

School Well Being (SWB) and Learning Motivation of Psychology Students in the State University of Makassar

Eva Meizara Puspita Dewi¹, Basti², Andi Halima³

Universitas Negeri Makassar^{1,2,3}

Correspondent author: eva.meizara@unm.ac.id

Abstract. Students of the Faculty of Psychology in the State University of Makassar during online learning perceived the learning activities not effective due to internet cost, burdening course work, colliding lecture schedule, and inadequate learning facilities. To complete the program, students need supports on the school's well - being improvement. School well - being has an important role in supporting students' learning development and motivation in receiving materials from the teachers. The study aimed to describe students' learning motivation and school well - being in the Faculty of Psychology, The State University of Makassar. The research subjects were 201 students of the Faculty of Psychology, The State University of Makassar. The research instrument was the learning motivation and school well - being scale. Data were analyzed descriptively. Findings show that: 1) internal learning motivation was stronger than external learning motivation; 2) highest scores given to the campus facilities/ condition aspects were from students' batches 2019 and 2017, while many of students batch 2018 criticized the point. In terms of Social relationships, students batch 2019 experienced strong interaction with their friends and lecturers, while students batch 2017 perceived it weaker, and students batch 2018 thought that they had very rare interaction. 3) Students feel that the school's well - being was inadequate, but their learning motivation is still in the medium category, and even the internal motivation was higher than the external one.

Keywords: School well – being, Learning Motivation

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PENDAHULUAN

High education is an educational institution with roles and strategic positions to achieve the goals of the nature of education. It should continuously improve its services to create high quality of human resources. Laws No. 20 of 2003 Article 19 paragraph 1 states that high education is an educational level after the senior high school, which provides diploma, bachelor, master, specialist, and doctoral programs conducted by high education. Students should do exploration to get knowledge from various sources and media. In the digital era of the 21st century, students can learn from blogs, the web, or youtube, and they can even do a direct or indirect interviews with experts. United Nations stated that education is a sector significantly affected by the Covid 19 pandemic. Many nations decided to close schools and universities quickly and on a wide scale.

Data from the Ministry of Education and Culture (Kemendikbud) cited from jawapos.com indicated that evaluation on online learning since March 2020 has been conducted through a survey. In March, eight million students and 300 thousand teachers suddenly transformed into online learning. The survey indicated that 70% of them were satisfied with online learning. At the same time, 30 percent of respondents experienced difficulties in the learning model, like problems related to the stability of the internet connection causing audio loss or sudden interruption on the connection while the learning was taking place.

BEM UNM research team (2020) (Profesi-Unm.com) surveyed online learning involving 660 respondents from 9 faculties. Two hundred sixty-two respondents stated that in the middle of the learning process, they usually got a problem related to the internet connection, 124 respondents stated that the learning was not effective, 151 respondents found it difficult to purchase internet data, 66 respondents argued that the task was too much, 22 respondents experienced learning schedule colliding, and 35 respondents thought that the learning facilities were not adequate.

Based on the preliminary data, it is identified that school well - being has an important role in assisting the students' development and learning motivation in receiving material from their teachers. Tokan & Imakulata (2019) stated that intrinsic and extrinsic learning motivation highly influences learning activities. It is in line with Wilkie & Sullivan (2018) which argued that the higher the school's well - being, the higher students' learning motivation. On the contrary, low school well - being will cause low learning motivation. The study conducted by Suhlmann et al. (2018) under the title "The Influence of School Well - being on Students' Learning Motivation" found that school well - being gives effective contribution to learning motivation, which means that there are factors influencing factors students learning motivation other than the investigated variable.

Rosidin et al. (2019) stated that most schools in Indonesia focus on how students graduate with high scores. They orient on results and achievement. Each school tends to compete to achieve the result and unconsciously forget the essence and purpose of education and the school's well - being. Students' comfort to join the learning activities in the school environment refers to school well - being.

Suhlmann et al. (2018) argued that school well - being is a school program to fulfill students' needs so that their soul will be healthy, feel happy, and join effective learning activities. Implementing the school well - being concept in the school environment is a positive move since it can make students feel happy and well to be at school. The concept of school well - being can be applied to get the description on how to improve students' well - being at school, including achievement of goals and the development of potential, physical and mental abilities (Bücker et al., 2018).

