

The Effect of Perceptions of School Climate and Social Support on Life Satisfaction of Junior High School Students

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Abstract: This study aims to identify the relationship of student's perceptions of school climate and social support to students' well-being. The study was conducted in general junior high schools (not religious-based), both public and private in Lembang District, West Bandung Regency. The number of respondents in this study was 382 students. Data collection used three adapted instruments, namely instruments to measure school climate, social support and life satisfaction. Students' perceptions of school climate were measured using the Education Department School Climate Survey (EDSCLS). Student's perceptions of social support were measured using the Child and Adolescent Social Support Scale (CASSS) and student life satisfaction using the Multidimensional Students' Life Satisfaction Scale (MSLSS) instrument. The reliability of the adaptation instrument in this study was calculated using the Rasch Model found in the Winstep application. The Cronbach Alpha (α) value on the Education Department School Climate Survey (EDSCLS) instrument is 0.95. (α) 0.97 on the Child and Adolescent Social Support Scale (CASSS) instrument and (α) 0.93 on the Multidimensional Student's Life Satisfaction Scale (MSLSS) instrument. The results of this study state that student's perceptions of school climate and social support simultaneously have a significant effect on student's life satisfaction.

Keywords: school climate, social support, and student's life satisfaction

Introduction

Student life satisfaction is considered to be important because it can have a positive effect on academic achievement, student behavior, and students' socioemotional state (Suldo et al., 2015). In other words, school is one of the dimensions that determine a student's life satisfaction. This happens because the school environment is where students interact directly (Na'imah, 2012). Students who feel life satisfaction tend to display good academic performance at school (Turashvili & Japaridze, 2012). High academic performance is felt by students when they feel socially connected, satisfied and feel comfortable at school (Phelps, 2014). Conversely, when students feel dissatisfied, with their lives, there will be a school strike and the emergence of academic procrastination (Shah et al., 2017). Students' life satisfaction can be seen from students' perceptions of their own school conditions and how the school plays a role in the learning process. Students' perceptions of their school, in the context of educational psychology, are known as school climate. The results showed that the school climate consisting of student relationships with friends, student relationships with teachers, and the physical environment of the school was positively correlated with life satisfaction (Baş, 2017). Meanwhile, the results of Suldo et al.'s research (2013) showed that the school climate consisting of students' relationships with friends, students' relationships with teachers, and the physical environment of the school was positively correlated with students' life satisfaction. Another variable that can be identified as a predictor of student life satisfaction at school is the supportive relationship of social networks such as family, teachers, and friends at school or commonly called social support (Awang et al., 2014). Teacher and classmate support are significantly correlated to students' life satisfaction. According to Gilman, Huebner, & Buckman, (Nucci et al., 2014) positive adolescent development occurs in family, peer group friends, and contexts outside the home, such as school. Botha & Booyen's (2014) study of adolescents in several provinces in South Africa, found that greater levels of attachment (how close family members are to each other) and changeability (the level of flexibility in the family) were positively associated with personal happiness and life satisfaction.

Indications of a lack of welfare are felt by junior high school students in Lembang sub-district. From the results of a documentation study of 225 junior high school students in Lembang Sub-district, West Bandung Regency, 30% felt uncomfortable while at school. This is due to several factors such as the attitude of teachers towards students, inadequate facilities at school, poor relationships with teachers, staff and with friends, a lot of tasks and thinking about problems that occur at home (family). In addition, 30.75% of

students felt unhappy when they were with their families. They feel that parents do not pay enough attention, parents are busy outside the home, harsh attitudes and language conveyed by parents and other family members at home and parental divorce. This phenomenon is evidence of the importance of schools creating an atmosphere that can make students prosper because schools are one of the places where a student can engage in face-to-face interactions easily. Feelings of happiness and joy occur if students have a positive assessment of their school. School is one of the settings where a student can easily engage in face-to-face interactions. Students spend part of their time at school, so schools are expected to create a school climate and social support that supports the achievement of student happiness at school. Therefore, this study was conducted to answer the question of whether perceptions of school climate and social support affect students' life satisfaction.

Methods

This research uses a survey method. According to Creswell (2012 p 376), survey methods are used to collect data or information about large populations using relatively small samples. While the approach in this study is quantitative with a correlational design because it explains the relationship between two or more variables Creswell (2012).

The population in this study were students of junior high schools in Lembang District, West Bandung Regency, both public and private which are public schools, in other words, not schools labeled as religious, which were obtained as many as 382 students.

