



School Well-Being Relationships with Achievement Motivation in Primary School: A Study of Positive Psychology in Pandemic

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Article Info	Abstract
Article History Received: 2022-08-11 Revised: 2022-09-22 Published: 2022-11-09 Keywords: <i>School Well-Being; Achievement Motivation; Primary School; Positive Psychology.</i>	<p>This study aims to determine the existence of a positive and significant relationship between school well-being and achievement motivation of fifth grade primary school students. This type of research is correlational quantitative with Likert scale data collection techniques, that's the school well-being scale of 19 items and the achievement motivation scale of 22 items. The population in this study were 2427 students of fifth grade public elementary school. The research sample used simple random sampling with a total of 336 students. The data analysis technique uses <i>Rank Spearman</i> correlation with the calculation of r equal to 0.418 which indicates that the relationship between school well being variable and achievement motivation is in the sufficient category. Then the results also obtained $t_{hit} > t_{tabel}$ that $8.58 > 1.967$. Based on the results of the study, it shows that there is a positive and significant relationship between school well-being and the achievement motivation of fifth grade primary school students. This research can be more optimal if researchers can direct observations to schools after the pandemic period ends and this research can be followed up by further research by observing aspects outside of school well-being and achievement motivation.</p>
Artikel Info	Abstrak
Sejarah Artikel Diterima: 2022-08-11 Direvisi: 2022-09-22 Dipublikasi: 2022-11-09 Kata kunci: <i>School Well-Being; Motivasi Berprestasi; Sekolah Dasar; Psikologi Positif.</i>	<p>Penelitian ini bertujuan untuk mengetahui adanya hubungan positif dan signifikan antara kesejahteraan sekolah dengan motivasi prestasi siswa kelas lima SD Kota Tangerang. Jenis penelitian ini adalah kuantitatif korelasional dengan teknik pengumpulan data skala Likert, yaitu skala kesejahteraan sekolah 19 item dan skala motivasi prestasi 22 item. Populasi dalam penelitian ini adalah 2427 siswa kelas lima SD negeri. Sampel penelitian menggunakan simple random sampling dengan jumlah siswa sebanyak 336 orang. Teknik analisis data menggunakan korelasi <i>Rank Spearman</i> dengan perhitungan r sama dengan 0,418 yang menunjukkan bahwa hubungan antara variabel kesejahteraan sekolah dengan motivasi prestasi berada pada kategori cukup. Kemudian hasilnya juga diperoleh $t_{hit} > t_{tabel}$ yang $8,58 > 1,967$. Berdasarkan hasil penelitian menunjukkan bahwa terdapat hubungan yang positif dan signifikan antara kesejahteraan sekolah dengan motivasi prestasi siswa kelas VIII. Penelitian ini dapat lebih optimal apabila peneliti dapat mengarahkan observasi ke sekolah setelah masa pandemi berakhir dan dapat ditindaklanjuti dengan penelitian lebih lanjut dengan mengamati aspek-aspek di luar kesejahteraan sekolah dan motivasi berprestasi.</p>

I. INTRODUCTION

Learning is very important for every human being. By learning, a person can know things that have not been known before and the knowledge gained will become a provision in his life. There are two factors that affect learning, namely internal factors and external factors. One of the internal factors that is part of the internal factor is motivation. Strong motivation will make a person achieve. Motivation to excel is very important for students in supporting learning. High-achieving students are certainly influenced by the motivation to achieve high as well. According to McClelland, the motivation to achieve is an encouragement that an individual has to carry out certain activities and improve

his ability to achieve a goal that he wants, namely achieving success by trying hard and outperforming others based on certain quality standards. However, not a few students also have low achievement motivation in school.

It can be seen based on research conducted by Pangestika (2018, pp. 965-974) the phenomenon that occurs in students of SD Cluster 5 Loving District, namely students who seem less active in learning activities, students do not try to answer questions or express opinions when the teacher asks for it. As the learning progressed, some learners seemed to chat with friends and play by themselves. There are also students who often do not do or are late in collecting homework. Bad habits such as arriving late for school and doing

homework at school, low student learning motivation, some learners are less active during classroom learning, and the level of student competition has also decreased from the previous year. Students do not care much about their value which is less than KKM. Some of these things illustrate the lack of motivation to excel in students, causing students to pay less attention to learning, lack of interest in achieving, absence of responsibility for their behavior, and creative and innovative lack in learning, causing boredom in learning. Looking at the phenomenon above, it can be seen that many factors affect the motivation for student achievement, namely school environment factors, social relationships with other students and teachers, as well as a strong desire to excel in these students.

