The Effect of School Climate And Family Social Support on Subjective Well-Being of Middle School Students In Modern Islamic Boarding School

Rizkia Husaini, Tarmidi Dadeh, Hasnida

Universitas Sumatera Utara, Indonesia
rizkia.husaini@gmail.com

ABSTRACT

The transition from elementary to middle school for teenage students in Islamic boarding schools is uniquely challenging. They must be independent since they are apart from their family. There are a lot of chances and pressures, and if students can not adapt, it can impacts their subjective well-being. This study examines the role of (1) school climate in predicting subjective well-being, (2) family social support in predicting subjective well-being, and (3) school climate and family social support in predicting subjective well-being of middle school students in modern Islamic boarding schools. The sample of this study were 320 students. Convenience sampling was used as a sampling method, and a Likert scale was used to collect data. CFA was used to examine the validity construct. Multiple regression analysis used to analyze data with SPSS 24 program. The result of the study were that (1) school climate has a positive role in predicting subjective well-being and (2) family social support has a positive role in predicting subjective well-being. (3) School climate and family social support have a positive role in predicting subjective well-being. The findings showed that school climate plays a big role in improving the subjective well-being of middle school students in modern Islamic boarding schools.
Keywords: Subjective Well-being, School Climate, Family Social Support, Middle School Students, Modern Islamic Boarding Schools

A. INTRODUCTION

Based on the Regulation of the Minister of Religion of the Republic of Indonesia Number 31 of 2020, which explains that the purpose of Islamic boarding school education is to form students who excel in fulfilling Indonesian independence and can face the times, Students at Islamic boarding schools are expected to have outputs including: (1) noble character; (2) deep understanding of Islamic religious knowledge; (3) exemplary; (4) love the motherland; (5) independence; (6) skills; and (7) a global perspective (Kemenag, 2020). In order to realize the goals and output of these students, many Islamic boarding schools currently focus on global insights by emphasizing English and Arabic, focusing on general education and religious education, which cannot be separated, as well as training life skills that suit the needs of society, such as IT, entrepreneurship, sports, arts, and martial arts. This is the advantage of a modern Islamic boarding school education.

But on the other hand, modern Islamic boarding schools with a number of activities and strict rules can cause problems, including: students complaining about assignments given in a limited time; busy activities and insufficient rest making students experience fatigue; students finding it difficult to follow the rules for using foreign languages that are mandatory; health problems; learning motivation problems; problems of compliance for students who violate Islamic boarding school regulations to get sanctions; and relationship problems with friends, which can lead to cases of bullying (Khusumadewi, 2022; Melda, Mukhtar, & Sri, 2019). Modern Islamic boarding school education offers formal education levels at the elementary, middle, and high levels (Zuhdi, 2006). Researchers chose the middle school level according to the stages of early adolescent development. Adolescents in their developmental phase are not classified as children or adults. Adolescents are in a phase of life between the two periods that is vulnerable and synonymous with "storm and stress".

Early adolescent students with these characteristics are faced with a boarding school environment with a system that is very different from the elementary school. At Islamic boarding schools, students are required to be independent and disciplined in carrying out busy and scheduled daily activities. As well as being able to adapt to everything that happens within the scope of Islamic boarding schools and being wise in solving existing problems.

The well-being of the student is classified as low if the student feels that all their needs at the Islamic boarding school have not been met. This is supported by Konu & Lintonen (2006), who revealed that inadequate school conditions, poor social relations, unfulfilled means of self-fulfillment, and poor health status will have an impact on poor adolescent school well-being. It is important to improve the subjective well-being of students in Islamic

boarding schools. Because if the problems they face cannot be resolved properly, this will have an impact on their long-term well-being. Low subjective well-being can lead to vulnerability to depression and stress (Park, 2004). Conversely, according to Bücker, Nuraydin, Simonsmeier, Schneider, & Luhmann (2018), the impact of high subjective well-being creates feelings of happiness, being able to build good relationships, feeling more positive in living life, high intrinsic motivation and discipline, high academic achievement, high school satisfaction, and leading to the development of the individual, community, and nation. Therefore, the subjective well-being of students in Islamic boarding schools is important for the learning process, adapting to society, and improving the quality of life.

