship between psychological well-being and loneliness in students who have migrated to Yogyakarta". The results of this research show that there are still overseas students who have low psychological well-being as much as 47.8%, and there is a negative

relationship between psychological well-being and loneliness among overseas students.

The similarity between the research above and this research lies in the variables used, namely psychological well-being, the subject is overseas students and the research location is in Yogyakarta. Meanwhile, the difference lies in the research objectives, analysis methods and research results. The current research differed from this study in the name of the variable between psychological well-being and subjective well-being

6- Research conducted by Ramadani, Y, P., Rachmawati, A., Purnomosidi, F (2023) entitled "Psychological well-being among overseas students at Sahid University, Surakarta". The results of this study showed that of the 7 informants, 4 of them had good psychological well-being and 3 of them had poor psychological well-being.

The similarity between the research above and this research lies in the variables used, namely psychological well-being, and the subject is overseas students. Meanwhile, the differences are in the research objectives, analysis methods, number of subjects, research location and research results.

In general, what differentiates this research from other relevant research is the population and subjects, number of subjects, research location, and scale used. In previous research, subjects were only recruited from one university/one level of education/one department, research was conducted in different countries, apart from that, the research scale was in the form of self-report, which could allow some subjects to answer in a biased way.

7- The study included 197 Chinese middle school students from an urban public school in Jilin Province who were divided into four classes. Twenty-two percent of the eighth-graders at the school were included in the sample. The school was chosen because it volunteered to participate and showed interest. The coordinator designated the participating classrooms as being open at the time of data collection, and the participants were chosen using a convenience sample technique. With 197 eighth-grade students (103 girls, 52.3%; 88 boys, 44.7%; 6 unknown, 3.0%), the original sample at Time 1 (T1) had a mean age of 13.76 (SD = 0.73). The final sample at Time 2 (T2) consisted of 189 pupils, with a retention rate of 95.94% (102 girls, 54.0%; 82 boys, 43.4%; 5 unknown, 2.6%), and a mean age of 14.78 (SD = 0.58).

This study differs from the current study in the sample, as the sample in this study was chosen from Chinese students in China, eighth grade students, and the appropriate sample was chosen and not random, but the sample of the current research is SMA students, Indonesian students in the city of Yogyakarta, and it was chosen randomly.

### **C. Framework of Literature**

It is clear from the above that these variables are related and the student is affected by the factors, whether they are aspects of subjective well-being, including cognitive aspects, which work on the student knowing his personality well, which leads to his satisfaction with his life, including it, and understanding his personality,

and also the positive affect aspects, including positive attitudes. It happens to the student and also the negative affect, such as pressure, anxiety, and tension. All of this affects the student's academic achievement. The student's academic achievement is also affected by aspects of resilience, such as the student's personal competence, as it determines whether this student is able to face the challenges of life or not, and also his confidence in himself and the extent of his adaptation to the negative events that happen to him and the extent of his acceptance of himself, his personality, and his spiritual influence, which is linked to the extent of his belief in God and destiny and destiny.

#### 1. The effect of Resilience on adolescents' academic achievement

Resilience is one of the factors that can affect academic achievement. Together, well-being and resilience can influence and improve adolescent students' academic achievement. Both contribute to increasing happiness and prosperity. Resilience is able to make teenage students feel at peace with themselves, so that they can be more effective and confident when facing difficult situations. Able to adapt and rise from problems that make him anxious or stressed, whether in pursuing education or in life. For this reason, well-being and resilience can have an impact on improving the academic achievement of teenage students.

Resilience has a great impact on the academic achievement of students. The student whose steadfastness is weak due to the separation of his parents, for example, or the death of one of his parents, or the travel of one of the parents, makes the

student feel a lack of love and affection, and the student becomes psychologically abnormal, and also the student who grows up in a family that beats him when he makes a mistake every time, and thus The student faces domestic violence, which also makes him a psychologically abnormal or violent student, and therefore all of this affects academic achievement. It is possible that the student's steadfastness is weak in light of all these psychological difficulties that he faces, and on the contrary, it is also possible that the student's steadfastness is strong, and therefore The difficulties he faces can be overcome, and one of the characteristics of a student with strong resilience is empathy with everyone around him, such as his friends and siblings at home, and expressing his thoughts and feelings clearly and honestly, and also accepting himself.

## 2. The effect of well-being on adolescents academic achievement

Subjective-well-being also play important roles for adolescents, through which the adolescent's personality is formed. First, well-being, in its simple known meaning, is satisfaction with life and distance from life's difficulties, and this comes through a flexible and happy family that understands the needs of the teenager. Also, Resilience also has an important role in life. Forming the adolescent's personality. Without the adolescent having the fortitude, he is not strong enough to face the shocks and obstacles in life, so a fragile, weak personality is formed.

Subjective well-being has a great impact on students, especially the SMA stage. Subjective well-being in its content is happiness and satisfaction with life, the

individual's acceptance of himself as he is, and also building positive relationships with others, his personal growth in his thoughts, feelings, and behavior, and how to become independent and self-reliant, especially since The sample is adolescents, and this is the stage in which the adolescent begins to form his personality, his mental, psychological, and personal development, and to arrange his thoughts and goals in life, which places the individual in a calm environment and affects his academic achievement, either negatively or positively, through the environment in which he grew up. If the environment has high subjective well-being, then the student's academic achievement will be high, and if the environment has low subjective well-being, then his academic achievement will be low.

### 3. The effect of well-being and Resilience on each other

Resilience also has an impact on subjective well-being. If the student is able to express his feelings and thoughts with all sincerity, is accepting of others and himself, and is also able to overcome the difficulties he faces, then he will have strong resilience, and therefore he will also have strong subjective and psychological well-being, and vice versa correct.

### **D.Hypotheses**

Creswell (2015) states that a hypothesis is a statement in quantitative research where researchers make predictions or conjectures about the relationship between

certain attributes or characteristics. By referring to the literature review and thinking framework, the following conclusions can be drawn:

*The alternative hypothesis proposed by the researcher is as follows:*

1) Major Hypothesis

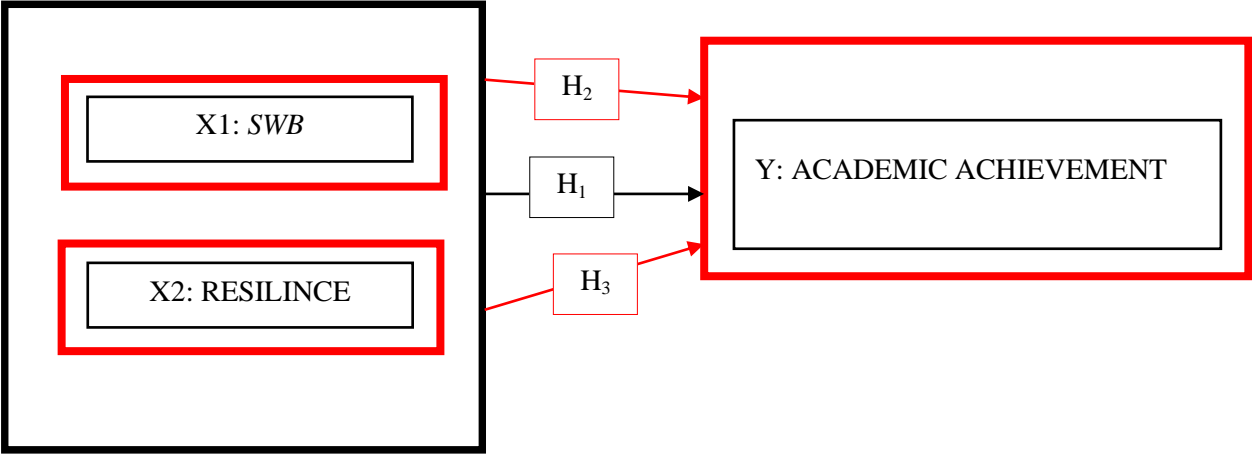
H1) Subjective Well-Being (SWB) and Resilience are predictors of Academic Achievement among Adolescents in Yogyakarta , Indonesia..

2) Minor Hypothesis

H2) Subjective Well-Being (SWB) is a predictor of Academic Achievement among Adolescents in Yogyakarta , Indonesia .

H3) Resilience is a predictor of Academic Achievement among Adolescents in Yogyakarta , Indonesia.

Figure 1. Research Framework



## **BAB III**

### **RESEARCH METHODS**

#### **A. Type or Research Design**

Research design is a method that researchers use when carrying out their research process, and provides instructions for the course of the research process. (Creswell, 2016). This research approach is quantitative research, which is a retrospective type. The term retrospective itself indicates that there is a change in the independent variable, and the researcher attempts to find the cause of the problem being observed. In this retrospective research, researchers attempt to study true cause-and-effect relationships without receiving prior treatment by the researcher. This study is causal relationship design depends on the results of theoretical studies that show that a variable can be a cause or a result of the presence of certain variables (Sappaile, 2010).

