

The Influence of School Climate & Religiosity on the School Well Being of Students at SMPN 1 Pungging

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ABSTRACT

Objective: This study investigates the influence of school climate and religiosity on the school well-being of students at SMPN 1 Pungging. **Method:** Employing a quantitative approach with a multiple linear regression design, data were collected from 209 students selected through simple random sampling. **Results:** The analysis revealed that school climate significantly and positively influences school well-being ($\beta = 0.619$; $p < 0.001$), whereas religiosity shows a positive but statistically insignificant effect ($\beta = -0.026$; $p = 0.472$). The coefficient of determination ($R^2 = 0.367$) indicates that school climate and religiosity jointly explain 36.7% of the variance in school well-being, with the remaining 63.3% attributed to other factors. **Novelty:** The study offers empirical evidence that, in the context of Indonesian public schools, a positive school climate plays a more critical role than religiosity in shaping students' school well-being. This highlights the importance of fostering a supportive, inclusive, and engaging school environment as a strategic focus for enhancing student welfare.

INTRODUCTION

School is an educational tool provided to guide knowledge, character processing, individual maturation, and a place to develop students' interests and talents (Santrock, 2020). Education is an activity to acquire knowledge, understanding, and ways of behaving that will be carried out throughout a human life, education is a learning activity. Humans will not stop learning because every human action will be faced with problems that require solutions that require humans to learn to face their problems. Students who have good welfare or happiness at school will tend to show a positive side related to good academic performance in them. Students who feel happy tend to have a high life expectancy, are active, and are able to avoid feelings of stress and anxiety [1]. And vice versa, when students feel unprosperous in the school environment, it will have a negative impact such as a school strike and will later harm the students themselves. A school that provides the best experience for students is a good school because its students will feel prosperous. student welfare greatly affects the optimization of student functions in school [2].

Engels, et al. Revealing student well-being is an expression of emotions and results from the conformity of the student's environment. It can be defined as a state of students that is obtained positively so that they can carry out their functions accordingly [3]. School well-being involves various elements of the teaching and learning process in schools. The environment outside the school such as the parents of students and all the facilities provided are also important in addition to teachers and students who are actors

of the process at school, it will make the process more effective. According to Ahmad, it was revealed that school is a means that plays a role in shaping the personality of students. Therefore, the atmosphere in the school environment will affect the development process of students, including social, cognitive, emotional, and spiritual development. [4]. The incompatibility of Shiva with the condition of the school will result in the welfare of students at school or also known as school well-being [5]. School well-being is a subjective assessment of students on the extent to which the school is able to meet their basic needs. According to Konu and Rimpela (2020), there are four dimensions in school well-being, namely having, being, loving and health. Having refers to the condition or state of the learning environment that includes the environment around the school. Loving related to the student's relationship with his environment, including social interactions, relationships with peers, and the relationship between the school environment and the home environment. Being refers to the self-fulfillment of students through learning that suits their interests and abilities. Health is personal health with the absence of diseases that arise due to the impact of the learning process.

According to Bingol & Batik (2019) it is said that a person who has psychological well-being will have a meaningful life goal, so that everyone wants welfare during their lifetime [6]. There are 2 factors that can improve the welfare of students at school, namely internal factors including ability, learning orientation, self-adjustment, self-assessment, and personal characteristics. And external factors include teacher support, positive relationships with friends, discipline, parental attention, and the school environment [7]. Another opinion says that well-being emphasizes the quality of life and happiness of a person, where individuals feel good and grow well, namely in terms of their mental health and physical health (Noble & Mcgrath, 2012; Roffey, 2015). Kayes & Water-man explains that School Well Being is the relationship between his or her social, friends, time, self-control, optimistic attitude and goals of the individual. Pervin's explanation is very supportive of the statement that individuals who have an optimistic attitude are able to adapt well to the situation at school [8]

To get prosperous students, schools need to pay attention to and strengthen the factors that affect the well-being of students while in school. One of them is the school climate. The school climate is the atmosphere around the school environment that contains interactions, goals, values, and learning processes that will create a comfortable, safe atmosphere, and all school members feel happy to be part of the learning environment. The school climate can affect student behavior because students interact directly with their learning environment. The school climate will be a characteristic of the school that distinguishes it from other schools. To keep the climate comfortable, safe,

conducive and orderly during the learning process, an appropriate structure is needed, as proposed from the authoritative school climate theory of Gregory & Cornell [9]

From various opinions on the school climate presented by experts, it can be concluded that the school climate is a school atmosphere that can only be felt by school members, the atmosphere is created by interaction between members (principals and

teachers, employees, fellow teachers, and teachers and students) [10]. School life can include social situations in the classroom and school, the level of school safety, organizational structure, and self-report are important to describe the climate in the organization. Even though individuals in the school environment feel the same experience, they will have different perceptions of the experience [1].

