

Basic Psychological Needs Satisfaction and School Well-Being in Students

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Abstrak. Low school well-being is still experienced by students which can have an impact on low academic outcomes. One factor that can improve school well-being is basic psychological needs satisfaction at school. The purpose of this study is to determine the relationship between basic psychological needs Satisfaction at School with school well-being in students. The subjects of the study were 300 X students in Makassar. The criteria for the research subjects are students of the class of 2022, the Bugis tribe and the Makasaar tribe, willing to be research respondents. Research sampling technique using Multistage non random sampling. Data collection using 2 scales, namely the questionnaire used is the research instrument used is the Brief Adolescents' Subjective Well-Being in School Scale version Indonesian (BASWBSS). and basic Psychological Needs at School Scale (ASBPNSS). Hypothesis testing of this study uses simple regression data analysis techniques using the help of SPSS. The results showed a positive relationship between basic psychological needs Satisfaction at School with school well-being in students.

Keywords: Basic Psychological Needs Satisfaction, school well-being, Student

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INTRODUCTION

The campus has several functions for students. The main function is that students can study, besides that they can demand moral values, character and a place to develop student interests and talents. If the campus provides maximum service, so that students will feel comfortable while on campus so that students can adjust well in their academic fields will get satisfactory results. The convenience of being on campus is called school well-being. School well-being is a subjective and emotional assessment of student experiences at school and focuses on the quality of comfort on campus (Tian, et al., 2013). The assessment of these students is aspects of satisfaction at school, positive affectation at school and negative affectation at school (Tian, et al., 2013). Satisfaction in school refers to cognitive assessments that are related to student comfort experienced while in school. Positive affectation at school is related to how often positive emotions are experienced such as feeling relaxed, happy or happy. Negative affectation in school is related to how often negative emotions are experienced such as depressed, upset or tired of experiencing (A. Alwi et al., 2021).

Several studies show that students who feel satisfaction in school report better academic performance, better relationships with peers and parents, higher self-esteem, levels of expectation and self-confidence. meaning, and less personal pressure such as anxiety and depression (Gilman & Huebner, 2006), provide student engagement to students (Sulsani & Alwi, 2023). However, some students feel the discomfort of being on campus because problems are acquired on campus which causes unpleasant, pressing, and boring feelings. An initial study conducted on students of one of the universities in Makassar showed that 40% felt discomfort on campus related to interpersonal relationships with teachers, difficulty meeting teachers for thesis guidance, limited facilities and often felt negative emotions on campus such as stress and anxiety. Students feel uncomfortable on campus, which has consequences for the emergence of negative reaction patterns in students, such as boredom, isolation, loneliness, and depression (Rizki & Listara, 2020). This situation can have an impact on students' low assessment of well-being in students while on campus.

Several studies report that low school well-being will have psychological impacts such as low optimism (Ahkam & Arifin, 2017), negative behavior, and low academic achievement (Ahkam et al., 2020), lack of desire to learn or seek knowledge, and lack of interest in school (Ahkam, M. A., Suminar, D. R., & Nawangsari, 2020), low interpersonal relationships (M. A. Alwi & Fakhri, 2022). Research on school well-being has been developed by several previous studies. Including. Tian, Liu, Huang, & Huebner (2013) explain school well-being can be improved through teacher support and parental support in junior high school students, while in high school students school well-being can be improved through teacher support and friend support. Research results of Tian et. Al (2013) also showed self-esteem mediated social support with school well-being in both junior and senior high school groups. Research in Indonesia also shows that support in schools, namely teacher support and peer support, contributes to improved well-being in school in high school students mediated by self-esteem (M. A. Alwi et al., 2020).

One variable that can improve school well-being in students is Basic Psychological Needs Satisfaction at School. Basic Psychological Needs Satisfaction is the tendency that individuals have to develop. Individuals will move if the Basic Psychological Needs Satisfaction needs are met, namely relatedness, competence, and autonomy. Several studies explain Basic Psychological Needs Satisfaction contributes to well-being in students. For example, research by Tian, Pi, et al (2016), basic Psychological Needs Satisfaction contributes to increasing satisfaction in school and positive affectation in school in adolescents in China. In addition, longitudinal research on junior high school students in China shows basic psychological needs satisfaction contributes to increased student satisfaction in school and feeling positive affective when in school (Tian et al., 2014).

