

## ***Student Well-Being Among State Vocational School Students Who Are Lived In Aceh (Islamic Policy Povince)***

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### **Abstract:**

*Student well-being is an emotional state experienced by students which is usually characterized by a positive attitude and good mood as well as positive behavior and actions so that they can function fully at school. This research aims to see a picture of student welfare among Aceh Vocational School students. This research uses a quantitative descriptive approach with univariate analysis techniques. Sampling uses probability sampling techniques with the cluster sampling method. This research involved 195 vocational school students in Aceh. The results of this research show that 44.1% of students have a high level of student well-being, namely students feel satisfied and able to function well at school and the remaining 44.1% of students feel they are not optimal in working and functioning well. while at school, and 11.8% were at a medium level of student well-being. The low level of student well-being experienced by students is also inseparable from the low level of positive aspects and resilience that can be seen from the results of this research. Another finding in this research is that the majority of male students have a lower level of student welfare, namely 47.3% and female students with a percentage of 43.5%. The next finding is based on the early teenage age range, the level of students' well-being is balanced between high and low, namely the same percentage is 45.2% and in late adolescence the majority of students appear to have a low level of well-being. the level of student welfare is 45.1%. Recommendations for future researchers to study in more depth the significant differences between male and female students regarding their students' well-being.*

**Keywords:** *Student Well-Being, Vocational High School Students, Islamic Policy Province, Student*

## **1. Introduction**

Schools are considered an important part of achieving national education goals, schools are expected to be able to meet educational goals effectively by providing the best educational experience for their students, which will ultimately make students feel well-being (Karyani et al., 2015). Students play an important role or are the main customers of the education system, in the world of education all efforts are made to ensure the welfare and happiness of students and everyone who works in education, both teachers and other education personnel, want to ensure that thoughts, attitudes, actions, and services provided are focused on the interests of students (Muharom & Fikriyati, 2022). Schools must create an atmosphere that can improve student well-being (Wu & Susamta, 2024).

Student well-being itself is a derivative of psychological well-being. This stems from the idea of Fraillon (2004) where the definition of well-being only includes and describes general well-being and the concept of well-being is still less specific, especially in the field of education. What distinguishes this student well-being theory from other types of welfare theories is that the student well-being dimension focuses more on measuring student well-being as an effective function in the school community environment (Fraillon, 2004).

Aceh itself has its own Islamic policy for its education, such as the specialization of Acehese education, which demands the birth of an Islamic Education curriculum, education financing and sustainable education financing through an education endowment fund, and the formation of institutions/agencies that are special in nature (Amirul, 2022). The implementation of Aceh's special policy targets all educational units, including in terms of the Islamic education curriculum, giving birth to a local content curriculum that teaches Islamic religious education subjects in public schools. Therefore, students are burdened with double learning because there are Islamic and general religious lessons, so the student well-being that students have can certainly be different from other schools that only provide general subjects, it can be higher or vice versa.

Improving student well-being is an important approach to developing students' social, emotional and academic competencies, and helping to reduce depression, suicide, self-harm and antisocial behaviour among young people, it has made a significant contribution to ongoing efforts to prevent bullying and substance abuse (Noble et al., 2008). Many students in schools experience difficulties with their thoughts about their lives, their world and themselves. A large number have been diagnosed with mental

illness and this is so serious that it interferes with their abilities (Roffey, 2015). Both students' academic performance and attendance at school can determine their level of well-being (Muhammad & Rosiana, 2017). Based on the above, researchers are interested in seeing a picture of student well-being among vocational school students in Aceh

## **2. Method**

This study uses a quantitative method. Where the quantitative method itself according to Sugiyono (2017) is a study based on a philosophy of positivism, used to study a certain population or sample, and the data produced is in the form of numbers and then analyzed statistically. The design used in this study is quantitative descriptive, where according to Sugiyono (2017) the descriptive method is a study that has the nature of describing or describing what happens to the population or sample being studied with the actual conditions.