The school environment will affect student learning outcomes, the condition of classroom buildings, school cleanliness, classroom facilities, and also the atmosphere around the school can affect the concentration and enthusiasm of students [11]. In addition, social factors also affect students' enthusiasm for learning, such as interactions between teachers, friends, and school staff. The mental health of school members is also an important factor in the well-being of the school because if school members feel safe and stable then they will be able to manage stress so that it will make students excited about learning. The school climate will have an impact on the welfare and satisfaction of students at school, because if students feel comfortable with social relationships and the surroundings, students will get good achievements at school. [8]

One of the indicators of an effective school is the existence of a school climate that is able to create a pleasant atmosphere, both physically and overall from the internal aspects of the school. A positive school climate will support the learning process to be easier and create a comfortable atmosphere for students. On the other hand, a poor school climate can hinder the learning process, make learning difficult to achieve, and cause school members to feel bored, bored, and less motivated in learning. The school climate can be built with positive behavior shown by all members by cooperating, trusting each other, being open to each other, and committing to each other. [12]

Rogers and Freiberg also stated that the school climate reflects the quality of the school in creating a healthy learning environment, supporting the achievement of dreams and aspirations between parents and children, encouraging teacher creativity, and being a place that upholds school values to meet the needs of students. Gege & Larson (2014) develop the dimensions of the school climate into 3 dimensions, namely, first, school safety is a student's perception of safety, rules, expectations and norms in school such as students feel comfortable at school, and others. Second, social relationship is a good relationship between students and teachers as well as between colleagues and colleagues. It is concerned with students' opinions about the things their teachers do to them. Third, school connectedness is the relationship between students and their school environment so that school becomes a place where all members feel an emotional connection, where all feel they have the same group interests [13].

Religiulicity is something that connects beliefs, cultures, beliefs, religious activities, and something that teaches the meaning of human life that is used to lead humans to meaningful life values. Religiousness is an inner nature between the individual and God that cannot be directly felt by others, so that the individual will carry out His commands and stay away from His prohibitions, which is formed from the results of the beliefs obtained [14]. Pamungkas said that the meaning of Religiulias is also a system of beliefs, and beliefs that are shown by implementation in life through religious

activities with the aim of being able to relate to God. So it can be interpreted as the faith obtained, how far an individual has faith and understanding of the pillars of Islam and morals. Glock and Stark say that religion is a symbol, a value system, and a system of behavior, all of which are meaningful things in life [15]. The formation of students' religious character can be through education while in school. School also plays an important role during the learning process in the formation of students' personalities and morals (Ahsanulkhaq, 2019).

Glock and Strack (1972) revealed that there are five dimensions of religiosity, namely first, the dimension of belief is how much an individual understands the teachings taught in his religion such as his belief in God, angels, prophets, his holy book, and others. Second, the dimension of religious practice is how much an individual performs the obligations that have been set by his religion such as prayer, fasting, zakat, and others. Third, the emotional dimension is how an individual's understanding of the religion he adheres to such as the teachings that have existed in the Quran and hadith. Fourth, the dimension of intellectual knowledge is how committed and consequential an individual is in carrying out his religious teachings such as helping fellow friends, visiting sick friends, and others. Fifth, the dimension of experience is the feeling and practice of religion that has been experienced by individuals such as solemnity in prayer, and others [16].

