

**PENGARUH SUBJECTIVE WELL-BEING IN SCHOOL DAN
SCHOOL CLIMATE TERHADAP ACADEMIC ACHIEVEMENT
PESERTA DIDIK SMAN 18 MEDAN**

Sella

sellaella94@gmail.com

Fakultas Psikologi, Universitas Prima Indonesia

INTISARI

Penelitian ini dilakukan mengetahui pengaruh *Subjective Well-Being In School* dan *School Climate* pada *Academic Achievement*. Sampel Penelitian ini adalah 222 Peserta Didik di SMAN 18 Medan. Menurut hipotesis penelitian, adanya korelasi positif antara *Subjective Well-Being In School* dan *School Climate* terhadap *Academic Achievement* peserta didik SMAN 18 Medan. Hipotesa minor pertama ada hubungan positif antara *Subjective Well-being in School* dengan *Academic Achievement*, hipotesa kedua adalah hubungan positif *School Climate* dengan *Academic Achievement*. Uji normalitas, uji multikolinearitas, uji autokorelasi dan uji heterokedasitas adalah uji asumsi yang dilakukan. Hasil analisa data menunjukkan nilai analisis regresi dengan $F = 45.069$ dan $p = 0.000$ ($p < 0.05$), artinya hipotesa mayor diterima yaitu ada pengaruh *Subjective Well-Being in School* dan *School Climate* terhadap *Academic Achievement*. Hasil analisa data pada uji hipotesa minor menunjukkan bahwa adanya hubungan antara *Subjective Well-Being in School* dengan *Academic Achievement* ($\beta = 0.494$, $p = 0.000$) yang berarti hipotesa minor pertama diterima dan ada hubungan antara *School Climate* dengan *Academic Achievement* ($\beta = 0.151$, $p = 0.024$) yang berarti hipotesa minor kedua diterima. Hasil penelitian menunjukkan bahwa ada sumbangan 28,5 persen diberikan oleh *Subjective Well-Being In School* dan *School Climate* terhadap *Academic Achievement* dan sisanya 71,5 persen di pengaruhi oleh faktor lain yang tidak di teliti

Kata Kunci: *Subjective Well-Being In School, School Climate, Academic Achievement*

**THE IMPACT OF SUBJECTIVE WELL-BEING IN SCHOOL AND
SCHOOL CLIMATE ON ACADEMIC ACHIEVEMENT AMONG
STUDENTS OF SMAN 18 MEDAN**

Sella

sellaella94@gmail.com

Faculty of Psychology, Universitas Prima Indonesia

ABSTRACT

This study was conducted to determine the impact of Subjective Well-Being in School and School Climate on Academic Achievement. The sample of this research of 222 students at SMAN 18 Medan. According to research hypothesis, there is a positive correlation between Subjective Well-Being in School and School Climate on Academic Achievement of students at SMAN 18 Medan. The first minor hypothesis posits that there is a positive relationship between Subjective Well-Being in School and Academic Achievement, while the second hypothesis suggests a positive relationship between School Climate and Academic Achievement. Normality test, multicollinearity test, autocorrelation test, and heteroscedasticity test were conducted as part of the assumption testing. The results of data analysis show a regression analysis value with $F = 45.069$ and $p = 0.000$ ($p < 0.05$), meaning the major hypothesis is accepted, indicating an influence of Subjective Well-Being in School and School Climate on Academic Achievement. The data analysis results for each minor hypothesis test show that there is a relationship between Subjective Well-Being in School and Academic Achievement ($\beta = 0.494$, $p = 0.000$), meaning the first minor hypothesis is accepted, and there is a relationship between School Climate and Academic Achievement ($\beta = 0.151$, $p = 0.024$), meaning the second minor hypothesis is accepted. The study findings indicate that 28.5 percent of Academic Achievement is contributed by Subjective Well-Being in School and School Climate, while the remaining 71.5 percent is influenced by other factors not examined in this study.

Keywords: Subjective Well-Being in School, School Climate, Academic Achievement