The motivation to excel needs to be supported by the fulfillment of the basic needs needed by students. School is a factor that influences a person in learning. As a forum to develop the potential that exists in students, schools should make a good impression on students because students' views on their experiences at school have an effect on their well-being at school. However, what is happening now is that there is still a lack of adequate facilities in schools, even among them are seriously damaged, based on a quote from Cattleya (*Kompasiana*, 29 Juli 2019) that 50-70% of schools in Indonesia are damaged "And, when we look at the national data from the Ministry of Education and Culture's 2018 Performance Summary Report, we note that 1.2 million or 69% of the 1.17 million classrooms throughout Indonesia were damaged. Among the elementary school buildings totaling 1 million schools, the damaged ones are about 74% of elementary classrooms, about 10% of which are heavily damaged Furthermore, for the 358,000 middle school classrooms, 70% are damaged while about 11% of them are heavily damaged." This should be a serious concern by the government as well as the people. In addition, the welfare of children in schools is also influenced by their social relations with each school resident. Teachers are one of the factors that influence children in learning. Teachers should be able to pay attention to the needs of students in developing their potential. Regarding the safety of students in schools, there are still many cases of child violence that occur in schools, which is even more surprising that many violence in schools are carried out at the elementary school level. As quoted from Maradewa (*KPAI*, May 4, 2019)

about violence in the world of education from January to April 2019, namely "the majority of cases occurred at the elementary/equivalent level, namely 25 cases or reaching 67 percent, junior high school level equivalent as many as 5 cases, high school level equivalent as many as 6 cases and Higher Education as many as 1 case. The cases that occur are dominated by cases of bullying and physical violence.

Objectionable, oppressive, and boring school conditions will result in patterns of learners reacting negatively, such as stress, boredom, isolation, loneliness and depression (Khatimah, 2015, p.20). This condition will have an impact on the lack of welfare of students in school and result in children's subjective views about poor schooling. The welfare of students in schools is important to pay attention to, students' views on their well-being in school are called *school well-being*. According to Konu & Rimpela theory (in Meilisa et al, 2018, pp.162-163) school well-being can be judged from its 4 indicators, namely having related to the school environment, loving which is related to the social environment, being related to self-fulfillment and health related to health status in schools. The motivation to achieve is part of motivation in general, this is explained by McClelland (in Slamet et al, 2018, p.325) it is said that everyone has three types of motivation, namely, motivation to excel, to be in power, and to have friends. McClelland also defines (in Kholisiyah & Indriayu, 2018, p. 134) that the motivation to achieve is the impulse that exists within a person that drives the person to strive to achieve a standard or measure of excellence. The notion emphasizes that the motivation to achieve is the desire that drives a person to do something, in this case it means the drive to excel. The indicators used are based on the motivational characteristics of achievement according to McClelland (in Kholisiyah & Indrayu, 2018, p. 134) in Rukhsah et al are as follows: 1) *strong feelings to achieve the goal*; 2) *responsible*; 3) *evaluative*; 4) *creative and innovative*; 5) *likes challenges*.

In addition, according to Wulan et al. (2014, p.3). The traits possessed by individuals who have high achievement motivation are: 1) like work that demands their own abilities and efforts, 2) have a good anticipation of the activities they do, 3) always take into account each activity first whether he is able or not to do it, and 4) always want to know the results of the efforts that have been made. The school well-being model compiled by Konu and Rimpela

(2002, p.82) was based on Allardt's *Well-Being* theory, then the theory was developed to fit the school system. Allardt mentions in Konu and Rimpela that *well-being* is a state in which it is possible for humans to meet their basic needs. In the concept of *well-being* proposed by Allardt (in Konu & Rimpela, 2002, p.82) he divides into three needs, namely: *having* refers to material conditions and imper-sonal needs in a broad perspective, *Loving* includes the need to relate to others and to form a social identity, *being* is the need to develop oneself. Based on Piaget's theory of development (Santrock, 2002, p.45) children aged 10-12 years enter the formal operational stage, at this stage the child can think abstractly and more logically. The child has also begun to prepare for the possibilities for his future as well as admire what they can do. At this stage the child solves the problem more systematically, developing hypo-theses about why something can happen, then test his hypothesis in a deductive way. This study aims to find out whether there is and how strong is the relationship between achievement moti-vation which is influenced by important factors for students, namely in terms of the school environment which is the daily place for students to learn. Therefore, the general purpose of this research is to examine the relationship of school well-being with the motivation for achievement of fifth grade primary students.