Based on the investigation, the school's well - being correlates with the 11th-grade students' motivation to achieve. It means that the higher the school's well - being, the better the students' motivation to achieve. Suhlmann et al. (2018) investigated school well - being. the findings show a strong positive correlation between school well - being and learning motivation. The coefficient correlation was 0.614, indicating that the lower the school well - being, the lower students' learning motivation. The being aspect in the school well - being concept has a strong positive correlation with learning motivation at a coefficient correlation of 0.566.

Su et al. (2021) suggested that school well - being refers to students' satisfaction in fulfilling their basic needs at school, including having (school condition), loving (social relationship), being (self-fulfillment), and health (health status). Werdhiastutie et al. (2020) stated that learning motivation is an individual psychological encouragement to achieve the learning target. Learning motivation is internal and external encouragement to learn to change their behavior. E-learning as studying activities not conducted face to face in the classroom. E-learning is a formal and informal learning process using electronic media like the internet, CD-ROM, videotape, DVD, TV, handphone, and PDA.

Based on the explanation above, the researcher aimed to reveal the facts and data related to the online lecture held in the Faculty of Psychology. It exclusively investigated new students who directly studied online in the first semester thus did not have the chance to utilize learning facilities provided by the campus. The researcher compared this with the motivation to get the achievement because, on the one hand, many students were not satisfied with online learning, yet on the other hand, students' GPAs tended to increase. Thus, the title of this study is School Well Being and Learning Motivation of Psychology Students in The State University of Makassar. Based on the title, the researcher formulated three research questions including 1) How is the students' school well being in the Faculty of Psychology?; 2) How is students' learning motivation in the Faculty of Psychology?; and 3) How is the correlation between School Well Being and Psychology Students' Learning Motivation in the State University of Makassar?

RESEARCH METHODS

Operational Definitions

School Well Being

School well - being is an individual condition to evaluate the daily lives. Conditions here refer to the emotional reaction to an event and evaluation performed both during the events or some times after it happened. School well -

being has four aspects, including the lecture condition (having), self-fulfillment (being), social relationship (loving), and health status (health).

Learning Motivation

Learning motivation is individual ability to follow learning processes or activities due to the willingness to fulfill their personal needs without any force from outside themselves. Learning motivation has two categories, internal and external motivations.

Research Subjects

The study involved new Psychology Students of The State University of Makassar. They were batches for 2017, 2018, and 2019 with a total number of 201 students. We selected new students because they have joined online learning since they started studying at the university. They had a pure record of the school's well-being under online learning compared to older students who had utilized the university facilities.

Research Instruments

Instruments used in the study were the learning motivation scale and scale of school well-being. Data were analyzed using the descriptive method. The researcher used scales to reveal the correlation between school well-being and students' learning motivation with the online learning method in the State University of Makassar. The scales were developed using Likert scales with alternative answers.

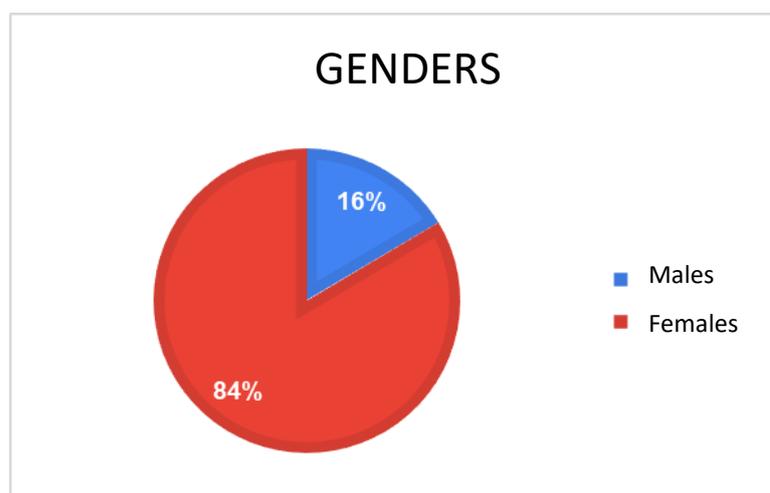
Data Analysis Techniques

The research data were analyzed using descriptive percentages. The instrument to measure the motivation was arranged based on rules of scale setting (item discrimination power and validity), while the instrument to measure the school well-being were analyzed by coding the respondents' subjective answers. Following that, data were presented on the graph to compare each batch.