A positive school environment in which adolescents are motivated, valued, accepted, and supported by teachers and peers, can have a positive effect on subjective well-being (Huebner, 1991). The feelings and attitudes generated by the school environment are also called the school climate (Loukas, 2007). School climate explains the various qualities in the school environment that can encourage the development of adolescent psychological well-being in a positive direction (Astuti, Mufrihah, & Alfiah, 2019). Students with negative school climate perceptions feel insecure and uncomfortable studying at Islamic boarding schools. The amount of aggressive behavior and peer violence is one of the causes of students' negative school climate perceptions (Espelage, Low, & Jimerson, 2014).

The subjective well-being of students is also influenced by social support. This is in line with the research by Musthafa, Ikhlatunnisa and Widodo (2013), which proves that there is a positive correlation between the variables of social support and the variables of students' well-being. The role of social support at the individual level of the student will provide security, thereby reducing the possibility of anxiety and hopelessness (as well as disorderly behavior). Conversely, if the individual loses social support or receives a negative evaluation, the sense of security will decrease, and a state of negative feelings will arise if these conditions and responses occur continuously.

Even though students live separately from their families temporarily due to the educational process, they can keep in touch with their families through telephone caregivers according to a predetermined schedule. They can also meet face-to-face on visiting days or holidays. And when it comes to the schedule for giving packages to students, families can provide support in the form of objects, food, or materials. The family can play a role in providing social support according to the needs of students. Strong and positive family social support will reduce difficulties for students and make them more positive in their daily lives (Kostelecky & Lempers, 1998).

Based on research by Hasanah and her colleagues (2022) concerning the effect of the islamic boarding school climate and family support on the subjective well-being of adolescents at the Bekasi City Islamic Boarding School, which examined 158 early and late teenage students. The findings show that the boarding school climate and family support have a positive influence on the subjective well-being of teenage students. However, the difference between research by Hasanah and his colleagues and this article is in terms of research location, focus on the middle school level in early adolescence, as well as the measurement tools used.

When families and schools collaborate, they can help create a healthy environment and support the subjective well-being of students pursuing their education at Islamic boarding schools. So, this study examines the role of (1) school climate in predicting subjective well-being, (2) family social support in predicting subjective well-being, and (3) school climate and family social support in predicting subjective well-being of middle school students in modern Islamic boarding schools.

B. LITERATURE REVIEW

Subjective well-being in schools is how students subjectively evaluate and experience their lives emotionally, particularly in the school context. The model includes cognitive affect and affective affect. The cognitive dimension is school satisfaction. The affective dimension has two types of student experiences at school: positive affect and negative affect, which means the frequency of positive and negative emotions students experience during school (Tian, Wang, & Huebner, 2015).

School climate, according to Wang and Degol (2016) is defined in four dimensions, namely the academic, community, safety, and institutional environment. Academic includes curriculum, instruction, teacher training, and professional development. Community includes intrapersonal relationships within the school environment. Safety includes physical and emotional safety guaranteed by the school, as well as consistent and persistent disciplinary enforcement. Institutional environment covers the characteristics of structural and organizational design in a school environment. Based on research conducted by Dadeh (2021) regarding school climate in schools (religious and general based) in Indonesia, it defines school climate by adding two dimensions of educational orientation and culture. Educational orientation means the extent to which the school prioritizes testing in the education system. The difference in school culture is because Islamic boarding schools apply different principles and have their own uniqueness as Islamic boarding schools in Indonesia.

