

Student-Teacher Trust as Predictor of School Well-Being among Madrasah Students

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Abstract : School well-being is a situation where students can meet their basic needs while at school, including having, loving, being and health. The social relationships that students have when they are at school are with teachers. This relationship can be well established if it is based on students' trust in their teachers. This study aims to determine student-teacher trust as a predictor of school well-being in Madrasah X students in Surabaya. The research method used in this study is a quantitative method. Data collection techniques were carried out by distributing questionnaires to 155 students from grades VII to IX with an age range of 12 to 15 years. This study uses the school well-being scale which has 41 items with a reliability coefficient = 0.957 and the student-teacher trust scale has 14 items with a reliability coefficient = 0.862. The data obtained were then analyzed using the Spearman Rank correlation analysis technique. The results of this study indicate that there is a significant relationship between student-teacher trust and school well-being with a correlation value of 0.810 ($p = 0.000$) which means that the hypothesis is accepted

INTRODUCTION

Efforts to improve the quality of people's lives and welfare through education are one of the ideals of the Indonesian nation. One of the educational institutions is Madrasah Tsanawiyah (MTs) (Ministry of National Education, 2003). Madrasah Tsanawiyah (MTs) is equivalent to a Junior High School (SMP) where this educational institution does not only provide general subjects. In accordance with the characteristics of the Islamic religion, madrasa institutions also teach specific Islamic religious subjects. Tsanawiyah Madrasah (MTs) is not shaded by the Education Office, but is shaded by the Ministry of Religious Affairs. (MoRA) (Ali, 2013). The development of madrasas in Indonesia itself is due to the encouragement of the desire of the community to develop Islamic religious education to become a filter for western culture that enters without any obstacles due to

the development of the times and global challenges (Suryana, 2018).

Quoted from Fauziah (2020), the Minister of Religious Affairs explained that he would add foreign language education in madrasahs to improve the competitiveness and quality of madrasahs in Indonesia.

Data in the EMIS (Education Management Information System) of MTs East Java shows that in the 2018/2019 school year there were 514,585 new students who registered for Madrasah Tsanawiyah (MTs) spread across 3,586 Public and Private Tsanawiyah Madrasahs (MTs) in East Java, the data showed high public interest in Madrasah Tsanawiyah (MTs) (Emispendis, 2019). The community has a high interest in madrasahs is an encouragement for Madrasah Tsanawiyah (MTs) to provide its students with the best education. Therefore, madrasahs are required to be able to create a learning environment that is fun, comfortable

and respectful while studying to help students succeed in learning effectively.

Students at the level of Madrasah Tsanawiyah (MTs) are generally in their teens. Adolescence is a transition period from childhood to adulthood. The experience gained by students during the transition period in the school environment plays an important role in shaping students' behavior and psychological adaptation. The adaptation in question is an adjustment from elementary school to junior high school (Way, Reddy, & Rhodes, 2007). Teenage students spend more time at school. At school, students are exposed to different experiences and knowledge, meet peers, form identities and participate in various activities to help prepare for their future (Azhari and Situmorang, 2019).

Research by Hirsch and Rapkin (2000), explains that adolescents experience a decrease in school satisfaction during the transition period. This is indicated by behaving negatively. Therefore, creating a comfortable school environment for students is a must for the school. This is to help students understand the school environment and provide good welfare to school students. A subjective assessment of student well-being is necessary to find good student awareness and well-being in the learning process (Saraswati, et al 2017).

Konu & Rimpela (2002) developed the concept of school well-being referring to Allardt's theory. Allardt's theory defines well-being as a state in which the individual can meet his basic needs or commonly called prosperous. School well-being consists of four dimensions, namely having (school conditions), loving (social relationships), being (self- fulfillment) and health (Konu & Rimpela, 2002).

Students who feel prosperous in school are usually characterized by good academic performance such as positive behavior and good interpersonal relationships. Students have no problems in achieving, skipping classes, lack of prosocial behavior as well as problems in students' mental health (Noble, et al 2008). It also allows students to develop their coping strategy skills in response to adverse influences

from the surrounding environment (Juvela in Yuniawati & Tarnoto, 2019). This is in accordance with the research of Wahidah & Royanto (2019) that high school well-being in students allows these students to have high abilities and motivation when faced with a challenge.