#### **B. Place and Time of Research**

##### **1. Place of the research**

This research was conducted a private Senior High School students in the Special Region of Yogyakarta (SMA KOLOMBO SLEMAN) Rajawali st Demangan Baru st No. 10 ,Mrican, Caturtunggal, Kec. Depok , Kabupaten Sleman, Daerah Istimewa in the 2023/2024 academic year. The reason the researcher chose a location in the

Special Region of Yogyakarta is because Yogyakarta is known as a student city because it has many leading universities and schools with many educational codes and facilities available, as well as affordable living costs (pmperezinan.jogjakota.go.id., 2019). Therefore, many students from outside the region choose to migrate and study in the Special Region of Yogyakarta. Therefore, the research sample is not only students originally from the city of Yogyakarta, but the sample includes students from different other cities, and thus we achieve the of the reliability questionnaires conducted on the sample, so the sample is different and diverse, which fulfills the condition of reliability of the standards used for the research.

## 2. Research Period

**Researchers conducted research during:**

**Table 1. Research Time**

Activity	Time\period
Research Preparation	<b>August-November 2023</b>
Making Proposals	<b>December 2023</b>
Collecting Data	<b>January- May 2024</b>
Analyzing Data	<b>May-June 2024</b>
Completing the Report	<b>July 2024</b>

## C. Population or research sample

### 1. Population

In general, a population is an area consisting of objects and subjects that have special characteristics that have been determined previously to be studied and conclusions drawn so that the results can be generalized (Sogiono, 2010). A population is a group of individuals who are grouped and have certain characteristics in common (Creswell, 2008). Based on the population definition above, population in this study were Senior High School students in the city of Yogyakarta (males and females). The sample was taken from a high school that named (SMA KOLOMBO).

**Table 2. Sample KREJCIE And MORGAN**

<b>POPULATION (N)</b>	<b>SAMPLE (n)</b>
10	10
15	14
20	19
25	24
30	28
35	32
40	36
45	40
50	44
55	48
60	52
65	56
70	59
75	63
80	66
85	70
90	73
95	76
100	80
110	86
120	92
130	97
140	103
150	108
160	113
170	118
180	123

190	127
200	132
210	136

## 2. Sample

A sample is a small group that emerges from a larger group/population which will then be observed by researchers (Wajeran, 2014). Meanwhile, according to Selin (2018), the sample is a small portion of the population studied using special measurement or observation methods. The sample is limited and this study requires a minimum of 123 participants  $N=123$ . At this stage, there are 2 classes of the first year of secondary school, which contain 27  $N=27$  male and female students and there are 3 classes of the second year of secondary school containing 75 male and female students  $N=75$  also there are 2 classes of the third year of secondary school containing 34 male and female students . So, the total number of students in the first, second, and third grades in this school is 176 male and female students  $N=176$ .

The sample was taken by means of testing the validity and reliability of the measures, so the researcher went to the school, and after meeting with the vice principal of the school, the researcher agreed with her that taking the sample would be online by sending a link to the vice, and the students should fill it out and send it again to the researcher and of course to the Krejcie sample table. and morgan. We find that the number of the selected sample must be 123 male and female students.

**Table 3. Demographic Data Profile of Research Subjects**

<b>Catego</b>	<b>Characteristics</b>	<b>Amount</b>	<b>Percentage %</b>
Gender	MALE	60	48.8%
	FEMALE	63	51.2%
Age	15 YEAR	5	.1%4
	16 YEAR	29	23.6%
	17 YEAR	52	42.2%
	18 YEAR	23	18.7%
	19 YEAR	14	11.4%
Grade Level	CLASS 10	30	24.4%
	CLASS 11	61	49.6%
	CLASS 12	32	26%

### **3. Sampling technique**

Technique Sampling in this research was carried out by Incidental sampling. Incidental sampling is a technique used to identify samples by chance, that is, anyone accidentally found by researchers can be used as a sample, if that person matches their characteristics (Sugiono, 2019).

### **D. Research Variables**

The variables in this research include variables that are influenced (dependent variables) and variables that influence (independent variables).

#### **1. Dependent Variable**

The dependent variable is a variable that acts as a variable that is measured to find out how much influence other variables have. The dependent variables of this research was:

- a. Academic achievement (Y)

## 2. Independent Variable

Independent variables are variables that explain or predict other variables. The independent variables in this research were:

- a. Subjective Well Being (X1)
- b. Resilience (X2)

## **E. Operational definition of variables**

### **1. Academic achievement**

student engagement in school as an outcome school is very important, as an antecedent that has a direct influence on academic achievement. According to Bloom in Dimiyati (2012), learning outcomes or achievements Learning includes 3 indicators, namely:

- a. Cognitive is all efforts that include mental (brain) activities.
- b. Affective, which includes everything related to emotions, for example feelings, values, appreciation, enthusiasm, interest, motivation and attitude.
- c. Psychomotor, which includes physical movement and coordination, skills motor and physical abilities.

### **2. Subjective well-being**

In 1984, Ed Diener proposed a tripartite model of SWB that depicts how people experience the quality of their lives through emotional reactions and cognitive judgments. It proposes "three distinct but often related components of wellbeing: frequent positive affect, infrequent negative affect, and cognitive evaluations like life satisfaction." SWB is a broad ideology that includes "high levels of pleasant emotions and moods, low levels of negative emotions and moods, and high life satisfaction." Subjective well-being can be measured using the DIENER scale, whose dimensions have been translated into Indonesian to suit the selected sample, which is in Indonesia. The scale has two aspects: cognitive and affective, and this scale consists of 25 items.

### **3.Resilience**

Resilience is about getting up, overcoming, surviving, successfully adapting to various bad conditions or large or repeated life pressures, even depression, then processed in the form of a score obtained from the Connor-Davidson Resilience Scale . Resilience in this research is measured based on dimensions . Resilience can be measured using the CONNER scale, the dimensions of which have been adapted in the Indonesian language to suit the chosen sample, which is in Indonesia. The scale consists of five aspects: Personal competence, Trust in instincts, Positive self-acceptance , Controls and factors, Spiritual influence .

There are five aspects of resilience according to Connor and Davidson (2003), namely:

1) Personal competence, high standards and tenacity Personal competence, high standards and tenacity are dimension that describe an individual's personal competence, where the individual feels as someone who is able to achieve goals even in situations of failure or setback.

2) Trust in instincts, have tolerance for negative influences and the strengthening effects of stress Trusting instincts, having tolerance for negative influences and strengthening the effects of stress, this is related to a calm attitude when taking action.

3) Positive self-acceptance of change and safe relationships with others Positive self-acceptance of change and safe relationships with other people, this is related to the individual's ability to accept difficulties positively, as well as when experiencing difficulties the individual is able to have good relationships with other individuals.

4) Controls and factors, this is a person's skill to organize themselves and focus on achieving goals. Individuals have more ability to control situations, but at the same time individuals are aware that in every life, things will not always go according to what has been planned.

5) Spiritual influence, this aspect is related to an individual's ability to always try because of his belief in God and predetermined destiny.

## **F. Technologies and Instruments of Data collection**

### **1. Data collection techniques**

Data collection is necessary to obtain the information that researchers need to achieve the research objectives. Research samples are needed to collect data using

certain methods that suit the research objectives (Gulo, 2007) and according to Aricono (2006), the data collection method itself is a method used by researchers to collect data. Meanwhile, according to Sugiono (2018) there are three main things that can affect the quality of research data, which are the quality of instruments, the quality of data collection, and the quality of data analysis.

The data collection technique used by this research is questionnaire method . A measure is a stimulus in the form of a question or statement that does not directly reveal the variable to be measured, but rather reveals behavioral indicators of the variable in question (Azwar, 2017).

Data in this research are collected using a scale technique that contains item formats in the form of statements that provide multiple response options. This research uses scale tools to measure two variables, namely resilience and subjective well-being.

Data are obtained from a scale filled out online by the subject. The online application uses a Google form that is filled out by graduate school students and is the sample required for the research.

## **2. Research Instrument**

The data collection technique uses a Likert scale. The Likert scale is used to measure opinions, responses and attitudes of individuals or groups of people about something that is happening (Sugiyono, 2018).

The instruments used in this research were:

**a. Subjective Well Being**

Diener (2009) conducted a study to construct a subjective well-being measurement instrument, which details the following components: 1) Life satisfaction (cognitive) is an evaluation of one's life. Life satisfaction refers to a person's ability to confront their events while feeling excited or happy. Life satisfaction is reached when what a person envisions for his or her life corresponds to what really occurs. 2) The emotional component describes a person's reaction to life experiences, which may include both joyful and painful emotions. Affect is split into two types: positive and negative affect. a) Positive affect manifests as pleasant moods and emotions that make one feel energized, active, and attentive. b) Negative affect manifests as an unpleasant mood and feelings, indicating a negative reaction to one's life experiences.