Family social support, which can take the form of concrete support, emotional support, esteem support, and advice support, is support that individual experience and get from family members. Concrete support pertains to acts of practical assistance between people. Emotional support in the form of acts of empathy and the ability to listen. Advice support consists of offering advice, information, or feedback that may provide a solution to a problem. Self-esteem support shows others how much they are valued (Cutrona, 1989, 2000; Dolan, Canavan, & Pinkerton, 2006).

C. METHODS

This type of research is called quantitative research. Data collection techniques used include Likert scales of school climate, family social support, and subjective well-being. This sampling technique used convenience sampling with 320 students in a modern Islamic boarding school. The study respondents were chosen from four modern Islamic boarding schools in North Sumatra, Indonesia. Multiple regression is used as a data analysis method. This study employed both content and construct validity. To consider content validity assessment, researchers must be present with experts (Yusuf, 2014). Confirmatory Factor analysis (CFA) will be used to assess construct validity in this study with the AMOS 24 software.

The scale of subjective well-being is modified from the Brief Adolescents' Subjective Well-Being in School Scale (BASWBSS) Indonesian version by Prasetyawati and is based on theory by theory Tian, Wang, & Huebner (2015). This scale has been tested through the CFA test based on absolute fit indices with the values of Chi-Square = 1.594; GFI = 0.926; RMSEA = 0.077; and RMR = 0.023. The school climate scale refers to the theory of school climate developed by Wang and Degol (2016) and Dadeh (2021). This scale has been tested through the CFA test based on absolute fit indices with values of Chi-Square = 1.574, GFI = 0.777, RMSEA = 0.076, and RMR = 0.059. The family social support scale is modified from The Social Provision Scale for Youth by Osmane, Brennan, and Dolan (2021), which is based on theory by Cutrona (1989, 2000) and Dolan, Canavan, & Pinkerton (2006). This scale has been tested through the CFA test based on absolute fit indices with values of Chi-Square = 1.262; GFI = 0.914, RMSEA = 0.051, RMR = 0.015.

D. RESULTS AND DISCUSSION

1. Descriptive

Table. 1 Table Frequency of Characteristics Respondents

Characteristics	Frequency	Percentage
Gender		
Boy	166	51.9 %
Girl	154	48.1 %
Age		
Early (10-14 years)	282	88.13%
Middle (15-16 years)	38	11.87%
Grade		
1 MTS	126	39.4 %
2 MTS	107	33.4 %
3 MTS	87	27.2 %
Name of Islamic Boarding School		
A	80	25%
B	80	25%
C	80	25%
D	80	25%
Reasons for Choosing Islamic Boarding Schools		
Own Decision	179	55.94%
Parental Decision	112	35%
Other	29	9.06%

Based on the frequency table of respondents based on gender, the most respondents were men, namely 166 students, while women were 154 students. Adolescents have an age range ranging from about 10 to 21 years old, which is divided into 3 parts, namely: the early stage with the ages of 10–14 years, the middle stage with the ages of 15–16 years, and the final stage with the ages of 17–21 years (Spano, 2004). Based on the frequency table of respondents based on the age category above, the highest number of subjects came from the early adolescent with an age range of 10–14 years of 282 students, followed by the middle adolescent with an age range of 15–16 years of 38 students. The most respondents came from middle school in grade 1 with 126 students, followed by grade 2 with 107 students, and grade 3 with 87 students. The respondents who came from A Islamic Boarding School were 80 students, the respondents who came from B Islamic Boarding School were 80 students, then 80 students came from C Islamic Boarding School, and 80 students came from D Islamic Boarding School. Based on the frequency table of the reasons for choosing Islamic Boarding School, the most respondents chose Islamic Boarding School based on their own decision, namely 179 students, followed by reasons based on the decision of their parents, namely 112 students, and then other reasons, namely 29 students.