II. METHOD

The type of research conducted is quantitative correlational type. Emzir (2013, p.3) says that the purpose of correlational research is to identify predictive relationships by using correlation techniques or more sophisticated statistical tech-niques. The subjects in this study were grade V elementary school students in Cipondoh District, Tangerang City. Meanwhile, the research time was carried out in the odd semester of 2020 from April to December. In determining the sample size of the population, researchers used Isaac and Michael's table with an error rate of 5%. Based on the table with an error rate of 5% and the number of $N = 2427$, it can be known that the required sample is 304. The data collection technique used is a questionnaire/questionnaire used to collect data about *school well-being* and motivation to excel. Questionnaires are given to students in class V of elementary school. Then interview p edoman interviews in this study are unstructured interviews, namely free interviews where

researchers are not required to use systemati-cally arranged interview guidelines (Sugiyono, 2017, p.140). Researchers interviewed two teachers from representatives of two schools. With the school well-being questionnaire totaling 19 items of statements and the motivati-onal questionnaire of achievement totaling 22 items of statements that have been tested for validity and reliability with each statement having 4 alter-native answers consisting of 4 (very agree), 3 (agree), 2 (disagree), and 1 (strongly disagree). Then a description of the data is carried out to describe the collected data by categorizing at the level of variable X and variable Y and also carried out a prerequisite test analysis, namely the normality test is used to find out whether the data to be processed comes from a sample whose data is normally distribu-ted and the linearity test serves to find out whether the relationship between *school well-being* variables and the motivation for linear achievement or not. The data analysis technique used in this study is to use the *Spearman Rank* hypothesis test and the coefficient of determi-nation test to predict and see how much influence the variable X contri-butes to the variable Y.

III. RESULT AND DISCUSSION

1. School Well-Being

The data for the *school well-being* variable was obtained from the results of the ques-tionnaire which had been distributed to 336 respondents. The data is processed into statisti-cal data using the IBM 22 SPSS application. Based on the processing of research data, the level of *school well-being* in fifth grade students is in the moderate category, which is 71.4% consisting of 240 respondents.

Table 1. Frequency and Percentage of
School Well-Being

Category	Interval	f	Percentage %
High	$X \geq 63$	62	18,5 %
Medium	62 - 53	240	71,4 %
Low	$X \leq 52$	34	10,1 %
		336	100%

2. Motivation to Achieve

The data for the variable motivation for achie-vement was obtained from the results of the questionnaire which had been distributed to 336 respondents. Similar to *school well-being* data, this data is also processed using the IBM 22 SPSS application. Based on the processing of research data, the level of motivation to

excel in class V students in Tangerang City is in the moderate category, which is 59.2% consisting of 199 respondents.

Table 2. Frequency and percentage of Achievement Motivation

Kategori	Interval	f	Persentase %
High	$X \geq 82$	77	22,9 %
Medium	81 - 68	199	59,2 %
Low	$X \leq 67$	60	17,9 %
		336	100%

In the normality test, it was found that the two variables were normal in distribution with the school well-being variable having a significant value of 0.051 and the achievement motivation variable having a significant value of 0.194. Both have a Sig. (2-tailed) value > 0.05 . In the linearity test, it was found that the relationship between the two variables was not linear with the sig value. deviation from linearity of 0.01. The value has a sig. deviation from linearity < 0.05 . The next step is to conduct a data analysis test, because the data obtained is not linear, a non-parametric test of the *Spearman Rank* model is carried out. One of the advantages of the Spearman rank correlation coefficient is that the relationship between X and Y changers does not have to be linear, if the data show a nonlinear relationship, the rank correlation also tends to be more reliable than the usual correlation (Wibisono, 2018, p.649). In this study, the hypothesis used was the associative hypothesis. The associative hypothesis is a temporary answer to the for-mulation of an associative problem, that is, it asks the relationship between two or more variables. In testing this hypothesis, it aims to show whether there is a positive and significant relationship between *school well-being* and the motivation to excel. Here are the results of the correlation test:

Table 3. Spearman Rank Correlation Test

School Well-Being		Achievement Motivation	
School Well-Being	Correlation Coefficient	1.000	.418**
	Sig. (2-tailed)	.	.000
	N	336	336
Achievement Motivation	Correlation Coefficient	.418**	1.000
	Sig. (2-tailed)	.000	.

N	336	336
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The direction of correlation can be seen in the correlation coefficient numbers. The value of the correlation coefficient is located between +1 to -1. If the correlation coefficient is of posi-tive value, then the relationship between the two variables is said to be unidirectional. Conversely, if the correlation coefficient is negative then the two variables are not in the same direction. Viewed in the table above, the correlation coefisein value of +0.418, it can be seen that the relationship between the school well-being variable and the motivation for achievement is said to be in the same direction, namely if the *school well-being* variable in-creases, the achievement motivation variable also increases.