There are three variables in this study, namely school climate and social support as independent variables, while student life satisfaction is the dependent variable. Cornell (2016) states that school climate includes academic, community, safety, and institutional dimensions of the environment that encompass almost every feature of the school environment that impacts cognitive, behavioral, and psychological development. School climate according to (Sutherland, 2010) is the perception of teachers, learners or school academic staff of the environment compared to objective circumstances. The National School Climate Center (NSCC) defines school climate as the quality and characteristics of school life that depend on the experiences of learners, teachers and school personnel that also reflect norms, values, goals, teaching and learning practices, interpersonal relationships, and organizational structure. Social support is the resources provided by others to individuals who can affect the psychological well-being of the individual concerned (Cohen & Syme in Apollo & Cahyadi, 2012). Meanwhile, according to Baron & Byrne, (2005) in Indriani, social support is a form of comfort, both physical and psychological, provided by family members or close friends.

Findings dan Discussion

Testing this first hypothesis analyzes climate perception and social support on student life satisfaction using multiple linear regression analysis. Based on the results of data processing, the results are as follows:

Table. 1 Hypothesis I Effect of Climate Perceptions and Perceptions of Social Support on Student Life Satisfaction

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	44.140	6.547		6.742	.000
	School Climate	.208	.038	.264	5.527	.000
	Social Support	.228	.025	.438	9.172	.000

a. Dependent Variable: Life Satisfaction

Source: Data Processing Results (2023)

Based on the results of the above calculations, the regression equation results are as follows:

$$Y = 44.140 + 0.208X_1 + 0.228X_2 + e$$

From the results of the regression equation above, it can be interpreted as follows:

- The constant (a) is 44.140, which indicates, if the perception of school climate and school support is 0 (zero) and there is no change, then student life satisfaction will remain at 44.140.
- The regression coefficient of perceived school climate is 0.208 which is positive, which indicates that if the perceived school climate is increased by one unit, while social support is constant, then student life satisfaction will increase by 0.099.
- The regression coefficient of school support is 0.228 which is positive, which indicates that if school support is increased by one unit, while perceived school climate is constant, then student life satisfaction will increase by 0.228.

Table.2 Coefficient of Determination Hypothesis I: The Effect of Perceived Climate and Perceived Social Support on Student Life Satisfaction

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.621 ^a	.385	.382	16.28590
a. Predictors: (Constant), Social Support, School Climate				
b. Dependent Variable: Life Satisfaction				

Source: Data Processing Results (2023)

Based on the table above, the results of the coefficient of determination shown in the rsquare results are 0.385 or 38.5%, this shows that 38.5% of the contribution of the influence of perceived school climate and school support on student life satisfaction while the remaining 61.5% is the contribution of the influence of other variables outside this study.

Table.3 Hypothesis Testing 1 with F Test: Effect of Perceived Climate and Social Support on Students' Life Satisfaction

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	62982.010	2	31491.005	118.731	.000 ^b
	Residual	100522.414	379	265.231		
	Total	163504.423	381			
a. Dependent Variable: Life Satisfaction						
b. Predictors: (Constant), Social Support, School Climate						

Source: Data Processing Results (2023)

Based on the table above, the results of hypothesis testing with the f test on the effect of perceived climate and perceived social support on student life satisfaction, obtained a result of fcount of 118.731 with a significance (pvalue) of 0.000, because the results of fcount > table (118.731 > 3.019) and significance (pvalue) 0.000 < 0.05, then Ho is rejected and Ha is accepted, so it can be stated that simultaneously perceived climate and social support have a significant effect on student life satisfaction.

Conclusion

In accordance with the results of research on "The Effect of Perceptions of School Climate and Social Support on Life Satisfaction of Junior High School Students in Lembang District, West Bandung Regency", the following conclusions were obtained:

- School perceptions and social support can affect the life satisfaction of junior high school students in Lembang District, West Bandung Regency. This is based on the results of hypothesis testing with the f test, the results obtained fcount > table (118.731 > 3.019) and significance (pvalue) 0.000 < 0.05, then Ho is rejected and Ha is accepted.
- Perception of school climate can affect the life satisfaction of junior high school students in Lembang District, West Bandung Regency. This is based on the results of hypothesis testing with the t test, the results obtained thitung > ttabel (11.217 > 1.966) and significance (pvalue) 0.000 < 0.05, then Ho is rejected and Ha is accepted.

3. Social support can affect the life satisfaction of junior high school students in Lembang District, West Bandung Regency. This is based on the results of hypothesis testing with the t test, the results obtained $t_{hitung} > t_{tabel}$ ($13.856 > 1.966$) and significance ($pvalue$) $0.000 < 0.05$, then H_0 is rejected and H_a is accepted.
4. There is a significant difference in the perception of school climate based on age, grade and school status in Lembang District, West Bandung Regency.
5. There is a significant difference in social support based on gender, school status and learning system in Lembang District, West Bandung Regency.
6. There is a significant difference in the welfare of junior high school students based on gender, class and living together in Lembang District, West Bandung Regency.

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