FINDINGS AND DISCUSSION

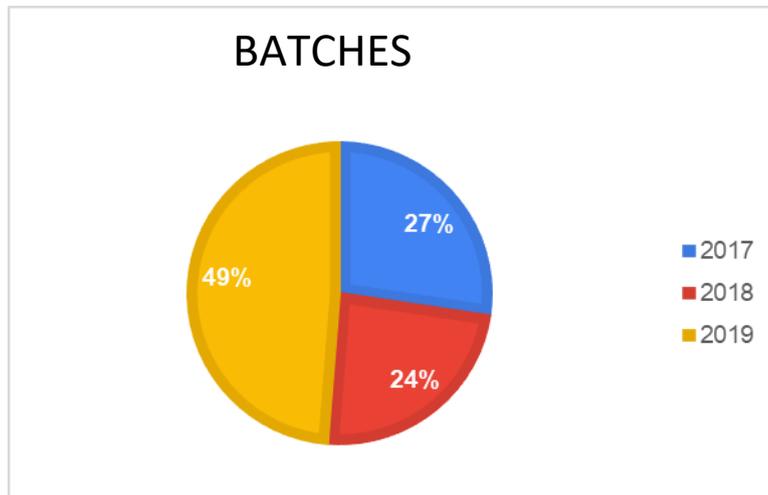
Demography Data of Subjects

1. Genders



Based on the diagram above, among 201 subjects, 84% (168) were females while the other 16% (33) were males. The analysis shows that female students dominated research subjects.

2. Batches



The diagram above shows that among the total of 201 subjects, 27% (55) of them were students batch 2017, 24% (48) of the subjects were students batch 2018, and the rest (49 % or 98 students) were batch 2019. The analysis shows that research subjects were dominated by students batch 2019.

Description of Data from Measurement Tools Analysis

Results of descriptive analyses performed on data obtained from analysis on the measurement tools are presented through categorization referring to the average motivation score. The means scores are presented in tables and diagrams below:

1. Total average

Variable	n	Mean	Category
Learning Motivation	201	66.86	Medium

The table above shows the average score of the total 201 subjects' learning motivation, which is 66.86. Thus, it can be concluded that the average learning motivation score of Psychology students in the State University of Makassar was in the medium category.

2. Average scores based on batches

Batches	Average Scores	Categories
2017	67	Medium
2018	67.33	Medium
2019	66.5	Medium

As per the table above, students batch 2017 showed an average learning motivation score of 6, batch 2018 had an average score of 67.33, and batch 2019 showed an average learning motivation score of 66.5. It can be concluded that students batch 2018 had the highest learning motivation compared with students batches 2017 and 2019. While students batch, 2019 had the lowest learning motivation. Although the three average scores are different, they are in the medium category.

3. The average score based on genders

Genders	Average Scores	Categories
Males	67.36	Medium
Females	66.76	Medium

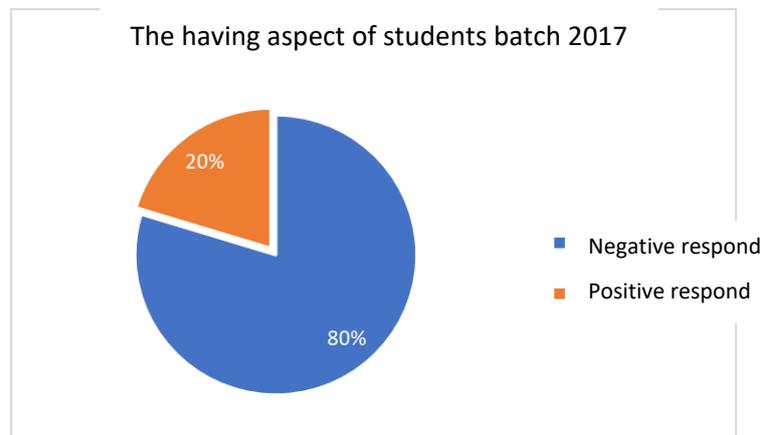
The table above shows that male students had an average learning motivation score of 67.36 while the female students' average learning motivation score was 66.76. It can be concluded that female students had higher motivation to learn than male students.