Quoted from Virdhani (2016), a 12-year-old child with the initials K who received education in a pesantren-based madrasa who was desperate to run away because he felt that he did not feel at home living in a pesantren. The child admitted that he was not strong enough to participate in too dense learning activities. From the presentation of the news, it can be interpreted as non-fulfillment of aspects (school conditions) which refer to the schedule of activities and tasks given. Therefore, the school or madrasah environment must be made as much as possible to make students comfortable, in order to be able to carry out this, it is necessary to evaluate student activities in the madrasah, so that it can be known whether or not the needs of students in the madrasah are met, both materially and nonmaterially (Hasri, 2014).

Another supporting research is the results of research from Lohre, et al (in Imelda & Wahyuningrum, 2017) aimed to find out some of the factors that make up well-being and its impact in schools. With the subject of the study as many as 419 students consisting of 230 students and 189 students in Norway. With the results of research that school well-being is closely related to pleasure in school tasks or activities and the experiences gained by students. In addition social roles, social relationships, personality characteristics, friends and leisure, self-control and optimistic attitudes, volunteering, and goals and aspirations (Keyes & Waterman, 2003).

Biggs & Telfer (Dimiyanti & Mudjiono, 2002) argue that external factors of learning are learning subjects, learning resources and media, learning materials and learning atmosphere. Teachers are one of these external factors that cannot be ignored. As implementers in the world of education, teachers play a key role in student success in learning Schunk & Pajeres (in

Yuniawati & Tarnoto, 2019) stated that declining teacher attention to individual student development can affect student satisfaction with their learning environment. Supported by the research of Knuver & Brandsma (1993), there is an increase in affection for schools due to the existence of good school well-being. Students' mental health will also improve with the fulfillment of student needs through learning as well as good relationships with teachers. This shows that the concept of school well-being plays a very important role in the development of students' personalities in school.

Byrk & Schneider (in Basch, 2012), explain that each individual will bond with each other and easily establish relationships by having trust in other individuals. Trust consists of several shaping aspects, namely 1) Virtue i.e. believing in the goodwill of others, 2) Honesty is concerned with integrity, 3) Openness means that individuals are open and distort information, 4) Reliability is individual confidence in estimating the behavior of others, and 5) Competence means leaning more towards the level of ability a person has (Tschannen- Moran, 2014).

Vandenbos (2006) states that trust is the main factor for establishing relationships, be it intimate relationships, social relationships, or therapeutic relationships require trust or trust as a major component. Based on the foregoing, students at school age begin to develop their abilities in establishing social relations. A quality learning environment is one that pays attention to students' social relationships, students' self-development and health that arises during the learning process. One of the social relationships established in the learning environment is with the teacher. When students feel the support of the teacher, the student's attachment to the teacher will increase (Maele & Houtte, 2010).

Based on the description above, research will be carried out to determine student-teacher trust as a predictor of school well-being in madrasah students.

METHOD

Design and Participants

The design used is a quantitative research method with a correlational approach that aims to determine the relationship between one variable and another based on the correlation coefficient and statistical significance. So that the degree of association can be known, but there is no or absence of influence between these variables (Sukmadinata, 2010).

The subjects in this study were 155 students of class VII, VIII and IX Madrasah Tsanawiyah X in Surabaya with an age range of 12-15 years. The subjects were taken using a saturated sampling technique so that the entire population in this study was sampled entirely.

Data Collection

Data collection uses two scales, namely the School Well-Being scale and the Student-Teacher Trust scale whose preparation refers to aspects of each variable, both of which are adapted from Hongwidjojo (2018). The School Well-Being Scale with 41 aitemes scored Cronbach Alpha's reliability score of 0.957 and for the Student-Teacher Trust Scale with 14 aitemes scored Cronbach Alpha's 0.862.

Data Analysis

Data analysis in the study used the help of SPSS version 25 to analyze data that had been obtained from filling out questionnaires by respondents to find out the relationship between variables. The data analysis method used is the Spearman Rank correlation test because of the non- fulfillment of one of the two prerequisite tests.

RESULTS

Descriptive Analysis Results

Based on the data obtained the following are the results of descriptive statistics of the data:

Table 1: Descriptive Statistical Results

Variable	N	Range	Min	Max	Mean	St. D
<i>Student-Teacher Trust</i>	155	13	37	50	43,59	2,967
<i>School Well-Being</i>		67	97	164	134,72	14,088

The results of the chemical characteristic test in table 1 show that there are differences in pH values and titrated total acid levels in kombucha tea. Table 1 shows that the treatment with the best chemical properties was P2 treatment (4 days of fermentation) with a pH value of 3 and a Tat level of 0.012 and P3 treatment (8 days of fermentation) with a pH value of 3 and a Tat level of 0.024.