Therefore, religiosity is a predictor of student welfare at school, both have a positive relationship. A person who is able to have a high level of religiosity will have faith in his god, it will motivate a person to do good to himself, have a good purpose in life while living life so that it will also have an impact on the welfare of students at school. [17]

Research conducted by Pertiwi & Wilantika, 2024 reveals that there is a positive and significant relationship between school climate and school well-being in SMK X Gadingrejo students, with a correlation coefficient of $r = 0,406$ and an effective contribution of 16.5%. These results show that the better the school climate, the higher the level of student well-being in the school. The school climate plays an important role in improving the well-being of students in the school environment. These findings emphasize the importance of creating a supportive school environment to improve student comfort and happiness. So that the results were obtained that there was a significant relationship between school climate and school welfare in SMK X Gadingrejo

students. This research reinforces the theory that a supportive school environment can improve students' motivation to learn and psychological well-being [18]. Research conducted by Yuniawati and Tarnoto (2019) at the junior high school level shows that students feel satisfied with their school conditions. The students feel happy to go to school because there is a worship program that provides an opportunity for them to learn more about religion. The results of interviews obtained from the students revealed that they enjoyed religious activities and learning, thereby increasing the level of religiosity of students at the school. Students feel comfortable and happy to be in school because of religious learning. As explained by Hascher in the journal Yuniawati and Tarnoto,

positive attitudes, students' emotions, and satisfaction with school can shape School Welfare felt by students. However, the students felt uncomfortable with the worship facilities at the school because of the narrow space and not able to accommodate all students [19].

The welfare of students in schools is very important to be studied further, because Indonesia is one of the countries that has low student welfare compared to other Asian countries. In Cho (2014) research, Indonesia received a low score in welfare indicators which include material, health, education, behavior and social. The lower the welfare of students, the higher the discomfort and boredom felt by students at school [20]. So that this discomfort will cause symptoms of depression and emotional disorders in students. Konu, et al. (2002) said that factors such as air temperature in the classroom, school facilities, cleanliness, and other physical environment have a significant influence on the welfare of students [1].

As explained above, the welfare of students at school is influenced by external factors of the students themselves, when students get welfare from the environment and their social relationships at school, students will also be able to be more optimal in developing themselves in undergoing the learning process. The hypothesis in this study is the influence of school climate and religiosity together on school well-being of students. Thus, the simultaneous hypothesis proposed is "There is a significant simultaneous influence between school climate and religiosity on school well-being of students." Then, this study also examines the influence of each independent variable on school well-being individually. Therefore, the partial hypothesis proposed is "There is a significant influence between school climate on student well-being." And the next hypothesis is "There is a significant influence between religiosity on school well-being". Therefore, this study aims to find out and see the influence of the school climate and religiosity on the welfare of students at SMPN1 Pungging.

RESEARCH METHOD

This study uses a quantitative approach to measure the influence between independent variables on dependent variables. Quantitative research is a research method that uses statistical data to analyze the relationship or influence between variables. The data collection technique uses questionnaires, which is a data collection technique carried out using a structured questionnaire list that is distributed to all respondents to obtain data on how the influence of school climate and religiosity on school well-being at SMPN 1 Pungging. Fill out the questionnaire using the Likert scale.

Table 1.

Favorable	Answer Options	Unfavorable
4	Strongly agree	1
3	Agree	2
2	Disagree	3

Favorable	Answer Options	Unfavorable
1	Strongly Disagree	4

Research variables

This research involves three variables, namely:

1. Variabel Dependent (Y) : School Well-Being
2. Independent Variable (X1) : School Climate
3. Independent Variable (X2) : Religiosity

Population and sample

The population taken in this study is all students at SMPN 1 Pungging which consists of 24 classes. Samples were selected using the stratified random sampling technique, which is by dividing the population into several subgroups (strata) and using random samples from each strata. The sample used in this study was 209 students from all 8th grade students.

Measuring instruments

The researcher used a school well-being measurement tool adapted from the theory of Konu & Rimpela (2002) with 4 major dimensions, namely Having (school environment conditions), Loving (Relationships with the social environment (friends, teachers)), Being (Involvement in the learning process), dan Health (Students' physical and mental health). This scale consists of 19 items with Cronbach's Alpha ($\alpha=0.782$). After a try out, the scale has 13 valid items and gets a reliability result of Cronbach's Alpha $\alpha=0.810$ [21].

School climate is measured using the school climate scale, namely *Meriden school climate survey student version (MSCS-SV)* with 3 dimensions, namely school safety, school relationship (social relations in school), and school connectedness (students' attachment to the school environment) developed by Gege & Larson. This scale consists of 16 items with Cronbach's Alpha ($\alpha=0.737$). After a try out, the scale had 11 valid items and obtained a reliability result of Cronbach's Alpha $\alpha=0.810$ [13].

