

School Well-Being With Student Learning Motivation in Active Students in Extracurricular Activities at X Senior High Schools in North Jakarta Region

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ABSTRACT

School well-being is a model based on well-being developed by Allardt (Konu & Rimpelä, 2002). Learning motivation prioritizes cognitive responses, where students tend to achieve meaningful and beneficial academic activities and try to benefit from these activities (Brophy, 2010). Learning motivation can be formed due to various factors, one of which is the classroom environment and the teacher who can develop student motivation, involvement and activeness. In addition to influencing student motivation, good relationships between students and teachers and their peers also play an important role in school well-being. This study aims to see whether there is a relationship between school well-being and learning motivation in active students in extracurricular activities at X Senior High Schools in North Jakarta Region. This research is conducted in class X, XI, and XII high school students who participate in extracurricular activities. A total of 148 students are sampled in this study. This study is done through questionnaire to measure school well-being and learning motivation. The results of the analysis of school well-being variables and learning motivation have $r = .291$ and $p = <0.01$. These results indicate that school well-being has a significant positive relationship between school well-being and learning motivation.

Keywords: *school well-being, motivation to learn, students who take extracurricular activities*

1. INTRODUCTION

Extracurricular activities are educational activities carried out by students outside the standard curriculum learning hours as an extension of curriculum activities and carried out under the guidance of the school with the aim of developing the personality, talents, interests, and abilities of the wider student or outside the developed interests by curriculum. The purpose of this extracurricular activity is to develop the potential, talents and interests possessed by students. It is hoped that students who take part in extracurricular activities can develop their potential, talents and interests (Permendikbud, 2013).

In line with the results of research conducted by Mukhlisin and Sumarna (2018). A study explained that students of MAN 2 Cirebon District are one of the schools that support their students to take part in extracurricular activities. From these results, there is a positive relationship between extracurricular activities and student learning motivation.

Extracurricular activities are usually followed by teenagers. During adolescence there is usually a feeling of worry when some students are busy taking part in

competitions in the extracurricular field that they participate in. Sometimes they are too busy in the race to make them miss lessons and find it difficult to pursue lessons (Papalia, Wendkos-Olds., & Duskin-Feldman, 2009).

Based on the results of interviews conducted with two students at X Senior High School in North Jakarta Region that there are teachers who support and some do not support their students to ask for additional assignments. The first subject, SH, said that often motivation to learn decreases because of too often following futsal extracurricular activities. Within a week SH can practice as much as three to four times as needed. According to SH, although he often does not go to class because he has to take part in the futsal competition, there are friends and teachers who always help him not to get left behind by giving more notes and assignments. The result is that the SH report card grades remain good, which is above the standard value determined by the school (personal communication, November, 2019).

The second subject interviewed was AW. AW are often scolded by teachers because they often permit to participate in learning activities in class. The reason AW did not take part in learning activities in class was because he had to represent the school in a basketball competition. AW found

it difficult to pursue lessons and grades because he had to ask the teacher to add to his grades by asking for additional assignments or a supplementary exam. AW also said that sometimes there were teachers who did not help to give assignments and additional grades because according to the teacher it was a consequence because AW did not attend class. Therefore AW becomes lazy to ask for additional assignments and grades because according to AW, there is only a small possibility to be given assignments as well as additional values (personal communication, November, 2019).

Research conducted at Senior High School 1 Wonosari Klaten proves that students who actively participate in extracurricular activities have higher learning achievements than students who do not actively participate in extracurricular activities. This shows that student activities in extracurricular activities have a positive influence on student achievement and the extracurricular activities that are followed (Wardani, Martono & Harini, 2017).

Based on research conducted by Mukhlisin and Sumarna (2018) and Wardani (2017), the results show that students who actively participate in extracurricular activities can increase student motivation and learning achievement. However, when compared to research conducted by Rachmah (2016) that *school well-being* has a relationship with learning motivation but is classified as small or not too influential on student motivation because there are other factors outside of *well-being* that affect learning motivation. Student learning motivation is small because the classroom looks dirty, and during the day the classroom feels hot so that makes students feel uneasy and disturb concentration in learning.

Extracurricular activities are often used as causes by students in schools and stumble over problems in the learning process. When students are busy in extracurricular activities and rarely enter into learning activities that can disrupt the process of teaching and learning and affect student grades. Students who get poor report card results mean a decrease in motivation in learning. In learning activities, then motivation can be said to be the overall driving force of enthusiasm in individuals that gives rise to learning activities, which ensures continuity of learning activities and gives direction to learning activities, so that the desired goals of the learning subject can be achieved. Students who have enthusiasm and lots of energy to carry out daily learning activities (Sardiman, 2012).