Anger, sadness, worry, stress, frustration, guilt, humiliation, envy heart, terrified, and nervous are some of the most common negative or unpleasant responses.

Figure 1 depicts a multidimensional conceptual framework of subjective well-being that includes life satisfaction and affective components.

A multidimensional conceptual framework of subjective well-being consisting of life satisfaction and affective can be seen in Figure 1

**Fig 2. Conceptual Framework of Subjective Well-being Components**

**table 4.example of subjective well-being items**

<b>Component</b>	<b>Item examples</b>
------------------	----------------------

<b>Cognitive (life satisfaction)</b>	<b>I can focus when studying I have enough rest time I am satisfied with my life</b>
<b>Affective</b> <b>a. Positive affect</b>	<b>Proud Happy Amazed</b>
<b>b. Negative affect</b>	<b>Nervous Uneasy – unsettled Worried</b>

**Table 5. subjective well-being scale blueprint**

<b>NO.</b>	<b>COMPONENT</b>	<b>NO ITEM</b>		<b>Σ ITEM</b>
		Favorable	Unfavorable	
<b>1</b>	Life satisfaction	1,2,3,4,5		5
<b>2</b>	Affective a.Positive b.Negative	6,7,8,9,10,11,12,13, ,23	15,16,17,18 19,20,21,22,24,25	20
	Amount			25

Diener et al. (1985) developed the contentment with Life Scale as a quick assessment of an individual's overall level of satisfaction with her life (see also Pavot and Diener, 1993, 2008). It has been used in thousands of investigations to evaluate the cognitive or psychological aspects of subjective well-being. Diener et al. (1985) created the scale by first creating a pool of 48 items meant to measure life satisfaction and well-being. Using factor analysis, they identified ten items with high loadings (0.60 or above) on a common component that was interpreted as a person's overall life rating. After removing redundant elements, Diener et al. decreased the number of items to five (i.e., “In most ways my life is close to my ideal,” “The conditions of my

life are excellent,” “I am satisfied with my life,” “So far I have gotten the important things I want in life,” and “If I could live my life over, I would change almost nothing”) with a **7-point Likert** response scale (1 = strongly disagree to 7 = strongly agree).

**b. Resilience**

Connor and Davidson (2003), namely that resilience is an individual's ability to overcome sources of stress or pressure, as well as being able to overcome anxiety and even depression. The resilience measurement in this research will adapt the Connor-Davidson resilience scale (10-item CD-RISC) which has been tested for validity by Gina and Fitriani (2022), referring to five aspects, namely aspects of high standards and tenacity, personal competence, trust in instincts, having tolerance for negative influences and strengthening the effects of stress, good self-acceptance of differences and building safe relationships with other people, control, and spiritual influence to determine the level of resilience in adolescents.

*Tabel 6. Blueprint Connor-Davidson Resilience Scale*

<i>Aspects</i>	<i>Item Favorable</i>	<i>Item unFavorable</i>
<b>1. Personal competence</b>	<b>6,12,13,17,24</b>	-
<b>2. Trust in instincts, tolerance of negative influences, and amplification of the effects of stress</b>	<b>8,15,18,20,21,25</b>	-

<b>3.</b> <i>Positive self-acceptance of change and secure relationships with others</i>	<b>1, 9,2,10,14</b>	-
<b>4.</b> <b>Controls and factors</b>	<b>4,11,19,22,23</b>	-
<b>5.</b> <i>Spiritual influence</i>	<b>5,3,7,16</b>	-

Each item is answered using a 5-point response scale (1 = very inappropriate; 2 = a little bit not suitable; 3 = sometimes not suitable; 4 = suitable; 5 = very suitable). A higher score indicates a higher level of resilience.

### **C. Academic achievement**

Academic achievement also has a tool for measuring it, which is tests for students, and thus knowing the students' grades from these achievement tests. The academic achievement variable is measured by obtaining the grades of students in the first year of secondary school, the second year of secondary school, and the third year of secondary school in the subjects of the Indonesian language and mathematics.

### **G. Validity and Reliability of the Instrument**

#### **1. Validity Test**

The validity test aims to determine the accuracy and accuracy of the measuring instrument when making measurements. A measurement instrument can be said to

have good validity, if the instrument is truly capable of measuring and producing measurement results that are in line with the measurement objectives (Azwar, 2012).

This research contains two instruments, namely the subjective well being instrument and the resilience instrument. The subjective well-being instrument was modified with aspects from Diener (2009), namely positive affect, negative affect and cognitive, which contained 25 modified items. Content validity was tested for this instrument with Gregory from two experts with very strong/very high results. Apart from that, the content validity test using the Aiken formula obtained results that all items were declared valid. Apart from the subjective well being instrument, the resilience instrument was also modified in this research. This research uses resilience aspects from Connro and Davidson (2003), namely personal competence, high standards, and tenacity; trust/tolerance/strengthening effects of stress; acceptance of change and secure relationships; control; and spiritual influence which contains 25 items. The results of the content validity test using the Gregory formula from two experts found that this instrument was very strong/very high, apart from that, the content validity using the Aiken formula also found that all items were declared valid.

Apart from that, construct validity was also used to test the validity of the instruments in this research. The subjective well being instrument has a CFI construct of 0.915 (CFI>0.9), TLI of 0.905 (TLI>0.9) and RMSEA of 0.057 (RMSEA<0.08). In addition, the resilience instrument found a CFI of 0.917 (CFI>0.90), a TLI of 0.901 (TLI>0.90), and an RMSEA of 0.0591 (RMSEA<0.080). The results of this validity test can be concluded that the subjective well being and resilience instruments can be said to be fit and used for data collection.

**Table 7. SWB construct validity**

Fit Measures				
CFI	TLI	RMSEA	RMSEA 90% CI	
			Lower	Upper
0.919	0.905	0.0571	0.0425	0.0705

**Table 8. Resilience construct validity**

Fit Measures				
CFI	TLI	RMSEA	RMSEA 90% CI	
			Lower	Upper
0.917	0.901	0.0591	0.0418	0.0748

## **2. Reliability Test**

Reliability is an indicator of the level of confidence and reliability in the scale results. Trust and reliability are related to certainty and consistency. A measuring instrument can be said to be reliable if the results are steady and consistent with the same answer. There are various reliability testing techniques, one of which is composite reliability (Azwar, 2016). The advantage of this composite reliability technique is that it can be used on tests that do not have parallel sections between items. The alpha reliability coefficient obtained is an underestimation of reliability, because each dimension of the variable does not meet the  $\tau$ -equivalence assumption. So, it is possible that the reliability carried out will have a bias or in other words the

actual reliability could be higher than the calculated coefficient. Therefore, this research not only uses Cronbach's alpha reliability but also uses composite reliability. The reliability index range is 0 – 1 (Ghazali, 2009).

The reliability of the SWB instrument with a total of 25 items found Cronbach's  $\alpha$  of 0.829 and, the reliability of the Cronbach's of resilience scale is 0.916.

**Table 9. Reliability SWB**

Scale Reliability Statistics		
	<b>Cronbach's <math>\alpha</math></b>	<b>McDonald's <math>\omega</math></b>
Scale	0.829	0.839

**Table 10. Reliability Resilience**

Scale Reliability Statistics		
	<b>Cronbach's <math>\alpha</math></b>	<b>McDonald's <math>\omega</math></b>
Scale	0.916	0.918

## **H. Data Analysis Techniques**

This data analysis technique is carried out after all the data has been collected. The data analysis used is descriptive statistical analysis and inferential analysis. However, before that there are several steps that must be taken into account, namely grouping, tabulating, presenting data for each variable and calculations for testing the proposed hypothesis (Sugiyono, 2018).

## 1. Descriptive Statistical Analysis

Descriptive statistical analysis is an analytical technique used to obtain information in the form of a clear description of existing data, and the results of certain measurements that provide an overview of the research, then conclusions will be drawn on the data or population. Descriptive statistical analysis was used to determine the description of the research's dependent variable, and a description of the independent variables.

Data analysis begins with descriptive statistics. Descriptive statistics is a description or general description of the characteristics of the object being studied without the intention of generalizing the sample to the population (Muchson, 2017).