The religiosity scale used in this study is adapted from previous research, which is based on the theory put forward by three main figures, which is reviewed from several dimensions, including first, the dimension of Faith (Belief) which is based on the theory of Nashori S. Anshari. Second, the dimension of Worship Practice and Practice in social life, which was put forward by Charles Y. Glock. Third, the Community dimension, which was introduced by Mervin F. Verbit, an American sociologist who also focuses on the Sociology of Religion. These three dimensions are interrelated and support each other in measuring a person's level of religiosity. This scale consists of 29 items with Cronbach's Alpha ($\alpha=0.707$). After a try out, the scale had 18 valid items and got a reliability result of Cronbach's Alpha $\alpha=0.861$ [22].

Analytical techniques

Data analysis was carried out in several stages, namely the Assumption test (normality test, Multicollinearity test, Heteroscedasticity test), and then multiple linear regression test.

RESULTS AND DISCUSSION

Results

Statistical analysis of the correlation between school well-being and school climate and religiosity measured on a predetermined scale. Previously, the results of the classical assumption test used to ensure that the data met the required assumptions will be described. Furthermore, the results of multiple linear regression analysis will be presented to evaluate the extent to which school climate and religiosity contribute to explaining variations in student welfare at school. In addition, the statistical significance of the model used and the relevance of these findings to previous research will be discussed.

A. Classic Assumption Test

1. Normality Test (Shapiro-Wilk)

Table 2. Descriptive Statistics

	swb	School Climate	Religiosity
Valid	209	209	209
Missing	0	0	0
<i>Descriptive Statistics</i>			
	swb	School Climate	Religiosity
Mean	35.344	32.670	55.904
Std. Deviation	4.239	4.193	6.705
Shapiro-Wilk	0.990	0.992	0.990
P-value of Shapiro-Wilk	0.156	0.269	0.168
Minimum	23.000	20.000	41.000
Maximum	45.000	44.000	72.000

Based on the results obtained, it was concluded that the results of the normality test using the Shapiro-Wilk test showed that the data on the School Well Being (Y) variable had a p-value of 0.156 (> 0.05), and the School Climate variable (X1) had a p-value of 0.269 (> 0.05), so that the two variables were normally distributed. Meanwhile, the Religiosity variable (X2) has a p-value of 0.168 (< 0.05), so this variable is normally **distributed**.

2. Multicollinearity Test

Table 3. Coefficients

Model	Unstandardized	Standard Error	Standardized	t	p	Collinearity Statistics	
						Tolerance	Brigh T
M ₀	(Intercept)	35.344	0.293	120.546	<.001		
M ₁	(Intercept)	16.564	2.467	6.714	<.001		
	School Climate	0.619	0.057	0.612	10.833	<.001	0.963 1.039
	Religiosity	-0.026	0.036	-0.041	-0.721	0.472	0.963 1.039

Based on the results of the multicollinearity test in Table X, it can be seen that the tolerance value for the variables X1 (School Climate) and X2 (Religiosity) is 0.963. This value is close to 1, which indicates that there is no high correlation between independent variables. In addition, the VIF (Variance Inflation Factor) value for the variables X1 and X2 is 1.039. This value is below the commonly used tolerance limit, which is < 10 . The low multicollinearity test in this regression model shows that the variables X1 and X2 contribute independently to the dependent variable (Y). High tolerance values and low VIF indicate that there is no strong interaction between independent variables. This condition strengthens the validity of the regression results and increases the accuracy of the regression coefficient estimation. If the *tolerance* value is very low (< 0.10) or the VIF value is very high (> 10), then there is a possibility of multicollinearity that can cause the regression results to be unstable and difficult to interpret. However, because in this study the *tolerance* values and VIF are still within normal limits, no indication of multicollinearity was found, so the regression model used can be further analyzed.

3. Heteroscedasticity Test

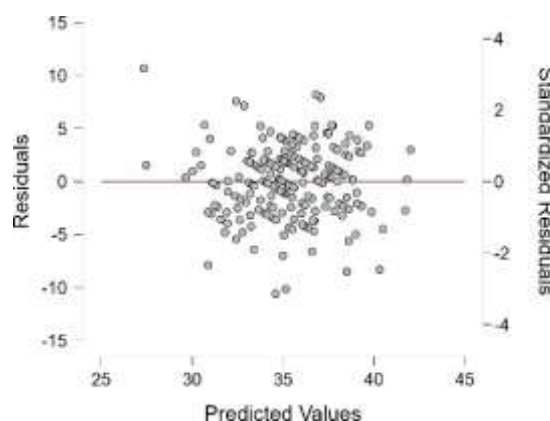


Figure 1.