4. The average scores based on internal and external motivations

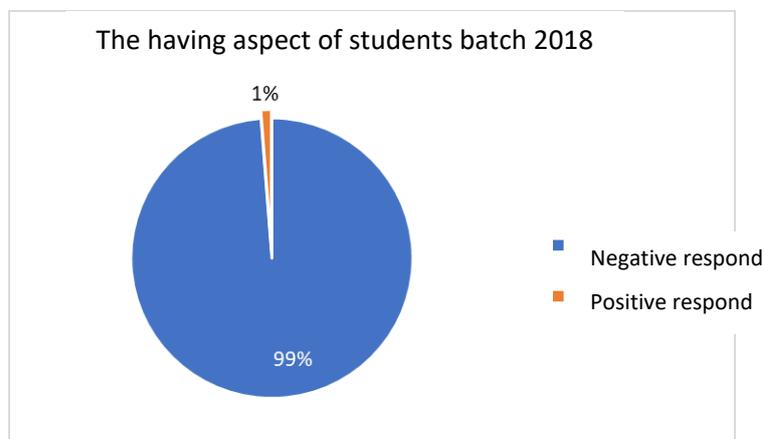
Factors	Average scores
Internal	34.34
External	32.52

According to the table, internal factors of learning motivation had an average score of 34.34, while external factors showed an average score of 32.52. It can be concluded that internal factors contributed more significantly to Psychology students' learning motivation in the State University of Makassar (Students batches 2017, 2018, and 2019).

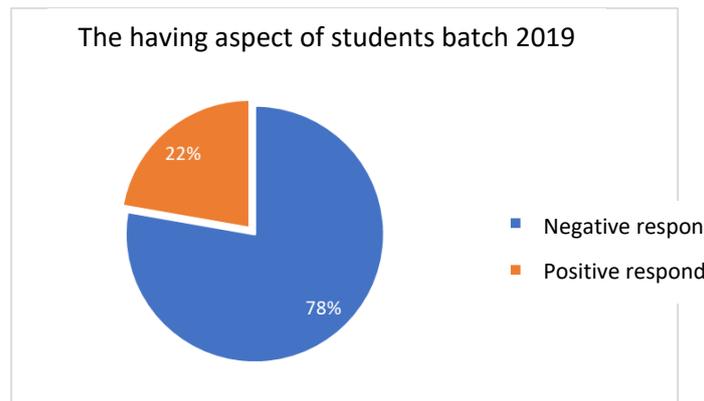
THE ASPECT OF HAVING



The pie chart above shows that among 64 respondents of students bath 2017, 20% or 13 of them shows positive response on the having aspect of Psychology Faculty, The State University of Makassar, while the majority of them (80% or 51 students) indicated negative response on the having aspect. Thus, it can be concluded that most of the responses on having from students batch 2017 of Psychology Faculty, The State University of Makassar are negative.

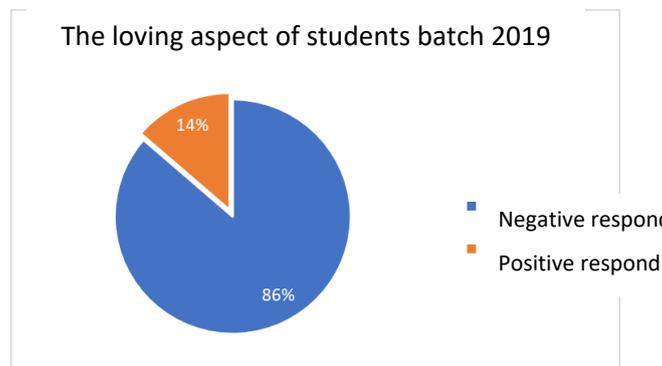


The diagram above shows that among 82 respondents of students batch 2018, only 1% or 1 of them shows positive response on the having aspect of Psychology Faculty, The State University of Makassar, while the others (99% or 81 students) indicated negative responses on the having aspect. Therefore, it is concluded that most of the responses on having from students batch 2018 of Psychology Faculty, The State University of Makassar are also negative.