Motivation involves processes that energize, direct and maintain behavior. A person's motivation to do an activity or do the learning process is influenced by internal and external factors or known as intrinsic motivation and extrinsic motivation. There are two types of learning motivation, intrinsic motivation and extrinsic motivation. Intrinsic motivation is a type of motivation to do something that comes from within oneself. Meanwhile, extrinsic motivation is motivation that individuals do to get something else (how to achieve) (Ryan & Deci, 2017; Santrock, 2013).

Learning motivation can also be formed due to various factors. Based on motivation theory according to Elliot et

al., (1999) that one of the factors that can influence motivation to learn in school is the school environment. The classroom environment can increase student motivation, involvement, and activeness which includes the existence of teachers who are willing to help their students if they experience difficulties, there are also teachers who expect success and success of students in doing class assignments or evaluation tests at the end of each semester (Elliot, Kratochwill, Cool, & Tavers, 1999).

If the creation of motivation and atmosphere that supports cooperation and mutual assistance between students compared to the atmosphere full of competition. In addition to influencing involvement in the process of learning activities, it can also affect student motivation. Good relationships between students and teachers and peers also have an important role in *school well-being* (Sabo, quoted in Konu & Rimpela, 2002).

School well-being is important to be implemented in schools, because students who are healthy, feel happy and prosperous in attending classes in the classroom, can learn effectively and make positive contributions to the school (Konu & Rimpela, 2002). Feelings of happiness and satisfaction will reduce stress levels on students and ultimately will increase motivation and achievement. *School well-being* is a condition that enables a person to satisfy his basic needs, both material and non-material needs (Konu & Rimpela, 2002).

Two basic needs of a person namely material and non material expressed by Konu and Rimpela (2002) are divided into *having*, *loving* and *being*. Furthermore, based on research conducted sociologically, educationally, psychologically and healthily, Konu and Rimpela (2002) finally formulated this concept more thoroughly. The formulation produces dimension of *health* that are separated by dimensions *having* and being one dimension of its own. So in the end the dimensions of *school well-being* are *having*, *loving*, *being* and *health*.

In the dimension of *having* (school conditions) include material and non-material aspects including the physical environment, subjects, and schedules, punishment and services in schools). The *loving* dimension (social relations) refers to the social learning environment, the relationship between teacher and student, relationships with classmates. The dimension of *being* is defined as the way schools provide opportunities for students to get *self fulfillment*. Dimensions of *health* (*health* status) of these students include physical and mental aspects of psychosomatic symptoms, chronic diseases, minor illnesses, such as flu, and self-pity (*illnes*) (Konu & Rimpelä, 2002).

Further opinion was made by Morris (2009) that *well-being* must be the main educational function, and all schools must be mobilized to maximize the growth of students and educators. In addition to primary education, activities within the school such as extracurricular activities will also support welfare for students. Activities in schools are usually called extracurricular activities. Types of extracurricular activities are divided into four parts, namely: a) Krida, including scouting, training and basic student leadership (LDKS), juvenile red cross (PMR), heirloom

troops (paskibraka), and others; b) Scientific work, including adolescent scientific activities (KIR), scientific mastery activities and academic ability, research, and others; c) Exercise / talent / achievement, including the development of sports talent, arts and culture, love of nature, journalism, theater, religion, and others; and d) Other types (Permendikbud, 2013).

Thus, the authors are interested in examining whether there is a relationship between *school well-being* that can help increase motivation in learning for students even though the student is active in extracurricular activities in SMA X, North Jakarta.

2. BACKGROUND

2.1. Research Participant

Criteria for subjects in this study were teenagers, students of X Senior High School in North Jakarta Region aged 15-18 years, male and female, and actively participated in extracurricular activities. An active understanding in extracurricular activities is students who always take the extracurricular exercise and participate in extracurricular activities. There are no restrictions for extracurricular activities. Researchers do not limit the social, economic, cultural, racial or ethnic status, gender and religion of each subject..

2.2 Research Design

This type of research uses non-experimental quantitative methods. Quantitative research is one of the research procedures that produces data in the form of numbers, from the subjects studied. This research method was chosen by researchers to be able to find out about the relationship of school well-being with learning motivation in students who take extracurricular activities at X Senior High School in North Jakarta Region. The sampling technique in this study uses a non-probability sampling technique, namely purposive sampling. According to Sugiyono (2012) understanding non-probability sampling is a data collection technique that does not provide equal opportunity / opportunity for each element or member of the population to be selected as a sample. Purposive sampling is a subject taking technique by determining specific characteristics that are in accordance with the objectives of this study in order to be able to represent the phenomena to be investigated. The researcher chooses the purposive sampling technique by setting certain considerations or criteria that must be met by the sample used in this study.

2.3 Measuring Instrument

The school well-being measuring instrument used is a measuring tool developed by Konu, Lintonen, & Rimpela (2002). This measuring instrument has four dimensions, namely (a) having, (b) loving, (c) being, and (d) health. This questionnaire consists of 54 items in the form of a Likert scale, a scale starting with a scale of 1 "Strongly Disagree" to a scale of 5 "Highly Agree".