The heteroscedasticity test was performed to ensure that the residual variants in the regression model were constant or that no particular pattern occurred in the residual distribution. The results of this test can be seen in the plot image above in the image, the residual points appear to be scattered randomly around the horizontal line without forming a specific pattern, such as a curved or conical pattern. This random residual distribution shows that the regression model used does not experience heteroscedasticity. In addition, the results of the residual normality test displayed through histograms show that the residual is normally distributed with a symmetrical curve that resembles a normal distribution. This confirms that there is no heteroscedasticity problem in the estimated model. Therefore, it can be concluded that the regression model used has met the assumption of heteroscedasticity and the estimation results can be considered valid and reliable.

B. Multiple Regression Test

The results of the regression coefficient show the influence of each independent variable on the dependent variable. These results provide an overview of how much the contribution of each independent variable to the dependent variable is, the following are the results of the regression coefficient calculation obtained:

Table 4. Coefficients

Model	Unstandardized	Standard Error	Standardized	t	Collinearity Statistics		
					p	Tolerance	Bright
M ₀	(Intercept)	35.344	0.293	120.546	<.001		
M ₁	(Intercept)	16.564	2.467	6.714	<.001		

Table 5. Coefficients

Model	Unstandardized	Standard Error	Standardized	t	Collinearity Statistics		
					p	Tolerance	Bright
School Climate	0.619	0.057	0.612	10.833	<.001	0.963	1.039
Religiosity	-0.026	0.036	-0.041	-0.721	0.472	0.963	1.039

The T value is the result of a significant test of each regression coefficient, the value will show how far the coefficient is obtained. The table above shows that the regression coefficient in variable X1 is 0.619 with $p < 0.001$ which means that X1 has a positive and significant influence on Y. This shows that every one unit increase in X1 will cause an increase in Y by 0.619 units, assuming the other variables are constant. Then the regression coefficient for the variable X2 is -0.026 with $p = 0.472$ which means that X2 has no significant effect on Y. Thus, X2 does not make a significant contribution in explaining the variation in Y.

Furthermore, the results of the anova test will show whether the independent variables used in the model have a significant influence on the dependent variables simultaneously.

Table 6. Model Summary – school well being

Model	R	R ²	Adjusted R ²	RMSE
M ₀	0.000	0.000	0.000	4.239
M ₁	0.606	0.367	0.361	3.389

Note. M₁ includes school climate, religiosity

Table 7. ANOVA

Model		Sum of Squares	df	Mean Square	F	p
M ₁	Regression	1370.688	2	685.344	59.658	< .001
	Residual	2366.508	206	11.488		
	Total	3737.196	208			

Note. M₁ includes school climate, religiosity

Note. The intercept model is omitted, as no meaningful information can be shown.

Based on the above results, a value of $R^2 = 0.367$ was obtained which showed that 36.7% of the variation in school well being variables could be explained by independent variables (school climate and religiosity). This value shows that the regression model has a fairly good ability to explain the relationship between independent variables and dependent variables. In addition, the results of the ANOVA test showed a value of $F = 59.658$ with $p < 0.001$. A significant p-value (less than 0.05) indicates that the resulting regression model is statistically significant, so that it is able to explain the linear relationship between independent and dependent variables. Thus, there is around

63.3% variation in school well-being which is influenced by other factors outside the model used.