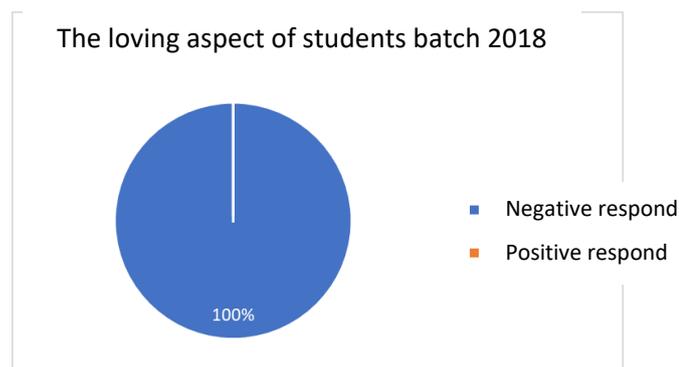


The diagram above illustrates that among 63 respondents from students batch 2019, 22% or 49 of them showed positive responses on the having aspect of Faculty of Psychology, the State University of Makassar, while the other 78% or 14 students showed negative responses. Thus, it can be concluded that students batch 2019 of the Faculty of Psychology, The State University of Makassar generally responded negatively to the having aspect.

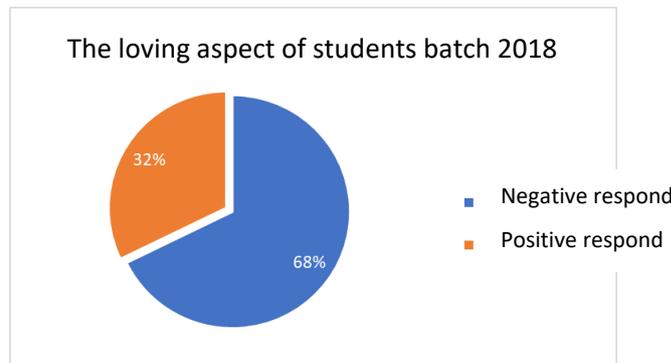
LOVING ASPECT



The pie chart shows that among the 44 respondents from students batch 2017, 14% or 6 of them showed positive responses on the loving aspect of Faculty of Psychology, the State University of Makassar, while the other 14% or six students showed negative responses. Therefore, it is concluded that students batch 2017 of the Faculty of Psychology, The State University of Makassar were mostly unsatisfied with the loving aspect.

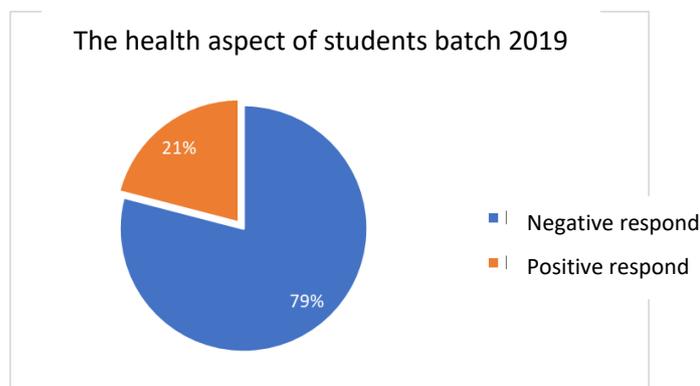


The graph indicates that among the 50 respondents from students batch 2018, 0% or none of them showed a positive response on the loving aspect. The whole students in this category showed negative responses. Thus, it is concluded that all students batch 2018 of the Faculty of Psychology, The State University of Makassar negatively perceived the loving aspect.