Learning motivation measurement tool uses Motivated Strategies for Learning Questionnaire (MSLQ) which has

been adapted from Veronika's research (2013) based on the concept of Rao et al (1999). A tool for learning motivation to measure five dimensions consisting of (a) self-efficacy, (b) intrinsic value, (c) test anxiety, (d) strategy use, and (e) method. Learning motivation measuring instrument consists of 44 items in the form of Likert scale scale starting with a scale of 1 "Very Not Suitable" to scale 4 "Very Suitable".

3. RESEARCH RESULT

The data picture for school well-being using scale 1-5 has a hypothetical mean of measuring instruments that is 3 while the empirical mean is 3.68. The empirical mean score is greater than the hypothetical mean score so that the school well-being subjects can be categorized high.

The first data picture is the dimension of having. The data picture for having dimension has a mean hypothetical measuring instrument that is 3 while the empirical mean is 3.63. The empirical mean score is greater than the hypothetical mean, so the data for the dimension of having can be said to be high. The next data picture is the loving dimension. The data picture for the loving dimension has a mean hypothetical measuring instrument 3 while the empirical mean is 3.68. The empirical mean score is greater than the hypothetical mean. This shows that the dimension of loving data images can be categorized high. The next data picture is the dimension of being. The data picture for the dimension of being has a hypothetical mean of measuring instrument 3 while the empirical mean is 3.69. The empirical mean score is greater than the hypothetical mean so the data representation for the dimension of being is categorized high. The last data picture is the health dimension. The data picture for the health dimension has a hypothetical mean of measuring instrument 3 while the empirical mean is 3.72. The empirical mean score is greater than the hypothetical mean, so the data representation for the health dimension is categorized high. In brief, can be seen in table 1.

Table 1
School Well-Being

	<u>Min</u>	<u>Max</u>	<u>Mean</u>	<u>SD</u>	<u>Info</u>
School Well-Being	2.59	4.88	3.68	0.40	High
Having	2.25	5.00	3.63	0.52	High
Loving	2.40	4.87	3.68	0.48	High
Being	2.14	5.00	3.69	0.48	High
Health	2.38	5.00	3.72	0.58	High

The next data picture is learning motivation which is measured using scale 1-4 has a mean hypothetical measuring instrument that is 2.5 while the empirical mean is 2.69. The empirical mean score is greater than the hypothetical mean score so the subject of learning

motivation can be categorized high. The first data picture is the dimension of self-efficacy. The data picture for the dimension of self-efficacy has a hypothetical mean of measuring instruments that is 2.5 while the empirical mean is 2.74. The empirical mean score is greater than the hypothetical mean so the data representation for the self-efficacy dimension can be said to be high.

The next data picture is the intrinsic value dimension. The data for the intrinsic value dimension has a hypothetical mean of measuring devices 2.5 while the empirical mean is 2.92. The empirical mean score is greater than the hypothetical mean. This shows that the intrinsic value dimension data picture can be categorized high. The next data picture is the anxiety test dimension. The data for the dimensions of the anxiety test have a hypothetical mean of measuring 2.5 while the empirical mean is 2.40. The empirical mean score is smaller than the hypothetical mean, so the data for the dimensions of test anxiety are low. The next data picture is the dimension of strategy use. The data picture for the dimension of strategy use has a mean hypothetical measuring instrument 2.5 while the empirical mean is 2.92. The empirical mean score is greater than the hypothetical mean, so the data representation for the strategy use dimension is categorized high. The last data picture is the method. The data for the dimension method has a hypothetical mean of measuring 2.5 while the empirical mean is 2.40. The empirical mean score is smaller than the hypothetical mean so the data representation for the method dimension is categorized as low. In brief, can be seen in table 2.

Table 2
Learning Motivation

	Min	Max	Mean	SD	Info
Learning Motivation	1.77	3.40	2.69	0.28	High
Self-efficacy	1.44	4.00	2.74	0.47	High
Intrinsic value	1.67	4.00	2.92	0.46	High
Test anxiety	1.00	4.00	2.40	0.70	Low
Strategy use	1.89	4.00	2.91	0.37	High
Method	1.00	4.00	2.40	0.54	Low

Researchers conducted a normality test before finally testing the main data. Data normality test is carried out using the Kolmogorov-Smirnov One-Sample Test. The results of the normality test for the school well-being variable Kolmogorv-Smirnov Test $Z = .053$ and $p = .200 > 0.05$ then the data is normally distributed while the results of the normality test for the learning motivation variable Kolmogorv-Smirnov Test $Z = .076$ and $p = .038 < 0.05$ then the data is not normally distributed. Because one of the data variables is not normally distributed, the hypothesis test uses the Spearman Correlation.