Categorization when variables include high, medium and low is obtained using the formula in the following table:

**Table 11. Descriptive Statistical Analysis**

<b>Score Intervals</b>	<b>Criteria</b>
$M_i + 1 SD_i \leq X$	High
$M_i - 1SD_i \leq X < M_i + 1Sd_i$	Middle
$X < M_i - 1SD_i$	Low

Information:

$$M_i = \text{Average ideal score} = 1/2 (\text{high score} + \text{low score})$$

$$SD_i = \text{Ideal standard deviation} = 1/6 (\text{high score} - \text{low score})$$

$$X = \text{Total actual score}$$

### **K. Normality Test**

The normality test is used to determine whether the data on prosocial behavior, authoritative parenting and prices measured are normally distributed or not. This test is used in two ways, namely graphic analysis (histogram graph and probability plot) and statistical test (kolomgrof-smirnof) (Priyono, 2008). The normality test is that if the significance value of the Kolmogorov-Smirnov test is  $> 0.050$  then the data distribution follows a normal distribution. If the significance value of the Kolmogorov-Smirnov test is  $\leq 0.050$  then the data distribution does not follow a normal distribution (Ghozali, 2016).

### **M. Multicollinearity Test**

The multicollinearity test aims to test whether there is a correlation between variables or not. The value used to indicate whether multicollinearity exists or not is a tolerance number of less than 0.10 and the same as a VIF number of more than 10.

Based on the SPSS output, a regression model is said to have no problems if: the cut off number usually used is to determine whether there is multicollinearity or not at a tolerance number of less than 0.10 and the same as a VIF number of more than 10. A good regression model is that there is no correlation between the independent variables, the data is declared orthogonal or the correlation between the independent variables is zero (Priyono, 2008).

### **N. Multiple Regression Analysis**

The analysis technique in this research is multiple regression analysis with two predictors. According to A. Supratiknya (2015) regression analysis not only measures the relationship between two or more variables but also shows the direction of the relationship between the independent and dependent variables. In this study, regression analysis was carried out to see the double correlation between the independent variables, namely authoritative parenting and self-esteem, on the dependent variable, namely prosocial behavior. The regression equation is formulated below:

$$Y = a + b_1X_1 + b_2X_2$$

With:

Y = Dependent variable (Academic Achievement)

a = Regression constant

b = Number or direction of the regression coefficient which shows the number reduction and increase of variables by that variable influence it.

X<sub>1</sub> = Independent variable 1 (SWB)

X<sub>2</sub> = Independent variable 2 (Resilience)

#### **O. Determination Coefficient Test (R<sup>2</sup>)**

To measure how big the contribution is to explaining the dependent variable, use the coefficient of determination test (R<sup>2</sup>), if R<sup>2</sup> is small, then the independent variable has the ability to explain minimal variation in the variable, but conversely if

$R^2$  has a large value then explains the ability to explain large variations in variables (Priyono, 2008). The effective contribution of each independent variable to the dependent variable can be seen through the formula below:

$$SE_x = \beta_{ax}$$

With:

$$SE_x = \text{Variable effective contribution}$$

$$\beta_{ax} = \text{Beta value regression coefficient}$$

$$\text{Correlation coefficient} = \text{correlation coefficient number for each variable}$$

### **3. Hypothesis Testing**

The data analysis technique used in this research was a multiple regression analysis model. Regression analysis is a statistical analysis technique that aims to predict symptoms between variables. The results of the regression analysis in this study were used to show the influence of  $X_1$  (SWB) and  $X_2$  (Resilience) on  $Y$  (Academik achievement).

## BAB IV

### RESEARCH RESULTS AND DISCUSSION

#### A. RESEARCH RESULTS

##### 1. Description of Research Subjects

Research data was obtained from answers to questionnaires about subjective well-being and resilience from the research participants, and obtaining their grades in the first term only in the subjects of the Indonesian language and mathematics. The sample used was 123 male and female students from SMA KOLOMBO Government Secondary School. The sample consists of 48.7% males and 51.3% females, and their ages range from 16 to 19 years.

**Table 12. Description of Research Subjects(SWB)**

##### 1) Subjective Well-being

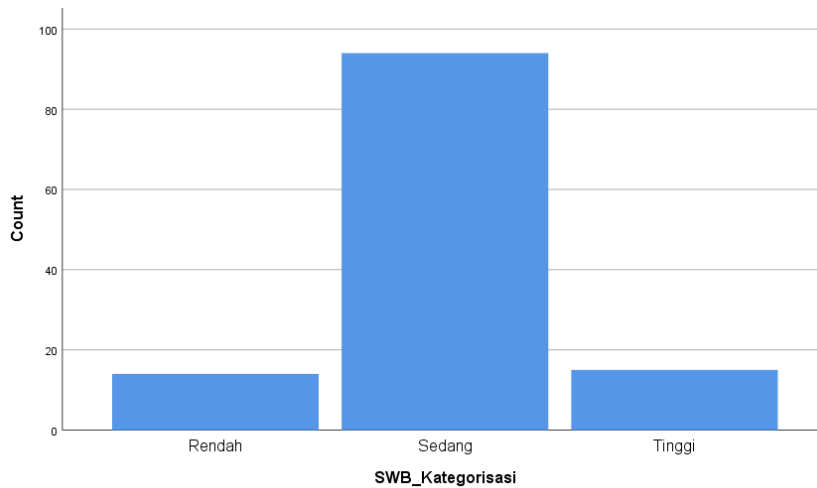
		SWB_Kategorisasi			Cumulative
		Frequency	Percent	Valid Percent	Percent
Valid	1	14	11.4	11.4	11.4
	2	94	76.4	76.4	87.8
	3	15	12.2	12.2	100.0
	Total	123	100.0	100.0	

This scale consists of 25 statement items with a sample of 123 students. Based on the results of the data processing carried out, a minimum score of 25 was obtained, a

maximum score of 175 , an ideal mean of 97.5 , and an ideal standard of deviation of 20.

Based on the table data above, there are 14 students or 11.4% with a Low subjective well-being score and 94 students or 76.4% with a Moderate subjective well-being score and 15 students or 12.2% with a High subjective well-being score. So it can be concluded that most students have moderate subjective well-being.

**Fig 3. SWB- Kategorisasi**



**Table 13. Description of Research Subjects(Resilience)**

**2) Scale Resilience**

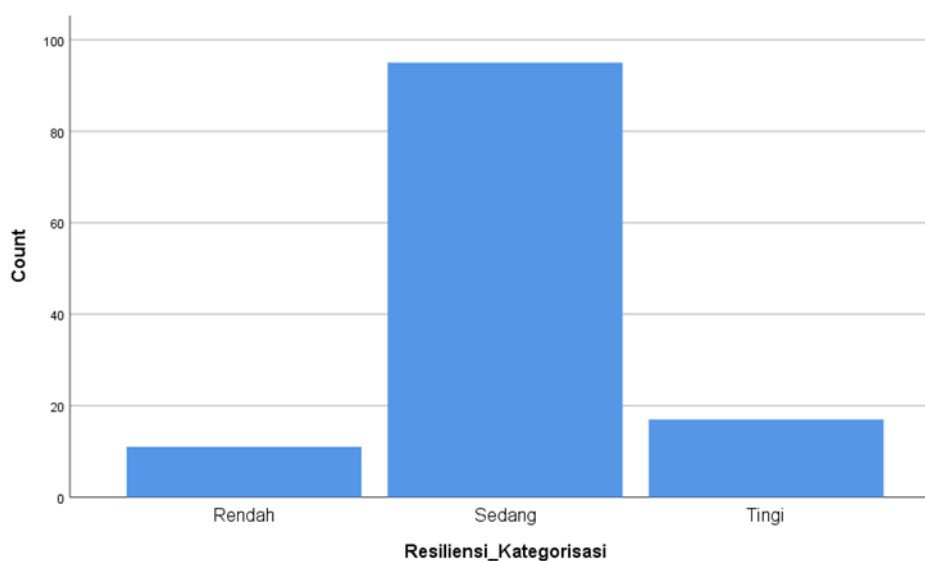
		Resiliensi_Kategorisasi			Cumulative Percent
		Frequency	Percent	Valid Percent	
Valid	Rendah	11	8.9	8.9	8.9
	Sedang	95	77.2	77.2	86.2
	Tingi	17	13.8	13.8	100.0

Total	123	100.0	100.0
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This scale consists of 25 statement items with a sample of 123 students. Based on the results of the data processing carried out, a minimum score of 25 was obtained, a maximum score of 125, an ideal mean of 75, and an ideal standard of deviation of 16.6.

Based on the table data above, there are 11 students or 8.9% with low resilience scores, 95 students or 77.2% with moderate resilience scores and 17 students or 13.8% with high resilience scores. So it can be concluded that most students have moderate resilience.