Table 2. Table of Results of Hypothetical Data on Research Variables

Variable	Hypothetical	
	Mean	SD
Subjective well-being	24	5.3
School Climate	54	12
Family Social Support	36	8

Based on the table of results of hypothetical data on research variables above, the results show that the subjective well-being variable has a mean value of 24 and a standard deviation value of 5,3. In the school climate variable, the mean value is 54 and the standard deviation value is 12. In the family social support variable, the mean value is 36 and the standard deviation value is 8.

Table 3. Table of Categorization of Subjective Well-being

Formula	Category	Frequency	Percentage
$X \leq 16,05$	Very low	1	0.3%
$16,05 < X \leq 21,35$	Low	5	1.6%
$21,35 < X \leq 26,65$	Moderate	42	13.1%
$26,65 < X \leq 31,95$	High	147	45.9%
$31,95 < X$	Very high	125	39.1%
Total		320	100%

Based on the table above, the results show that most students in modern Islamic boarding schools have high subjective well-being, namely 45.9%, or 147 students. And there are students who have very high subjective well-being, namely 39.1%, or 125 students. Also, there are students who have moderate subjective well-being, namely 13.1%, or 42 students. Then, there are students who have low subjective well-being, namely 1.6%, or a total of 5 students. Next, there are students who have subjective well-being in the very low category, namely 0.3%, or in other words, 1 student.

Table 4. Table of Categorization of School Climate

Formula	Category	Frequency	Percentage
$X \leq 36$	Very Negative	3	0.9%
$36 < X \leq 48$	Negative	7	2.2%
$48 < X \leq 60$	Moderate	52	16.3%
$60 < X \leq 72$	Positive	158	49.4%
$72 < X$	Very Positive	100	31.3%
Total		320	100%

Based on the table above, the results show that most students in modern Islamic boarding schools have a positive school climate perception of 49.4%, or 158 students. Students with a very positive school climate perception, namely 31.3%, or 100 students. Furthermore, students with a perception of school climate in the moderate category, namely

16.3%, or 52 students. Students with a negative school climate perception, namely 2.2%, or 7 students. Next, students with a very negative school climate perception of 0.9%, or 3 students.

Table 5. Table of Categorization of Family Social Support

Formula	Category	Frequency	Percentage
X ≤ 24	Very Weak	-	-
24 < X ≤ 32	Weak	2	0.6%
32 < X ≤ 40	Moderate	19	5.9%
40 < X ≤ 48	Strong	87	27.2%
48 < X	Very Strong	212	66.3%
Total		320	100%

Based on the table above, the results show that most students in modern Islamic boarding schools have very strong family social support, namely 66.3%, or 212 students. Next, students with strong family social support, namely 27.2%, or 87 students. Furthermore, students with moderate family social support, namely 5.9%, or 19 students. Then, students with weak family social support, namely 0.6%, or 2 students. However, there are no students with family social support in the very weak category.

2. Hypothesis test

Three hypotheses are proposed for testing and analysis in this study. The hypotheses were that (1) there is a positive role for school climate in predicting the subjective well-being of middle school students in modern Islamic boarding schools, (2) there is a positive role for family social support in predicting the subjective well-being of middle school students in modern Islamic boarding schools, (3) there is a positive role of both school climate and family social support in predicting the subjective well-being of middle school students in modern Islamic boarding schools.

Tabel. 61 Tabel coefficients (H1)

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	15.282	1.131		13.506	0.000
School Climate (X1)	0.221	0.016	0.602	13.433	0.000

Based on the coefficients table above, it is known that the value of coefficient (b) is 0.221, which states that if the school climate variable is worth 1, then the subjective well-being variable increases by 1 unit with a value of 0.221. So, the direction of effect given by the school climate on subjective well-being is a positive direction or positive effect. This

means that the more positive the school climate, the higher the subjective well-being, and conversely, the more negative the school climate, the lower the subjective well-being.

So, it can be concluded that the first hypothesis (H1) is accepted, meaning that there is there is a positive role for school climate in predicting the subjective well-being of middle school students in modern Islamic boarding schools.