Assumption Test Results

The hypothesis test method used can be determined after conducting an assumption test, namely the normality test and the linearity test. The normality test was conducted using Kolmogorov- Smirnov and got a significance value of $p = 0.018$ ($p > 0.05$). If the significance value (Sig.) > 0.05 then the data is declared normally distributed, if the significance value (Sig.) < 0.05 then the data is declared not distributed normally (Muhid, 2019). Based on this, it shows that the distribution of data of the two variables is not normally distributed. The lineritas test result obtained was 0.522. The results show that the relationship between the two variables is linear.

Spearman Ran'k Correlation Test Results

The results of the research hypothesis test using simple regression analysis with the help of the Statistical Package for Social Science (SPSS) for Windows version 25 program obtained the result of a correlation coefficient of 0.810 ($p < 0.001$). The correlation coefficient shows there is a positive and significant relationship between student-teacher trust and school well-being. The positive score obtained shows that the higher the student's student-teacher trust, the higher the student's school well-being. And conversely, the lower the student-teacher trust, the lower the student's school well-being. This shows that the

hypothesis proposed by the researchers, namely that there is a positive relationship between student-teacher trust and school well-being in students in madrasas is accepted.

DISCUSSION

The results of the analysis in this study obtained a significance value of 0.000. This means that there is a relationship between student-teacher trust and school well-being. As well as obtaining a correlation coefficient of 0.810 and the degree of relationship of these two variables is at a very strong level. This means that there is a positive relationship between student-teacher trust and school well-being. The higher the student has student-teacher trust, the higher the student feels school well-being. Vice versa, the lower the student has student-teacher trust, the lower the student feels school well-being.

This study also tested differences in the two variables in terms of gender. Based on the different tests conducted using the independent sample T test, it was found that in the two variables student-teacher trust and school well-being there was no significant difference in terms of gender. This means that both students and students in Madrasah Tsanawiyah (MTs) X have the same student-teacher trust and school well-being.

The results of this study obtained the fact that the school well-being level of MTs X students in Surabaya is not at a low level (0%), 22% of students are in the medium category and 78% are in the high category. So it can be concluded that when this study was conducted school well-being MTs X students were at a high and very high level. This shows that MTs X Surabaya students can meet their basic needs in the form of having (school conditions), loving

(social relationships), being (self- fulfillment) and health (health). A focus group discussion (FGD) was conducted with several students who obtained extreme results when filling out the questionnaire. Previously, it was necessary to know that the subject of this study was a student or student who lived in a pesantren. Therefore, this matter is considered to have its own interests. Based on the results of the focus group discussion (FGD), it was found that some of the factors that make subjects have high school well-being are more in the aspect of loving or social relationships.

The results obtained from this study are similar to the results of a previous study conducted by Hongwidjojo (2018) which showed that student- teacher trust has a positive relationship with school well-being with a correlation coefficient value of 0.551, where students at this level are on average at the age of 12-15 years. Students who experience high school well-being and student-teacher trust are felt by students who are 15 years old. With the results of the spearman rank correlation test, it is known that the value of the correlation coefficient is 0.810 with a significance of 0.000, which means that the hypothesis is accepted, that is, there is a positive relationship between school well-being and student- teacher trust.

CONCLUSION AND SUGGESTION

Concluded from the results of data analysis and previous discussions, there is a positive and significant relationship between student-teacher trust and school well-being. This shows that the higher the student-teacher trust, the higher the school well- being owned, and vice versa if the student-teacher trust is low, the school well-being is also low.

Our research has flaws when it comes to respondent retrieval. This can have little effect on the results of the study where in the process of analyzing it should require a larger number of respondents. To that end we suggest further research could reach out to a wider range of respondents. In addition, future research needs to

expand the expolation of the dimensions of school well-being.

Advice that researchers can give to educational institutions to always create a comfortable, safe and healthy learning environment. In addition to paying attention to educational facilities and infrastructure, educational institutions also need to pay attention to the quality of teachers in carrying out learning activities. The next suggestion is to the next researcher to review school well-being with other variables.

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