**Fig 4. Resilience- Kategorisasi**



### 3) Academic achievement

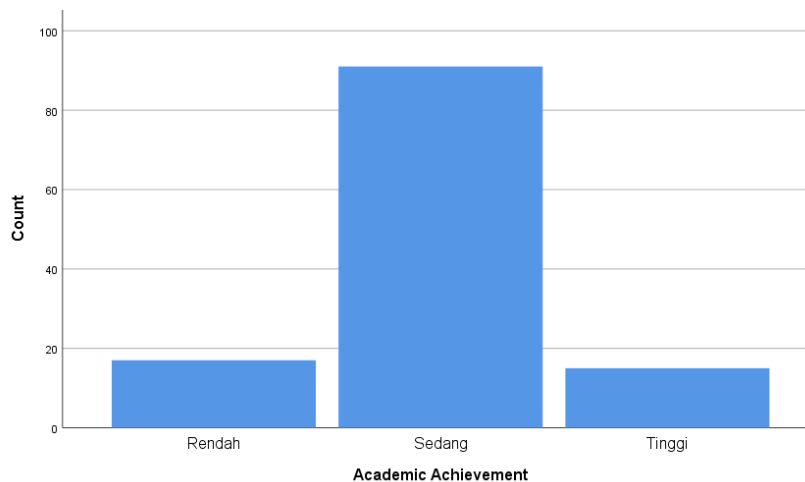
**Table 14. Description of Research Subjects**

		Academic Achievement			Cumulative
		Frequency	Percent	Valid Percent	Percent
Valid	Rendah	17	13.8	13.8	13.8
	Sedang	91	74.0	74.0	87.8
	Tinggi	15	12.2	12.2	100.0
	Total	123	100.0	100.0	

For this variable, there is no questionnaire, but the students' grades were taken through documents containing the students' grades in the academic subjects.

Based on the table data above, there are 17 students or 13.8% with low Academic Achievement scores, 91 students or 74.0% with moderate Academic Achievement scores and 15 students or 12.2% with high Academic Achievement scores. So it can be concluded that most students have moderate Academic Achievement .

**Fig 5. Academic Achievement - Kategorisasi**



## 2. prerequisite analysis (classical assumption test)

**a. Normality Test**

**1) TEST FOR SWB NORMALITY, RESILIENCE, AND ACADEMIC**

**ACHIEVEMENT (The data is normal)**

**Table 15. Normality Test**

		Unstandardized Residual
N		123
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	4.81876110
Most Extreme Differences	Absolute	.048
	Positive	.036
	Negative	-.048
Test Statistic		.048
Asymp. Sig. (2-tailed)		.200 <sup>c,d</sup>

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

From the processed data, the data normality test value in this study was obtained

at sig=0.200. This means sig>0.05 and it can be said that this data is normal

**B. Heteroscedasticity test**

**Table 16. Heteroscedasticity test**

Model	Coefficients <sup>a</sup>				
	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1(Constant)	9.036	2.122		4.258	.000
SWB	-.054	.024	-.203	-2.273	.025
RESILIENSI	-.027	.019	-.125	-1.405	.163

a. Dependent Variable: HETEROKEDASITAS

SWB has symptoms of heteroscedasticity because  $\text{sig} < 0.05$ .  
 Resilience does not occur heteroscedasticity because  $\text{sig} > 0.163$

### C. Multicollinearity Test

Multicollinearity occurs in the table below

**Table 17. Multicollinearity Test**

Model	Coefficients <sup>a</sup>	Collinearity Statistics	
		Tolerance	VIF
1	RESILIENSI	.993	1.007
	SWB	.993	1.007

a. Dependent Variable: MEAN MATEMATIKA+INDO

The table shows a VIF figure of 1.007 and a T figure of 0.993. This means the VIF number of more than 1.007 is smaller than 10 and the T number 0.993 is greater than 10, so multicollinearity does not occur.

### D. Hypothesis Testing

#### a) Multiple Regression

$H_0$ : there is no influence of SWB and Resilience on Academic Achievement

**Table 18. Multiple Regression ANOVA<sup>a</sup>**

ANOVA <sup>a</sup>					
Model	Sum of Squares	Df	Mean Square	F	Sig.

1	Regression	76.291	2	38.146	1.616	.203 <sup>b</sup>
	Residual	2832.896	120	23.607		
	Total	2909.187	122			

a. Dependent Variable: MEAN MATEMATIKA+INDO

b. Predictors: (Constant), SWB, RESILIENSI

The table shows that the calculated  $F = 1.616$  and the significance figure ( $p$ ) = 0.203, because  $p > 0.05$  so it can be concluded that SWB and resilience cannot predict how much students' academic achievement will be.

**Table 19. Multiple Regression Coefficients<sup>a</sup>**

Model		Coefficients <sup>a</sup>				Sig.
		Unstandardized Coefficients		Standardized Coefficients	t	
		B	Std. Error	Beta		
1	(Constant)	74.634	3.679		20.286	.000
	RESILIENSI	.053	.033	.143	1.587	.115
	SWB	.040	.041	.088	.973	.333

a. Dependent Variable: MEAN MATEMATIKA+INDO

$$Y = B + X_1 + X_2$$

The T test is carried out by looking at the significance value of the analysis results. If the significance value is smaller than 0.05 ( $\text{sig.} < 0.05$ ) then the variable (X) has an influence on the variable (Y). Based on the table below, the SWB variable has a significance value of 0.333 ( $\text{sig.} > 0.05$ ), so the second hypothesis is rejected, namely the SWB variable has no influence on the academic achievement variable. Furthermore, the resilience variable has a significance value of 0.115 ( $\text{sig.} > 0.05$ ), so

that the third hypothesis is rejected, namely the resilience variable has no influence on the academic achievement variable.

Resilience and Swb have significance values of 0.115 and 0.333, these results show that these two variables have  $\text{sig} > 0.05$ , which means resilience and Swb have no effect on learning achievement.

**b) Model Summary**

**Table 20. Model Summary**

<b>Model Summary</b>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.162 <sup>a</sup>	.026	.010	4.85875

a. Predictors: (Constant), SWB, RESILIENSI

Based on the output table above, R square SWB and Resilience is  $0.026 = 2.6\%$  . So the EC or R square of SWB and Resilience to Academic Achievement was only 2.6% . So the test was contributed from other variables . Meaning that the variables of Academic Achievement could only be explained by SWB and Resilience as much as 2.6%. If the R square is small, Academic Achievement is difficult to explain in terms of subjective well-being and resilience. This means that although students have subjective well-being and resilience, this does not mean that their academic achievement can be high.

**3. Regression Analysis (Hypothesis Testing)**

1. SWB-Academic Achievement

H<sub>0</sub>: there is no influence of SWB on Academic Achievement

**Table 21. Hypothesis Testing (SWB-Academic Achievement)**

		ANOVA <sup>a</sup>				
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	16.838	1	16.838	.704	.403 <sup>b</sup>
	Residual	2892.349	121	23.904		
	Total	2909.187	122			

a. Dependent Variable: MEAN MATEMATIKA+INDO

b. Predictors: (Constant), SWB

The table shows that the calculated F = 0.704 and the significance figure (p) = 0.403, because  $p > 0.05$  so a conclusion can be drawn if SWB cannot predict how much Indonesian students academic achievement.

		Coefficients <sup>a</sup>				
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	79.141	2.354		33.619	.000
	SWB	.035	.041	.076	.839	.403

a. Dependent Variable: MEAN MATEMATIKA+INDO

## 2. Resilience -Academic Achievement

H<sub>0</sub>: there is no influence of Resilience on Academic Achievement

**Table 22. Hypothesis Testing (Resilience-Academic Achievement)**

		ANOVA <sup>a</sup>				
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	53.962	1	53.962	2.287	.133 <sup>b</sup>
	Residual	2855.225	121	23.597		
	Total	2909.187	122			

a. Dependent Variable: MEAN MATEMATIKA+INDO

b. Predictors: (Constant), RESILIENSI

The table shows that the calculated  $F = 2.287$  and the significance figure ( $p$ ) = 0.133, because  $p > 0.05$  so a conclusion can be drawn if resilience cannot predict how much Indonesian students academic achievement.

Model		Coefficients <sup>a</sup>		t	Sig.
		Unstandardized Coefficients B	Std. Error		
1	(Constant)	77.089	2.676	28.810	.000
	RESILIENS	.050	.033	1.512	.133

a. Dependent Variable: MEAN MATEMATIKA+INDO

## B- Discussions

This hypothesis, Subjective Well-Being (SWB) and Resilience are predictors of Academic Achievement among Adolescents in Yogyakarta, Indonesia has not been proven, because the results of this study are not in line with the results of other studies. The current study is the first to obtain such results. It is possible that the reasons for the lack of stability of this hypothesis are:

Individual Differences: Individuals vary in how they respond to SWB and RESILIENCE. Some students may have high levels of SWB and RESILIENCE for other conditons but still experience academic difficulties to mathematical and Bahasa Indonesia.