Basic Psychological Needs Satisfaction can be improved through the support of teachers and classmates is an important source of social support that meets the psychological needs of adolescent students. Teacher support and peer support can improve relatedness, competence, and autonomy (Tian, Tian, et al., 2016). Theoretical contributions regarding school well-being in students can be used to explain problems related to low school well-being in students. In addition, the research is expected to produce a model that can provide a new understanding of external factors, namely social support and internal factors, namely basic psychological needs satisfaction.

RESEARCH METHOD

The subjects of the study were 300 students at one of the universities in Makassar. The criteria for the research subjects are students of the class of 2022, the Bugis tribe and the Makasaar tribe, willing to be research respondents. The research sampling technique used Multistage non random sampling. Data collection used 2 scales, namely Brief Adolescents' Subjective Well-Being in School Scale version Indonesian (BASWBSS)(A. Alwi et al., 2021), and basic Psychological Needs at School Scale (Tian et al., 2014). Hypothesis testing of this study uses simple regression data analysis techniques using the help of SPSS.

RESULT AND DISCUSSION

The results of the research hypothesis test using simple regression analysis are summarized in table 1.

Table 1. Hypothesis Test Results

<i>No</i>	<i>Hipotesis</i>	<i>r</i>	<i>R</i> <i>Square</i>	<i>p</i>	<i>Test Results</i>
1.	The relationship between Basic Psychological Needs at School and school well-being	0,259	0,067	0,000	Relate to significant

Several studies explain Basic Psychological Needs Satisfaction contributes to well-being in students. For example, Tian, Pi, et al., (2016) Basic Psychological Needs Satisfaction contributes to increasing satisfaction in school and positive affectation in school in adolescents in China. Students' basic psychological needs play an important role in student well-being, besides that it can help improve student motivation, mental health, and behavior related to learning (Wang et al., 2019). Basic Psychological Needs Satisfaction contributes to improving well-being in adults in Serbia (Rokvi, 2020). In addition, teachers who provide independence support to students will help students to improve Basic Psychological Needs Satisfaction which leads to psychological well-being in students.

All components of Students' basic psychological needs are related to intrinsic motivation and engagement (Conesa et al., 2022). Satisfaction of psychological needs in the classroom will help students' happiness levels in the classroom (Conesa & Duñabeitia, 2021). In addition, students having Students' basic psychological needs met can reduce negative behavior and psychological problems in students (Conesa et al., 2022). Students' basic psychological needs can promote better academic performance and increase psychological capital.

According to the theory of Self-Determination theory (SDT) which includes components of autonomy, competence, and relatedness leads to increased motivation for individuals which will have an impact on improving well-being (Conesa et al., 2022). Students who have high competence will lead to high well-being (Basson & Rothmann, 2018; Santana-monagas & Nú, 2022). In addition, students' basic psychological needs will have a positive impact on academic performance (Carmona-Halty et al., 2019).

In addition, teachers can improve the component of Students' basic psychological needs in students. For example, teachers help students increase independence by providing opportunities for students and students to make decisions in learning such as students choosing their own assignment topics, how to complete assignments and setting their own goals (Koçak, G., Tas, Y., & Yerdelen, 2022).

Teachers can provide Autonomy support to students. Teachers can provide choices and opportunities for students to make decisions about their learning. This can be done by letting students choose their own assignment topics, providing different ways to complete assignments, and encouraging students to set their own goals. Based on some research, this explains that students who have Basic Psychological Needs Satisfaction will feel satisfaction on campus, as well as experience a higher increase in positive affectation and a decrease in lower negative affect.

CONCLUSION

The results of this study provide a deeper understanding of the factors that affect student well-being in the school environment. By understanding the importance of meeting basic psychological needs and social support for students, educational institutions can develop strategies and programs that support student development holistically. Improving students' well-being can have a positive impact

on their learning motivation, academic achievement and experience during their studies. Therefore, efforts to increase satisfaction with basic psychological needs and strengthen social support networks in the college environment can help create a better and healthier educational environment for students.

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