In this study, the researcher used a probability sampling technique with the cluster sampling method. Probability sampling itself is a sampling technique where this technique gives each element of the population the same opportunity to be used as a sample (Sugiyono, 2019). The cluster sampling method itself is a technique used to determine a sample if the object being studied is very broad, for example the population of a country, province or district (Sugiyono, 2017). The number of samples studied was 195 students from 8 vocational schools in Aceh. In this study, the data collection technique used was using a questionnaire. In the questionnaire used in this study, namely using a Likert scale consisting of favorable and unfavorable items.

The researcher conducted the study on August 9-12, 2024, then the collected data will be scored and tested for validity and reliability using SPSS statistics version 26. This study uses a measuring instrument in the form of a scale that has been compiled by the researcher based on aspects of student well-being by Nobel & McGrath (2015) consists of seven aspects, namely positivity, relationships, outcomes, strength, purpose, engagement and resilience.. This scale consists of 43 items that are tested for validity in three rounds. In the first round there were 21 items that were dropped, in the third round there were 6 items that were dropped and in the third round there were no more items that were dropped. The following is a scale that has passed the trial after there were 27 items that were dropped. This study itself has a validity value of 0.312- 0.658 which means that this scale is valid and suitable for use in this study. then the reliability of the item is 0.937.

<b>Cronbach's Alpha</b>	<b>N of Items</b>
<b>937</b>	<b>43</b>

### 3. Result

**Table 1. Categoritazions Of Student Well-Being**

<b>Score</b>	<b>categorizations</b>	<b>Frequency</b>	<b>Percentage</b>
133-164	High	86	44,1%
128-132	Medium	23	11,8%
78-127	Low	86	44,1%
Total		195	100%

Based on the table of student well-being categorization by Noble & McGrath (2015), it can be seen that the level of student well-being of vocational high school students in Aceh is in a balanced category, where the low category has a frequency of 86 or 44.1% and the high category has the same frequency of 86 or 44.1%. So it can be concluded that student well-being in vocational high school students in Aceh is in a balanced category, where based on the conditions they experience based on the aspects of Positivity, Relationships, Outcomes, Strength, Purpose, Engagement, Resilience.

**Table 2 Overview of Participants Based on Gender**

<b>Gender</b>	<b>Categorizations</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Male</b>	Low	52	47,3%
	Medium	12	10,9%
	High	46	41,8%
	Total	110	100%
<b>female</b>	Low	37	43.5%
	Medium	15	17.6%
	High	31	36,5%
	Unknown	2	2,4%
	Total	85	100%

Student well-being in SMK Negeri students in Lhokseumawe City for males is mostly in the low category which is 47.3% and gets 10.9% for the medium category and gets 41.8% for the high category.

While student well-being in females, the majority of students are in the low category of 43.5% and in the medium category 17.6% then in the high category 36.5% and unknown 2.4%.

**Table 3. Overview of Participants Based on Age**

Age	Categorizations	Frequency	Percentage
Early Adolescence (13-15 Years)	Low	42	45,2%
	Medium	9	9,7%
	High	42	45,2%
	Total	93	100%
Late Adolescence (16-18 Years)	Low	46	45,1%
	Medium	15	14,7%
	High	41	40,2%
	Total	102	100%

Student well-being in early adolescence is seen in the low category at a percentage of 45.2%, the medium category at 9.7% and the high category at 45.2%. This means that in the early adolescence age range, students are seen to be balanced in the low and high categories. In late adolescence, the majority of students fall into the low category at 45.1% compared to the high category at 40.2% and the medium category at 14.7%.