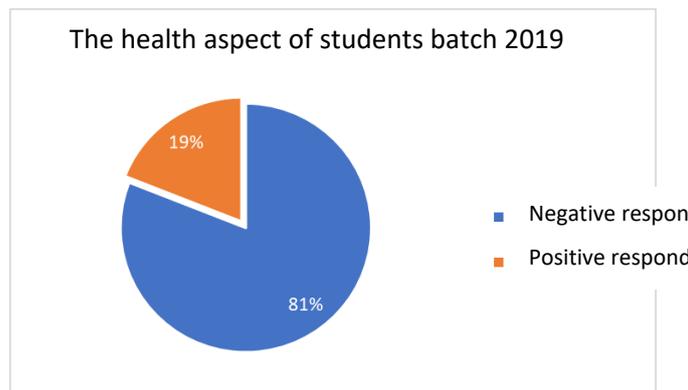


The diagram indicates that among 59 respondents from students batch 2019, 32% or 19 of them showed positive responses on the loving aspect of the Faculty of Psychology, the State University of Makassar, while the rest (68% or 40 students) showed negative responses. Therefore, it is concluded that the majority of students batch 2019 of the Faculty of Psychology, The State University of Makassar, gave a negative response to the loving aspect.

THE ASPECT OF HEALTH

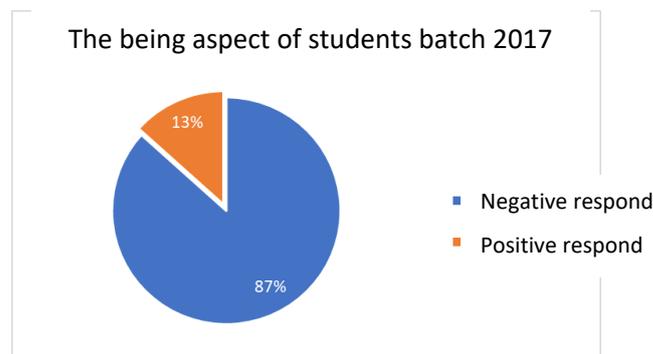


Based on the diagram above, among 34 respondents from students batch 2017, 21% or 9 of them gave positive responses on the health aspect of the Faculty of Psychology, The State University of Makassar. In contrast, 79% or 34 students negatively responded on the aspect. Thus, it can be concluded that most respondents from students batch 2017 gave a negative response on the health aspect of the Faculty of Psychology, The State University of Makassar.

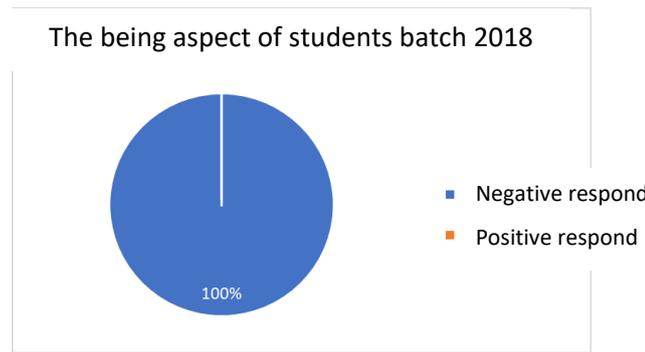


The pie chart above shows that among 43 respondents from students batch 2019, 19% or 16 of them gave positive responses on the health aspect of the Faculty of Psychology, The State University of Makassar. At the same time, 81% or 68 students gave a negative response on the aspect. Thus, it can be concluded that most respondents from students batch 2019 gave negative responses on the health aspect of the Faculty of Psychology, The State University of Makassar.