Tabel. 7 Table coefficients (H2)

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	18.726	1.640		11.420	0.000
Family Social Support (X2)	0.223	0.031	0.371	7.114	0.000

Based on the coefficient table above, it is known that the value of coefficient (b) is 0.223, which states that if the family social support variable is worth 1, then the subjective well-being variable increases by 1 unit with a value of 0.223. The positive coefficient value can explain the direction of the effect given by family social support on subjective well-being is a positive direction, or positive effect. This means that the stronger the family social support, the higher the subjective well-being, and conversely, the weaker the family social support, the lower the subjective well-being.

So, it can be concluded that the second hypothesis (H2) is accepted, meaning that there is a positive role for family social support in predicting the subjective well-being of middle school students in modern Islamic boarding schools.

Tabel. 8 Table coefficients of Multiple Regression Analysis (H3)

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	12.271	1.509		8.131	0.000
School Climate (X1)	0.199	0.018	0.541	11.116	0.000
Family Social Support (X2)	0.087	0.029	0.145	2.969	0.003

Based on the coefficient table from the results of multiple regression analysis, the constant value (a) has a positive value of 12,271. The positive sign means that it shows a unidirectional effect between the independent variables towards the dependent variable. This shows that if the two independent variables, which include school climate (X1) and family social support, are zero, then the subjective well-being value is 12,271.

The regression coefficient value for the school climate variable (X1) is 0.199. This value shows a positive (unidirectional) effect between school climate variables and subjective well-being. This means that if the school climate variable increases by 1 unit, the subjective well-being variable will increase by 0.199. If other variables remain constant.

The regression coefficient value for the family social support variable (X2) is 0.087. This value indicates a positive (unidirectional) effect between the variables of family social support and subjective well-being. This means that if the family social support variable increases by 1 unit, the subjective well-being variable will increase by 0.087. If other variables remain constant. So, it can be concluded that the third hypothesis (H3) is accepted, meaning that there is a positive role of both school climate and family social support in predicting the subjective well-being of middle school students in modern Islamic boarding schools.

Table. 9 The Effects between Variables

Effect	R	R squared	Sig
X_1-Y	0.602	0.362	0.000
X_2-Y	0.371	0.137	0.000
X_1+X_2-Y	0.616	0.379	0.000

Based on the table above, the results show that school climate contributes 36.2% to subjective well-being. Family social support contributes 13.7% to subjective well-being. Then the contribution of both school climate and family social support is 37.9% of subjective well-being, while 62.1% is influenced by other factors not explained in this study.

3. Discussion

Based on the results, it was found that school climate predicts the subjective well-being of middle school students in modern boarding schools by 36.2%, and family social support predicts the subjective well-being of middle school students in modern Islamic boarding schools by 13.7%. From the results of the contribution of each variable (school climate and family social support), it is known that school climate has a greater contribution than family social support in predicting the subjective well-being of middle school students in modern Islamic boarding schools. This is also supported by the results obtained in the coefficients table for hypothesis testing 3, which show that the beta value for Standardized Coefficients for school climate (0.541) is greater than the beta value for Standardized Coefficients for family social support (0.145).

So, the findings of this study are that the school climate plays a big role in improving the subjective well-being of middle school students in modern Islamic boarding schools. On the other hand, family social support tends to have a small role in increasing the subjective

well-being of middle school students in modern Islamic boarding schools. This refers to students in modern Islamic boarding schools who spend the entire school year studying and living in Islamic boarding schools with other students, teachers, and caregivers. So, it can be explained that the Islamic boarding school climate is a factor that greatly influences the lives of teenage students. Islamic boarding schools are more than just a place to live and study; they are a place for students to grow and develop their full potential, both in education and as individuals. Modern Islamic boarding schools create a 24-hour community that places the growth and development of students as a center. From the moment the students decide to study, they are surrounded by teachers (as surrogate parents in the Islamic boarding schools) who are passionate about the students' education and are dedicated to helping the students reach their potential.