Impact of Environmental Conditions: The school environment, quality of education, and relationships with teachers can significantly influence academic achievement regardless of the level of subjective well-being and resilience.

Impact of psychological factors: Other psychological factors such as anxiety, depression, and motivation may play a greater role in academic achievement and reduce the impact of SWB and RESILIENCE.

After imposing the hypotheses, this research proved that the hypotheses, which state that both subjective well-being and resilience are indicators of academic achievement for adolescents, were not significant. The result of this study was consistent with research that also proved the same results reached in this study. Where he confirmed a study entitled (Academic well-being and academic achievement: The role of goal orientation as a mediator )(Kartika & Nur Fathiya & Farida Agus, 2023). The search results state: The The positive affect dimension has an effect of -0.16, negative affect of 0.12, and satisfaction of 0.10 on learning achievement. These results indicate that there is a significant negative effect of positive effect on learning achievement and there is a significant positive effect of negative affect learning achievement. This means that feeling happy while doing academic activities Reduces learning achievement and conversely feels sad and depressed about learning Achievement increases learning outcomes. The results of this study are similar to the current study in that there is also a negative effect of subjective well-being on academic achievement, and this means that subjective well-being works to decrease the academic achievement of students. The calculated F =

0.704 and the significance figure ( $p$ ) = 0.403, because  $p > 0.05$  so a conclusion can be drawn if SWB cannot predict how much Indonesian students academic achievement.

H2) Subjective Well-Being (SWB) is a predictor of Academic Achievement among Adolescents in Yogyakarta , Indonesia .

This hypothesis has not been proven, because SWB does not predict academic achievement. Among the studies that support these results are: the findings of Steinmayr et al. (2014), Dariyo, (2018), and Yang et al., (2019) found that SWB at school did not significantly influence academic achievement. The inconsistency of these results shows that there are other factors that influence student learning achievement. Likewise, if it is related to SWB, positive and negative feelings and satisfaction in learning are not related to academic achievement.

Therefore, students with high academic achievement are not necessarily happier and more prosperous than students with low academic achievement. The results of this study are similar to the results of the current study in that SWB, including negative and positive affect and life satisfaction, is not related to or influences students' academic achievement.

According to Noble and McGrath (2015), wellbeing in students is a state that shows a positive mood and attitude in students characterized by positive relationships with peers and teachers, having an optimistic attitude, being able to develop their potential, being creative, feeling safe, valued and respected, feeling active and meaningful in academic and social activities, having positive self-esteem, and having self-efficacy and a high sense of autonomy. Noble et al. (2008) reviewed various

definitions of well-being. The conclusion is that academic well-being in students includes the existence of a relatively consistent state of positive attitudes and moods, resilient, having a sense of satisfaction with themselves, as well as in relationships with others, and having positive expectations from school. In line with this opinion, Cooke et al. (2016) emphasized that academic wellbeing is the capacity of students to live happily and satisfactorily in various life functions in the academic context. From these various definitions, it can be concluded that academic wellbeing is a state of students who show positive feelings and behaviors in academic activities at school.

In addition to, the partial effect of academic wellbeing on learning achievement shows that academic wellbeing affects achievement in certain dimensions. The findings show that the positive affect dimension influences achievement, but the effect is negative. This means that feeling happy or other positive feelings related to academic activities have an impact on low learning achievement. Conversely, the findings also show that negative affect (negative feelings related to academic activities) lead to high learning achievement. These results prove that a pleasant learning atmosphere alone does not necessarily foster high learning outcomes.

Also Students who are comfortable with the facilities, easy tasks, no pressure in learning without being accompanied by maximum motivation and efforts to complete the task optimally actually have an impact on low academic achievement because students are passive and lulled by facilities and pleasant treatment. Conversely, a stressful learning atmosphere, discipline with big targets can affect high learning achievement if followed by high motivation and learning goal orientation( Kartika, Nur Fathiyah, Farida Agus, 2023). The results of this study are also similar to the

current study in that it is possible for subjective well-being to have a negative effect on academic achievement, and it does not necessarily have to be always and never the effect is negative, only because various variables and also external variables intervene in it.

Although many studies show a positive and significant relationship between well-being and academic achievement, there are also many study findings that are not in line with these results. For example, the findings of Steinmayr et al. (2014), Dariyo, (2018), and Yang et al., (2019) found that well-being at school did not affect academic achievement significantly. The inconsistency of these results indicates that there are other factors that influence on student achievement. One factor that needs to be considered in determining the strength of the influence of Subjective wellbeing on academic achievement . This is what we have found in the current research, which is that subjective well-being does not have a positive effect on academic achievement, that is, its effect is not necessarily positive, but as we have found, it is possible that it has a negative effect on academic achievement. It is possible that the reason for this is the students' interest in the aspect Fun or talent is more important than the academic aspect. It is possible for a student to obtain a position in a competition, but not to obtain high grades in the academic aspects. The calculated  $F = 0.704$  and the significance figure  $(p) = 0.403$ , because  $p > 0.05$  so a conclusion can be drawn if SWB cannot predict how much Indonesian students academic achievement.

Likewise, when related to subjective well-being, positive and negative feelings and satisfaction in learning are not related to academic achievement. Therefore, students with high academic achievement are not necessarily happier and more

prosperous than students with low academic achievement. The results of this study are similar to the results of the current study in that subjective well-being, including negative and positive influence and life satisfaction, is not related to or affects the academic achievement of students.

These results further strengthen Fredrickson's view in the broaden and build theory of positive emotion which says that positive emotions broaden a person's set of thoughts and actions to build the resilience of personal resources (Fredrickson & Branigan, 2005).

Likewise, in the current study, it was proven that there is no effect of subjective well-being on students' academic achievement. Therefore, the second hypothesis in this research is not significant.

H3) Resilience is a predictor of Academic Achievement among Adolescents in Yogyakarta , Indonesia.

This hypothesis has not been proven, because RESILIENCE does not predict academic achievement. Among the studies that support these results are: Al-Saeed Al-Fadhli Abdel-Muttalib (2019 entitled), Psychological Resilience and Perceived Academic Self-Efficacy as Predictors of Academic Success Among Students (Egyptian Study)

Furthermore, highly resilient persons recover faster to their original level of functioning. Less resilient persons can recover from traumatic situations, but this recovery is frequently accompanied by a loss of function in daily life (Portzky, 2010 et al).

Based on the description above, researchers can determine that the formulation of the definition of resilience used in this research is the opinion of Connor and Davidson (2003), namely that resilience is an individual's ability to overcome sources of stress or pressure, as well as being able to overcome anxiety and even depression. The reason is because this definition is very suitable for the situations and conditions that students are experiencing, where they often find themselves in bad conditions, with great anxiety and life pressure, even stress and depression. So that later we can produce indicators that are able to clearly describe the state of resilience of students. Although the definition of resilience that the researcher adopted in this research is the individual's ability to overcome anxiety and problems, the results of this current study were that there is no effect of resilience on the academic achievement of students. This means that it is possible that the research hypothesis will not be significant This is for several reasons.

### **C. Research Limitations**

This research was carried out in accordance with the procedures and rules of scientific research, but it is not free from shortcomings that are limitations in this research. The following are some limitations of this research, namely:

1. The questionnaires were filled out in the school by online, and thus it became difficult to communicate directly with the students and explain to them the necessity of answering honestly and that it is not necessary to lie when answering the questionnaire questions.



## BAB V

### CONCLUSIONS AND RECOMMENDATIONS

#### A. Conclusion

##### **There are three answer hypotheses**

Based on the research results, it can be drawn the conclusion as follows.

1. There was no significant effect of Subjective Well-Being (SWB) and Resilience simultaneously on Academic Achievement among Adolescents in Yogyakarta, Indonesia; meaning that Subjective Well-Being (SWB) and Resilience were not predictors of Academic Achievement among Adolescents in Yogyakarta, Indonesia.

2. There was no significant effect of Subjective Well-Being (SWB) on Academic Achievement among Adolescents in Yogyakarta, Indonesia; meaning that Subjective Well-Being (SWB) was not a predictor of Academic Achievement among Adolescents in Yogyakarta, Indonesia.

3. There was no significant effect of Resilience on Academic Achievement among Adolescents in Yogyakarta, Indonesia; meaning that Resilience was not a predictor of Academic Achievement among Adolescents in Yogyakarta, Indonesia.

This research shows that there is no influence of SWB and resilience on the academic achievement of adolescent students in Yogyakarta. These results prove that it is possible for a student to have high SWB and resilience, but also have low academic achievement.