**Table 4. Overview of Aspect Student Well-Being**

aspect	Categorizations	Frequency	Percentage
Positivity	Low	105	53,8%
	High	90	46,2%
	Total	195	100%
Relationships	Low	63	32,3%
	Medium	66	33,8%
	High	66	33,8%
	Total	195	100%
Outcomes	Low	71	36,4%
	Medium	30	15,4%
	High	94	48,2%
	Total	195	100%

Strength	Low	78	40,0%
	Medium	28	14,4%
	High	89	45,6%
	Total	195	100%
Purpose	Low	91	46,7%
	Medium	20	10,3%
	High	84	43,1%
	Total	195	100%
Engagement	Low	82	42,1%
	Medium	18	9,2%
	High	95	48,7%
	Total	195	100%
Resilience	Low	102	52,3%
	Medium	20	10,3%
	High	73	37,4%
	Total	195	100%

The majority of vocational high school students in Aceh have a value of the positivity aspect in the low category of 53.8% and in the high category of 46.2%. In the aspect of relationships, most students are in the high and medium categories of 33.8% and in the medium category of 32.3%. In the aspect of outcomes, the majority of students are in the high category of 48.2%, the medium category of 15.4% and in the low category of 32.3%. In the aspect of strength, the majority of students are in the high category of 45.6%, the medium category of 14.4% and the low category of 40.0%. The majority of vocational high school students in Aceh also have a high frequency in the purpose aspect in the low category of 46.7%, medium 10.3% and high 43.1%. In the aspect of engagement, the majority of students are in the high category of 48.7%, in the medium category of 9.2% and in the low category of 42.1%. Vocational high school students in Aceh are also mostly in the low category in the resilience aspect, which is 52.3%, in the medium category 10.3% and the high category 37.4%. It can be concluded that the majority of vocational high school students in Aceh who were respondents in the student well-being variable from Noble & McGrath (2015) which has 7 aspects are in the low category, where in the majority of aspects there are students with the low category.

#### **4. Discussion**

Based on the results of the SPSS analysis that has been carried out, it was obtained that out of 195 subjects, 44.1% of the subjects were at a low level. Meanwhile, 44.1% of the subjects were at a high level. In this case, it appears that the level of Student Welfare in vocational high school students in Aceh-Indonesia is more dominant in the moderate category because there are the same results in the high and low categories. The existence of variations in the category of student welfare is influenced by differences in individual perceptions in accepting and achieving their achievements in education. Student welfare in this study is in the moderate category, meaning that students feel comfortable and safe while attending school and are able to function well at school. This also affects the relationship factor of vocational high school students with themselves and with their social environment. This is in accordance with the statement of Linggi & Waji (2024) where when students from home feel satisfied with the function of their families and at school students can also feel a positive school climate, these two things together encourage the development of welfare felt by vocational high school students. Furthermore, Ratna (2016) explained that children's welfare at school can be optimal if there is external support, namely the school atmosphere, social relationships at school, opportunities for self-actualization and health services for children.

The results of this study are also in line with the research of Linggi & Waji (2024) which states that when a student perceives the school environment as a safe, supportive environment and there is a good relationship between school residents, it will make it easier for this student to feel well-being as a student. Where in the study the relationship aspect was found to be at a percentage of 33.8 in the high category and medium at the same percentage of 33.8%. in this study also obtained significant results on student welfare between girls and boys where girls have a higher percentage of student welfare in the high category and most boys in the low category, this is not in line with research conducted by Visanni, et al. (2011) where in their research the results were obtained that girls showed disturbed self-acceptance and higher levels of anxiety and depression compared to boys. Which is related to their well-being.

## 5. Summary

The results of the study showed that student well-being in vocational high school students in Aceh is in the high and low categories, in other words, it is in the medium category. It can be interpreted that some of the respondents have been able to optimize themselves at school and function well in their attachment to school even with Islamic policies used as the curriculum. Another finding in this study is that most male students have a lower level of student well-being, which is 47.3% and females at a percentage of 43.5%. The next finding is based on the age range of early adolescence, the level of student well-being is balanced between high and low, which is both getting a percentage of 45.2% and in late adolescence, the majority of students appear to have a low level of student well-being, which is 45.1%. Recommendations for future researchers to study in more depth the significant differences between male and female students regarding their student well-being.

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