Based on the results of the correlation test using the Spearman Correlation, it was found that there was a positive and significant relationship between school well-being with student learning motivation in active students in extracurricular activities at X senior high schools in north jakarta region.

This is indicated by the school well-being variable and learning motivation has a value of $r = .291$ and $p = < 0.01$. These results mean that if the school well-being is high then student learning motivation at X senior high schools in north jakarta region.

4. DISCUSSION

Based on the results of the study showed that there is a positive and significant relationship between school well-being and motivation to learn in students who are active in joining extracurricular activities in X Senior High School in North Jakarta Region.

The results of the study of the dimensions of having (school conditions) in school well-being and motivation to learn there is no significant relationship between the dimensions of school well-being (having) with motivation to learn. According to research conducted by Mok and Flynn (1997), students will feel more proud and happy if their school has good achievements, modern buildings, facilities and facilities that support school learning, and strategic locations. The schools of the research subjects used are state high schools in North Jakarta that have good buildings, supporting facilities, and schools that have good achievements. However, in this study the dimension of having had little influence on the school well-being of students of X Senior High School in North Jakarta Region. That is, the dimension of having or school conditions in school well-being cannot be used to predict learning motivation in students of X Senior High School in North Jakarta Region.

The results of research on the loving dimension (social interaction) in school well-being and learning motivation are the dimensions that have the highest value on the correlation test. This research is also in line with research conducted by Khatimah (2010) which states that the school climate and learning climate affect the welfare and satisfaction of students in school. Good relationships and a good atmosphere at school are a way to increase academic achievement and involvement in school. Therefore, the research result of loving dimension has the highest value, because students in X Senior High School in North Jakarta Region have good social interactions in their schools.

Friends who care for them, teachers who encourage students to be active in learning activities also make learning motivation increase.

The results of the research in the dimension of being in self well-being and motivation to learn have a positive and significant relationship between the dimensions of being (fulfillment) and motivation to learn in students of X Senior High School in North Jakarta Region. Research conducted by Shutenko (2015) which says that students who are able to make decisions, take responsibility, are able to manage their own lives productively and actively, are students who have good self-fulfillment. This proves that the dimension of being (fulfillment) students can be seen from the duties or obligations of a student in school, showing the position of these students in decision making in school, increasing their self-esteem in school, and students' efforts to use their creativity in school have a high role in learning motivation.

The results of the study in the dimensions of health in school well-being and motivation to learn have a positive and significant relationship between the dimensions of health (health) and learning motivation in students of X Senior High School in North Jakarta Region. This proves that the dimension of health (health) of students can be seen from the health status of a student in school, shows that students are in good health at school and has a high role in learning motivation.

The results of the correlation test between the dimensions of intrinsic value with school well-being there is a positive and significant relationship between the dimensions of intrinsic value with school well-being variables. The intrinsic value dimension has the highest correlation value with school well-being. Intrinsic values include student beliefs about the importance of lessons and assignments. Demonstrating student attitudes in learning, which involves mastery goals, being brave towards challenges, so that it considers important and interesting learning tasks, can be predictions of students' school well-being.

Furthermore, the results of research from different tests of school well-being variables and learning motivation by sex. The results of the study of different school well-being variables indicate that there are differences in the health dimensions. Then the results of the study of different tests

of learning motivation variables indicate that there are differences in the dimensions of test anxiety. This shows that men's health is higher than women, while women's anxiety levels are higher than men.

The results of the study are different test variables of school well-being and motivation to learn by age. The results of the different school well-being variables test show that there are differences in the dimensions of being. Then the results of the study from different tests of learning motivation variables indicate that there are differences in the dimensions of self efficacy. This shows that the dimension of being at the age of 18 years is higher than that of other ages, while the level of student confidence regarding the ability to perform tasks (self efficacy) at age 16 is higher than with other ages.

The results of the study are different test variables of school well-being and motivation to learn by majors. The results of the different school well-being variable test show that there is a difference in the loving dimension. Then the results of the study from different tests of learning motivation variables indicate that there are no differences in each dimension. This shows that the loving dimension in language majors is higher than in other majors.

5. CONCLUSION

Based on the data analysis, it can be concluded that there is a positive and significant relationship between school well-being and motivation to learn in students who are active in joining extracurricular activities in X Senior High School in North Jakarta Region. This means that the higher the school well-being, the higher the motivation to learn in students who are active in joining extracurricular activities in X Senior High School in North Jakarta Region. Conversely, the lower the school well-being, the lower the motivation to learn in students who are actively participating in extracurricular activities in X Senior High School in North Jakarta Region. Therefore, the research hypothesis can be accepted because there is a positive and significant relationship between school well-being and motivation to learn in students who are actively participating in extracurricular activities in X Senior High School in North Jakarta Region.

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