Table 4. Interpretation of the Correlation Coefficient

Coefficient Interval	Relationship Level
0,00 - 0,25	very weak
0,26 - 0,50	moderate
0,51 - 0,75	strong
0,76 - 0,99	Very strong
1,00	perfect

Based on the data above, the value of the correlation coefficient is 0.418, which shows that the relationship between variables has a relatively sufficient relationship. The strength and direction of the correlation will be meaningful if the relationship between the variables is significant. To find out whether there is a significant relationship, significance can be tested with the formula t by comparing t_{hits} with t_{tables} with an error rate of 5% and $dk = n-2$ (Wibisono, 2018, p. 187). Table T for $dk = 336 - 2 = 334$ with an error rate of 5 % is 1.967. Then it can be seen that $t_{\text{hit}} > t_{\text{table}}$ is $8.58 > 1.967$. From the elaboration then H_0 rejected H_a accepted. Namely, it can be concluded that there is a positive and significant relationship between the school *well-being* variable and the motivation for achieving grade V elementary school students. The coefficient of determination is useful for predicting and seeing how much influence variable X contributes to variable Y. Data is processed using the help of IBM 20 SPSS in analyzing this coefficient of determination. The results can be seen as follows:

Table 5. Coefficient of Determination Analysis

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.396 ^a	.157	.154	6.564

From the table above, the R Square value of 0.157 is obtained if it is changed in the form of percent, which is 15.7%. It shows that the *school well-being* index of achievement motivation of 15.7% the remaining 84.3% is influenced by other factors. Based on this description, it can be noted that *school well-being* of students at the elementary level is important to pay attention to because elementary school is the initial foothold for students in experiencing the school system. Where at this time there is a psychological change in the development of children during the concrete operational period to the formal operational period. As we know that most of the learner's time is spent in school, it makes the learner's experience at school and also his well-being more or less can have an impact on development of learners. The school is an institution responsible for the academic development of students and is responsible for their social and psychological development (Hongwidjojo, et al., 2018, p.162). Fostering motivation for students' interpretations is important to do in school. Students who have high achievement motivation will do something with the desire to achieve their success targets. One of the targets for student success is academic achievement which is also influenced by motivation to excel. This is in line with research (Madhu et al, 2012, p. 143) which states that data analysis shows that there are significant differences in academic achievement between adolescents with high and low levels of achievement motivation in relation to gender, locality and school type. The motivation for achieving students does not escape the influence of the school. The school environment such as teachers, education staff (principals and representatives) and classmates can influence the enthusiasm for learning of a student (Muhibbin Syah, 2014, p.135). *School well-being* is important for students because one of them can be a foundation for students to have high achievement motivation and form good interpersonal skills (Fara & Dewi, 2020, p. 51).

From some of the explanations above and also the results in this research, it shows that there is a positive relationship between *school well-being* and motivation to excel. This means

that if the school well-being of students is high, the motivation of outstanding students will also be high and vice versa if the *school well-being* is low, the motivation for achieving students will also be low. However, the coefficient of determination of the influence of *school well-being* on the motivation to perform is relatively low, only 15.7%, which means that many other factors are more supportive than this study. In addition to the many other factors that influenced this study, there were also many obstacles that were passed in the study. The pandemic period was the biggest obstacle in this study. The online learning system makes researchers unable to make direct observations of the learning conditions of students in schools. It is also corroborated by the results of interviews that have been conducted with several teachers. The teacher cannot directly observe the motivation of the child while learning, nor can the teacher observe whether the learner can understand the learning well. The health condition and psychological condition of students also cannot be observed directly by the teacher. *School well-being*, which is a child's opinion about their well-being at school, cannot be observed and studied properly, because students carry out online-based learning at home.

IV. CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussions that have been carried out in this study to determine the relationship between school well-being and the level of relationship between school well-being and the motivation for achieving students in grade V elementary school in Tangerang City, several conclusions can be drawn as follows: 1) There is a positive and significant relationship between *school well-being* with the motivation to excel in class V of SDN in Tangerang City for the 2019/2020 school year, this can be proven in the results of the $t_{hit} > t_{table}$, which is $8.58 > 1.967$. 2) The level of relationship between school well-being and the motivation for achieving grade V students at SDN in Tangerang City for the 2019/2020 school year is in the category of sufficient that can be proven and seen from the value of the correlation coefficient of 0.418. 3) The value of the coefficient of determination of school well-being with the motivation to achieve, the

coefficient of determination is the influence of the *school well-being* factor on the motivation of achievement that gets results of 15.7%. The remaining 84.3% was influenced by other factors beyond *the school well-being factor*.

B. Suggestion

This research can be more optimal if researchers can direct observations to schools after the pandemic period ends and this research can be followed up with further research by observing aspects outside of school welfare and motivation for achievement.

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