## **B. Implications**

The conclusion that can be drawn from the results of this research is that there is no effect of both subjective well-being and resilience on the academic achievement of adolescent students in Yogyakarta. These results prove that it is possible for a student to have high subjective well-being and resilience, but also low academic achievement, and there might be that good school support through holding sports competitions and good talents can increase students' academic achievement levels, which increases their passion. at the same time. It is hoped that this case will contribute to psychology practitioners in providing appropriate interventions to understand the problems of academic achievement among adolescent students. Also, parents and schools should be able to provide variety supports to adolescent students. My suggestions are that the measurement tool should be chosen carefully, as it is clear that specialized measurement tools should have been chosen, but I chose general measures, so it is possible that they did not yield the desired results.

## **C. suggestions**

Based on the results and limitations of this research, the researcher presents several proposals that can be implemented from several sides, as follows

### 1. Adolescent students

Teenagers who experience low academic achievement are expected to get help immediately and find out where the deficiency comes from. Help can be obtained from parents and family to overcome difficult problems .

## 2. For parents and schools

Always provide other supports except of adolescents' subjective well-being and resilience, such as attention, support and love to teens. Take time to listen to the student between busy schedules, and try to always be present when they are having problems by improving good communication and interaction.

## 3. For further research

It is necessary to expand the scope of sampling, because the results of this research cannot be generalized to topics outside the research area. The data gathering should be as controlled as possible to avoid data bias.

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## LAMPIRAN

### A. SURAT VALIDASI INSTRUMEN

	<b>KEMENTERIAN PENDIDIKAN KEBUDAYAAN RISET, DAN TEKNOLOGI UNIVERSITAS NEGERI YOGYAKARTA FAKULTAS ILMU PENDIDIKAN DAN PSIKOLOGI</b> Jalan Colombo Nomor 1 Yogyakarta 55281 Telepon (0274) 540611, Faksimile (0274) 540611 Laman: fip.uny.ac.id E-mail: humas_fip@uny.ac.id
<b>SURAT KETERANGAN VALIDASI</b>	
Yang bertanda tangan di bawah ini:	
Nama	: Dr. Kartika Nur Fathiyah, M.Si
Jabatan/Pekerjaan	: Lektor/Dosen
Instansi Asal	: Departemen Psikologi FIPP UNY
Menyatakan bahwa instrumen/media/materi * penelitian dengan judul: <i>The role of Subjective Well-Being (SWB) and Resilience as predictors of Academic Achievement among Adolescents in Yogyakarta, Indonesia</i>	
dari mahasiswa:	
Nama	: Sara Mustafa Sayed Ali
Program Studi	: S-2 Psikologi
NIM	: 21131259002
(sudah siap/ <del>belum siap</del> )* dipergunakan untuk penelitian dengan menambahkan beberapa saran sebagai berikut:	
1. Perbaiki tata tulis	
2. Tambahkan pengantar terlebih dahulu untuk instrumen yang mengungkap afek	
Demikian surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.	
Yogyakarta, 25 Juli 2024 Validator,	
	
Dr. Kartika Nur Fathiyah, M.Si	



KEMENTERIAN PENDIDIKAN KEBUDAYAAN  
RISET, DAN TEKNOLOGI  
UNIVERSITAS NEGERI YOGYAKARTA  
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### SURAT KETERANGAN VALIDASI

Yang bertanda tangan di bawah ini:

Nama : Prof. Dr. Farida Agus Setiawati, M.Si.  
Jabatan/Pekerjaan : Dosen  
Instansi Asal : UNY

Menyatakan bahwa instrumen/media/materi \* penelitian dengan judul: The role of Subjective Well-Being (SWB) and Resilience as predictors of Academic Achievement among Adolescents in Yogyakarta , Indonesia

dari mahasiswa:

Nama : Sara Mustafa Sayed Ali  
Program Studi : S-2 Psikologi  
NIM : 21131259002

(sudah siap/~~belum siap~~)\* dipergunakan untuk penelitian dengan menambahkan beberapa saran sebagai berikut:

1. Sudah diperbaiki butir yang favorabel dan unfavorabel.
2. .Sudah diperbaiki butir-butir yang kurang relevan.



Demikian surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Yogyakarta, 22 Maret 2024

Validator,

Farida Agus Setiawati.

## B. SURAT IZIN PENELITIAN

	<b>KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET, DAN TEKNOLOGI</b> <b>UNIVERSITAS NEGERI YOGYAKARTA</b> <b>FAKULTAS ILMU PENDIDIKAN DAN PSIKOLOGI</b> <small>Alamat : Jalan Colombo Nomor 1 Yogyakarta 55281 Telepon (0274) 540611, Fax (0274) 540611 Laman: fip.uny.ac.id E-mail: humas_fip@uny.ac.id</small>
Nomor : B/413/UN34.11/PP/Pen/2024	5 April 2024
Lamp. : 1 Bendel Proposal	
Hal : Izin Penelitian	
Yth . Siswa SMA di Tempat	
Kami sampaikan dengan hormat, bahwa mahasiswa tersebut di bawah ini:	
Nama	: Sara Mustafa Sayed Ali
NIM	: 21131259002
Program Studi	: Psikologi - S2
Tujuan	: Memohon izin mencari data untuk penulisan Tesis
Judul Tugas Akhir	: The role of Subjective Well-Being (SWB) and Resilience as predictors of Academic Achievement among Adolescents in Yogyakarta , Indonesia
Waktu Penelitian	: 3 April - 30 Juni 2024
Untuk dapat terlaksananya maksud tersebut, kami mohon dengan hormat Bapak/Ibu berkenan memberi izin dan bantuan seperlunya.	
Demikian atas perhatian dan kerjasamanya kami sampaikan terima kasih.	
	
Tembusan :	Prof. Dr. Nurtanio Agus Purwanto, S.Pd., M.Pd. NIP 19760807 200112 1 006
1. Kepala Layanan Administrasi;	
2. Mahasiswa yang bersangkutan.	



**YAYASAN ASRAMA DAN MASJID (YASMA)  
SMA KOLOMBO DEPOK  
TERAKREDITASI (A)  
NPSN: 20401155**

Alamat : Jl. Rajawali No. 10 Kompleks Kolombo Demangan Baru, Catur Tunggal, Depok,  
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**SURAT KETERANGAN SELESAI PENELITIAN**  
Nomor : 008/A.1/P.16/VIII/SMA/KY/2024

Yang bertanda tangan di bawah ini Kepala SMA Kolombo Depok menerangkan bahwa :

- |                  |                                 |
|------------------|---------------------------------|
| 1. Nama          | : SARA MUSTAFA SAYED ALI        |
| 2. NIM           | : 21131259002                   |
| 3. Program Studi | : S2-Psikologi                  |
| 4. Fakultas      | : Ilmu Pendidikan dan Psikologi |
| 5. Universitas   | : Universitas Negeri Yogyakarta |

Mahasiswa tersebut di atas telah melaksanakan penelitian di SMA Kolombo Depok pada bulan April s.d. Juni 2024 guna menyelesaikan penulisan Tugas Akhir dengan judul:

**“THE ROLE OF SUBJECTIVE WELL-BEING AND RESILIENCE AS PREDICTORS OF ACADEMIC ACHIEVEMENT AMONG ADOLESCENTS IN YOGYAKARTA, INDONESIA”**

Demikian surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.



## C. SURAT KETERANGAN REVIEW ABSTRAK



KEMENTERIAN PENDIDIKAN KEBUDAYAAN  
RISET, DAN TEKNOLOGI  
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### SURAT KETERANGAN REVIU ABSTRAK

Nomor: 3 4 9 / UN34.11/PT/Abs/2024

Unit Bahasa Fakultas Ilmu Pendidikan dan Psikologi Universitas Negeri Yogyakarta menerangkan bahwa:

nama : Sara Mustafa Sayed Ali  
NIM : 21131259002  
program studi : S-2 Psikologi  
judul tesis : The role of Subjective Well-Being (SWB) and Resilience as Predictors of Academic Achievement among Adolescents in Yogyakarta , Indonesia

sudah melakukan proses reviu abstrak dan penerjemahan. Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Yogyakarta, 16 Juli 2024

Ketua Unit Bahasa FIPP UNY

Dr. Setiawan Edi Wibowo, M.Pd.