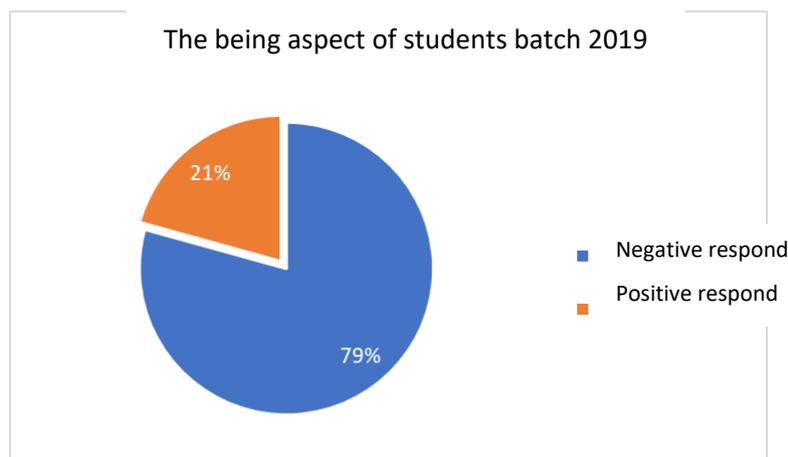
THE ASPECT OF BEING



The diagram indicates that among 34 respondents from students batch 2017, 13% or 4 of them gave a positive response on Faculty of Psychology, The State University of Makassar. In comparison, 87% or 26 students negatively responded to the aspect. Thus, it can be concluded that most respondents from students batch 2017 gave a negative response on being an aspect of Faculty of Psychology, The State University of Makassar.



The chart illustrates that among seven respondents from students batch 2018, 0 percent or none of them gave positive responses on the being aspect of Faculty of Psychology, The State University of Makassar. All respondents gave a negative response on the being aspect. Thus, it can be concluded that all respondents from students batch 2018 gave a negative response on being an aspect of the Faculty of Psychology, The State University of Makassar.



It is shown in the diagram indicates that among 29 respondents from students batch 2019, 21% or 4 of them gave positive responses on the being aspect of Faculty of Psychology, The State University of Makassar. In comparison, 79% or 23 students negatively responded to the aspect. Thus, it can be concluded that most respondents from students batch 2019 gave a negative response on being an aspect of the Faculty of Psychology, The State University of Makassar.

DISCUSSION

Based on the description of the learning motivation of the Faculty of Psychology's students, according to their batches, students with the highest learning motivation were batch 2018, followed with batches 2017 and 2019, respectively. The internal motivation was stronger than the external motivation.

Based on the description of students' school well - being in the Faculty of Psychology, the satisfaction on the campus condition or facilities varied according

to the batches. The most satisfied students were batch 2019, followed by batch 2017. Students batch 2018 mostly criticized the point. In terms of social relationships, students batch 2019 stated that they had intensive interaction with their friends and lecturers, while batch 2017 stated that this aspect had reduced. Students batch 2018 argued that this aspect had been very weak. Aspects about self-development and batch dynamics show similar results with Point B. related to the health aspect; students batch 2018 had no problem while students batch 2017 and 2019 experienced problems related to this aspect due to the academic demands.

Based on the dynamics of school well - being and the learning motivation of Psychology students of the State University of Makassar. Although many students had not been satisfied with the school's well - being, their motivation to learn was in the medium category due to the internal factors, which were more dominant than the external ones. It shows that students kept motivated to learn despite the unsupporting condition. The finding supports the earlier study by Sholeh and Sa'diah (2018) that learning motivation influences learning achievement; learning facilities do not influence learning achievement, but learning motivation and learning facilities simultaneously influence learning achievement. Thus, it can be concluded that external factors like facilities do not significantly influence learning motivation. Still, it is more affected by internal factors like the motivation to be successful, the need to learn, and expectations in the future life.

CONCLUSION

The current study concluded the following points:

1. Students of Faculty of Psychology batch 2018 showed the highest learning motivation, followed by students batch 2017 and 2019. The internal motivation was stronger than the external motivation.
2. Related to the Faculty of Psychology students' school well - being description, the highest satisfaction was shown by student's batches 2019, followed by batches 2017. Students batch 2018 indeed criticized the point. In terms of social relationships, students batch 2019 stated that they had intensive interaction with their friends and lecturers, while batch 2017 stated that this aspect had reduced. Students batch 2018 argued that this aspect had been very weak. Related to the aspects of self-development, each batch showed a similar status with Point B. Related to the health aspect. Students batch 2018 had no problem while students batch 2017 and 2019 experienced problems related to this aspect due to the academic demands
3. Based on the dynamics of school well - being and the learning motivation of Psychology students of the State University of Makassar. Although many students had not been satisfied with the school's well - being, their motivation to learn was in the medium category due to the internal factors, which were more dominant than the external ones.

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