School climate is one of the factors that can affect the subjective well-being of students. This is supported by a previous study by Reid & Smith (2018) concerning the relationship between high school students' self-perceptions of school climate and subjective well-being. This study not only examines the relationship between the two variables but also how gender and grade level mediate the relationship. The participants included 120 students from secondary schools. The results show that there is a significant relationship between students' self-perception of school climate and subjective well-being that is not mediated by various demographic factors.

In improving the subjective well-being of students in Islamic boarding schools, a positive school climate is created by considering the quality of the school environment. Among them is the Islamic boarding school learning system, namely by familiarizing good habits with a daily routine, such as the formation of morals or manners. In line with the research by Saparuddin and Ismail (2022), the curriculum and Islamic boarding schools climate have a positive and significant effect both partially and simultaneously on the morals of students at the DDI Kaballangang Islamic Boarding School, Pinrang Regency. Character learning is formed by implementing interesting, innovative, and creative learning. To teach good manners to students, Islamic boarding schools emphasize the importance of each program having an educational orientation that is not only to achieve academic achievement values but also values that lead to emotional mastery of oneself and the emotions of others. School climate plays an important role in supporting positive school experiences for students. School climate is generally known as a multidimensional construct that includes safety, academic, institutional environment, community, culture, and educational orientation (Wang and Degol, 2016; Dadeh, 2021).

On the other hand, family social support still plays an important role in improving the subjective well-being of young students, although with a small contribution. This is because students who live in Islamic boarding schools can only be in touch with their families at limited times and are determined by the Islamic boarding school rules (for example, visiting once a month); they can also visit their homes at the end of the academic year, the holy month, or not meet family at all because of the great distance. So that the role of family social support is minimal in predicting the subjective well-being of middle school students in modern Islamic boarding schools.

Positive family experiences can influence children's subjective well-being, and they have been identified as a stronger predictor of life satisfaction than peer experiences (Gilman & Huebner, 2000). In the context of students in modern Islamic boarding schools, family social support in the form of advice support, concrete support, emotional support, and esteem support, can be provided through family visiting hours, which are usually held once a month. In addition, communication between families and students can be bridged by the teacher via the teacher's phone. This is supported by previous studies, which state that family social support can increase subjective well-being (Daniel-Gonzalez, 2022; Schnettler et al., 2015). In other words, family social support felt by students in the form of emotional support, concrete support, esteem support, and advice support is the student's perception that they are part of a family that pays attention to, values, and thinks well of them (Cutrona, 2000).

Based on research by Wafa and Soedarmadi (2021), it is shown that subjective well-being, which consists of both positive and negative experiences of students at Islamic boarding schools, is influenced by external and internal factors. Internal factors that support positive experiences include high motivation, participants' ability to deal with academic loads, aspirations, and life goals. External factors that support positive experiences include family social support, being able to establish positive relationships with friends and teachers, and feel satisfaction regarding the policies implemented by Islamic boarding schools.

The subjective well-being of students is a goal that must be prioritized by Islamic boarding schools and families. The concept of well-being is complex because it includes various elements such as physical and mental health, the happiness and life satisfaction of students, and social interaction.

E. CONCLUSION

The findings of the study show that (1) school climate has a positive role in predicting subjective well-being and (2) family social support has a positive role in predicting subjective well-being. (3) School climate and family social support have a positive role in predicting subjective well-being. School climate contributes 36.2% to subjective well-being, family social support contributes 13.7% to subjective well-being, and then the contribution of both school climate and family social support is 37.9% of subjective well-being. Meanwhile, 62.1% was predicted by other factors not explained in this study. So, it can be concluded that the school climate plays a big role in improving the subjective well-being of middle school students in modern Islamic boarding schools. On the other hand, family social support still plays an important role in improving the subjective well-being of middle school students in modern Islamic boarding schools, although with a small contribution. Because Islamic boarding school is the closest environment for the students, compared to the family.