Discussion

Based on the results of the regression test, the multiple linear regression equation obtained is:

$$Y=16.564+0.619X_1-0.026X_2$$

In this equation, the coefficient of the constant obtained is 16.564 if the value of the independent variables (X_1 and X_2) is 0, then the value of Y is 16.564 units. So that the value of this constant illustrates that the base value of the school well being variable when the independent It has no effect. Meanwhile, the coefficient of the school climate variable is 0.619 with $p < 0.001$, showing that the influence of the school climate variable on school well-being is positive and significant. So it can be said that the hypothesis which reads "There is a significant influence between school climate on school well-being of students" was accepted, because the results showed that the school climate coefficient has a positive and significant influence on school well-being. That way, the better the school climate, the better the welfare of students at school. These results are in line with research that has been conducted by Pertiwi & Wilantika (2024) show that there is a positive and significant relationship between school climate and school well-being in SMK X Gadingrejo students. School climate refers to the atmosphere of the school environment that includes interactions, goals, values, and learning processes that create a sense of comfort, safety, and happiness for all school members. A positive school climate can support the learning process and create a comfortable atmosphere for students [18]. Freiberg (1999) describes the life of a school as the heart and soul of the school which can be seen from the school climate produced. School climate is a quality of school that helps students find self-esteem, dignity, self-interest and helps build a sense of belonging to something outside of oneself. School climate is a state of the school environment that is felt by its members, affects the behavior of its members, and also their thinking about behavior in the school [23]. The school climate describes how the school members are there, the concern between the school members. A good relationship in the school climate occurs because there is a good relationship between teachers and students, as well as principals and teachers. [24]

Then the result of the coefficient on the religiosity variable is -0.026 with $p = 0,472$ So it shows that the influence of religiosity variables on school well-being is negative and insignificant. Because the p-value is greater than 0.05, the hypothesis that there is a significant influence between religiosity on school well-being is rejected. In other words, the level of religiosity of students does not have a significant effect on improving well-being in school. These findings Contrary to the with previous research conducted by Yuniawati and Tarnoto (2019) at the junior high school level showed that students were satisfied with their school conditions. The students feel happy to go to school because of the worship program that provides an opportunity

for them to study religion in more depth [19]. However, in this study, if you look at the results of the questionnaire which showed that some students who gave statements that they did not always worship, and supported by a statement once said by one of the teachers at SMPN 1 Pungging that children are difficult to invite in religious activities, they must be forced first to want to do religious activities. Therefore, schools need to provide an understanding of the importance of worship by connecting the concept of worship with their daily lives and providing a good example in carrying out the worship. Glock & Strark revealed that religiosity is a person's attachment to the rules in his religion that he or she believes in. From this understanding, it can be concluded that religiosity is a person's seriousness in carrying out worship that he believes to be true by carrying out the worship with full appreciation [25].

Based on the regression results obtained on the value of F, it shows that the value of F is 59,658 with $p < 0.001$. Because the $p < \text{value}$ is 0.05, the hypothesis that reads "There is a simultaneous significant influence between school climate and religiosity on school well-being of students " is accepted. These results show that simultaneously, school climate and religiosity have a significant effect on school well-being. Although religiosity does not have a significant effect on individuals, but together with the school climate, these two variables are able to influence the well-being of students at school. So the dynamics of the 3 variables above can support that the combination of environmental and personality factors can affect how a person behaves and emotions.

Overall, the results showed that the school climate variable had a significant influence on the school well being variable, while the religiosity variable showed insignificant results. The R^2 value is 36.7% so it shows that it can explain one-third of the variation in the school well being variable, so other factors also need to be taken into account to understand more comprehensively the aspects that affect student welfare at school. For future research, it is recommended to try to add mediator variables (such as learning motivation or social support) to better understand the mechanisms of influence of school climate and religiosity on school well-being. And it can also consider school context variables such as examining how factors such as the quality of school facilities, extracurricular programs, or specific school policies can affect the relationship between school climate, religiosity, and school well-being.

CONCLUSION

Fundamental Finding : The study confirms that school climate has a significant and positive effect on students' school well-being, indicating that improvements in the school environment are closely associated with enhanced student welfare. In contrast, religiosity does not have a direct or significant impact, suggesting its influence may be mediated through other variables. **Implication :** These findings underscore the importance of developing a supportive and conducive school climate to promote student well-being. Educational stakeholders should prioritize strategies that enhance

interpersonal relationships, school safety, and student engagement. **Limitation** : The study is limited by its focus on only two predictors—school climate and religiosity—which together account for only 36.7% of the variance in school well-being, leaving a significant proportion unexplained. **Future Research** : Future studies are encouraged to incorporate additional variables such as social support, students' psychological conditions, and family dynamics. Furthermore, applying advanced statistical methods such as mediation or moderation analysis could offer deeper insights into the mechanisms by which various factors interact to influence school well-being.

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