NIP 19880721 202012 1 006

#### D. HASIL PENGUJIAN INSTRUMEN SWB

Fit Measures

CFI	TLI	RMSEA	RMSEA 90% CI	
			Lower	Upper
0.919	0.905	0.0571	0.0425	0.0705

Scale Reliability Statistics

	Cronbach's $\alpha$	McDonald's $\omega$
Scale	0.829	0.839

#### E.HASIL PENGUJIAN INSTRUMEN

Fit Measures

CFI	TLI	RMSEA	RMSEA 90% CI	
			Lower	Upper
0.917	0.901	0.0591	0.0418	0.0748

Fit Measures

CFI	TLI	RMSEA	RMSEA 90% CI	
			Lower	Upper
0.917	0.901	0.0591	0.0418	0.0748

#### F.FREKUENSI DATA DEMOKRAFIS SUBJEK PENELITIAN

### JENIS KELAMIN

	N	%
Laki-Laki	60	48.8%
Perempuan	63	51.2%

### USIA SUBJEK

	N	%
15	5	4.1%
16	29	23.6%
17	52	42.2%
18	23	18.7%
19	14	11.4%

### TINGKATAN KELAS

	N	%
Kelas 10	30	24.4%
Kelas 11	61	49.6%
Kelas 12	32	26%

## H. FREKUENSI KATEGORISASI DATA VARIABEL PENELITIAN

### SWB\_Kategorisasi

	Frekuensi	Persentase	Validasi Persentase	Cumulatif Persentase
1	14	11.4	11.4	11.4
2	94	76.4	76.4	87.8
3	15	12.2	12.2	100.0
Total	123	100.0	100.0	

### Resiliensi\_Kategorisasi

	Frekuensi	Persentase	Valid	Cumulatif
Valid Rend	11	8.9	8.9	8.9
Sedan	95	77.2	77.2	86.2
Tinggi	17	13.8	13.8	100.0
Total	123	100.0	100.0	

### Academic Achievement

	Frekuensi	Persentase	Valid	Cumulatif
Valid Rend	17	13.8	13.8	13.8
Sedan	91	74.0	74.0	87.8
Tinggi	15	12.2	12.2	100.0
Total	123	100.0	100.0	

## I. HASIL PENGUJIAN ASUMSI KLASIK/ ANALISIS PRASYARAT

### 1. UJI NORMALITAS

#### One-Sample Kolmogorov-Smirnov Test

	Unstandardized Residual
N	123

Normal parameters <sup>a,b</sup>	Mean	.0000000
	Std. deviation	4.81876110
Most Extreme Differences	Absolute	.048
	Positive	.036
	Negative	-.048
Test Statistic		.048
Asymp. Sig. (2-tailed)		.200 <sup>c,d</sup>

### Coefficients<sup>a</sup>

Model		Collinearity Statistics	
		Tolerance	VIF
1	RESILIENSI	.993	1.007
	SWB	.993	1.007

a. Dependent Variable: MEAN MATEMATIKA+INDO

### Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error			
1	(Constant)	9.036	2.122		4.258	.000
	SWB	-.054	.024	-.203	-.73	.025
	RESILIENSI	-.027	.019	-.125	-.05	.163

a. Dependent Variable: HETEROKEDASITAS

**ANOVA<sup>a</sup>**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	76.291	2	38.146	1.616	.203 <sup>b</sup>
	Residual	2832.896	120	23.607		
	Total	2909.187	122			

a. Dependent Variable: MEAN MATEMATIKA+INDO

b. Predictors: (Constant), SWB, RESILIENSI

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.162 <sup>a</sup>	.026	.010	4.85875

a. Predictors: (Constant), SWB, RESILIENSI

		Coefficients <sup>a</sup>				
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	74.634	3.679		20.286	.000
	RESILIE	.053	.033	.143	1.587	.115
	NSI					
	SWB	.040	.041	.088	.973	.333

a. Dependent Variable: MEAN MATEMATIKA+INDO

$$Y = B + X1 + X2$$

**PETUNJUK PENGISIAN KUESIONER**

*Pada bagian ini mohon mengisikan data diri Anda. Penelitian ini merupakan penelitian dengan pengisian kuesioner yang berlangsung hanya satu kali waktu pengisian. Jika Anda memilih untuk bergabung dalam penelitian ini, Anda akan diminta untuk mengisi survei yang membutuhkan waktu sekitar 10-15 menit.*

**1. SUBJECTIVE WELL-BEING SCALE**

NO	STATEMENTS	RESPONDENT'S ANSWER						
		1- Saya Sangat Tidak Setuju	2- Saya Tidak setuju	3- Saya Sedikit Tidak Setuju	4- Netral	5- Saya Sedikit Setuju	6- Saya Setuju	7- Saya Sangat Setuju
1	Dalam berbagai hal, hidup saya telah mendekati ideal							
2	Kondisi hidup saya sangat baik							
3	Saya merasa puas dengan hidup saya							
4	Sejauh ini saya mendapatkan hal-hal penting yang saya inginkan dalam hidup							
5	Dalam menjalani kehidupan ini selanjutnya, hampir tidak ada hal apapun yang ingin saya ubah.							
6	Merasa Tertarik pada sesuatu							
7	Merasa kuat							

<b>8</b>	Antusias							
<b>9</b>	Bangga							
<b>10</b>	Berseemangat							
<b>11</b>	Penuh perhatian							
<b>12</b>	Waspada							
<b>13</b>	Terinspirasi							
<b>14</b>	Aktif							
<b>15</b>	Galau/gundah							
<b>16</b>	Merasa Bersalah							
<b>17</b>	Mudah tersinggung							
<b>18</b>	Merasa Malu							
<b>19</b>	Merasa Bermusuhan							
<b>20</b>	Tertekan							
<b>21</b>	Takut							
<b>22</b>	Gugup							

23	Mempunyai-tekad							
24	Khawatir							
25	Gelisah							

**PETUNJUK PENGISIAN KUESIONER**

*Pada bagian ini mohon mengisikan data diri Anda. Penelitian ini merupakan penelitian dengan pengisian kuesioner yang berlangsung hanya satu kali waktu pengisian. Jika Anda memilih untuk bergabung dalam penelitian ini, Anda akan diminta untuk mengisi survei yang membutuhkan waktu sekitar 10-15 menit.*

**2. RESILIENCE SCALE**

NO	PERNYATAAN	JAWABAN RESPONDEN				
		1- Tidak esuai	2- urang esuai	3- adang esuai	4- esuai	5- angat esuai

**IDENTITAS DIRI**

**Nama** :

**Jenis Kelamin** :

**Usia** :

**kelas berapa** :

1	Saya mampu beradaptasi ketika terjadi perubahan					
2	Saya memiliki hubungan yang dekat dan aman					
3	Terkadang takdir atau Tuhan membantu saya					
4	Saya dapat menghadapi apapun yang datang dengan cara saya.					
5	Keberhasilan masa lalu memberikan saya kepercayaan diri untuk menghadapi tantangan berikutnya					
6	Saya mencoba memandang sisi humoris ketika saya menghadapi masalah					
7	Keharusan menghadapi stres dapat membuat saya lebih kuat.					
8	Saya cenderung bangkit kembali setelah mengalami sakit, cedera, atau kesulitan lainnya					
9	Saya percaya kebanyakan hal terjadi karena suatu alasan					
10	Saya melakukan yang terbaik, apapun yang terjadi					
11	Saya percaya dapat mencapai tujuan saya, bahkan jika ada hambatan.					
12	Bahkan saat putus asa, saya tidak menyerah.					
13	Pada saat stres, saya tahu dimana mencari bantuan					
14	Dibawah tekanan, saya tetap fokus dan berpikir jernih.					
15	Saya lebih suka memimpin dalam pemecahan masalah.					
16	Saya tidak mudah putus asa karena kegagalan					
17	Saya menganggap diri sendiri sebagai sosok yang tangguh saat menghadapi tantangan dan kesulitan hidup.					
18	Saya membuat keputusan yang tidak umum dan berani					

<b>19</b>	Saya mampu menangani perasaan yang tidak menyenangkan atau menyakitkan seperti kesedihan, ketakutan dan kemarahan.					
<b>20</b>	Saya harus bertindak berdasarkan firasat/insting badi.					
<b>21</b>	Saya memiliki tujuan hidup yang kuat					
<b>22</b>	Saya merasa seperti saya memegang kendali					
<b>23</b>	Saya menyukai tantangan					
<b>24</b>	Saya bekerja untuk mencapai tujuan					
<b>25</b>	Saya bangga dengan pencapaian saya					

## SURAT KETERANGAN CEK TURNITIN



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN  
RISET, DAN TEKNOLOGI  
UNIVERSITAS NEGERI YOGYAKARTA  
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### SURAT KETERANGAN CEK *TURNITIN* Nomor: 4 0 5 / UN34.11/PT/Tnt/2024

Unit Bahasa Fakultas Ilmu Pendidikan dan Psikologi Universitas Negeri Yogyakarta menerangkan bahwa:

nama : Sara Mustafa Sayed Ali  
NIM : 21131259002  
prodi : S-2 Psikologi  
judul : The Role of Subjective Well-Being (SWB) and Resilience as Predictors of Academic Achievement Among Adolescents in Yogyakarta , Indonesia

sudah melaksanakan uji plagiasi tesis melalui program *Turnitin* dengan tingkat kemiripan 20%.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Yogyakarta, 12 Agustus 2024  
Ketua Unit Bahasa FIPP

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