REFERENCES

Astuti, B., Mufrihah, A., & Alfiah, L. (2019). How school climate aspects affect the development of adolescence's psychological well-being. *KnE Social Sciences*. https://doi.org/10.18502/kss.v3i17.4650

Bücker, S., Nuraydin, S., Simonsmeier, B. A., Schneider, M., & Luhmann, M. (2018). Subjective well-being and academic achievement: A meta-analysis. *Journal of Research in Personality*, *74*, 83–94. https://doi.org/10.1016/j.jrp.2018.02.007

Cutrona, C. E. (1989). Ratings of social support by adolescents and adult informants: Degree of correspondence and prediction of depressive symptoms. *Journal of Personality and Social Psychology*, *57*(4), 723–730. https://doi.org/10.1037/0022-3514.57.4.723

Cutrona, C. E. (2000). Social support principles for strengthening families: Messages from the usa in Canavan, J., Dolan., & Pinkerton, j. (Eds.). In J. Canavan, P. Dolan, & J. Pinkerton (Eds.), *Family support: Direction from diversity*. London: Jessica Kingsley Publishers.

Dadeh, T. H. D. (2021). *Exploring school climate and Indonesian Year 8 students' mathematics learning outcomes: A mixed method study* (Bristol). Bristol, England. Retrieved from https://research-information.bris.ac.uk/ws/portalfiles/portal/271344572/Final_Copy_2021_03_23_Dadeh_T_PhD_Redacted.pdf

Daniel-Gonzalez, L. (2022). A Predictive Model of Subjective Well-Being Among Medical and Psychology Students. *Open Access Journal of Biomedical Science*, *4*(1). https://doi.org/10.38125/OAJBS.000390

Dolan, P., Canavan, J., & Pinkerton, J. (2006). *Family support as reflective practice*. London: Jessica Kingsley Publishers.

Espelage, D. L., Low, S. K., & Jimerson, S. R. (2014). Understanding school climate, aggression, peer victimization, and bully perpetration: Contemporary science, practice,

and policy. *School Psychology Quarterly*, *29*(3), 233–237. https://doi.org/10.1037/spq0000090

Gilman, R., & Huebner, E. S. (2000). Review of life satisfaction measures for adolescents. *Behaviour Change*, *17*(3), 178–195. https://doi.org/10.1375/bech.17.3.178

Hasanah, U., Fahirza, M. N., Elmanora, Oktaviani, M., Zulfa, V., & Faesal, M. (2022). Influence of boarding school climate and family support on the subjective well-being of adolescents in boarding schools. *Journal of Positive School Psychology*, *6*(3), 77–85.

Huebner, E. S. (1991). Correlates of life satisfaction in children. *School Psychology Quarterly*, *6*(2), 103–111. https://doi.org/10.1037/h0088805

Joronen, K., & Astedt-Kurki, P. (2005). Familial Contribution to Adolescent Subjective Well-Being. *International Journal of Nursing Practice*, *11*(3), 125–133. https://doi.org/10.1111/j.1440-172X.2005.00509.x

Kemenag. (2020). Peraturan Menteri Agama No 31 tahun 2020 tentang Pendidikan Pesantren. Retrieved January 23, 2023, from https://kemenag.go.id/archive/peraturan-menteri-agama-no-31-tahun-2020-tentang-pendidikan-pesantren

Khusumadewi, A. (2022). *Identification of student (Santri) problems on islamic boarding school (pondok pesantren):* Presented at the International Joint Conference on Arts and Humanities 2021 (IJCAH 2021), Surabaya, Indonesia. Surabaya, Indonesia. https://doi.org/10.2991/assehr.k.211223.173

Konu, A. I., & Lintonen, T. (2006). School well-being in grades 4–12. *Health Education Research*, *21*(5), 633–642. https://doi.org/10.1093/her/cyl032

Kostelecky, K. L., & Lempers, J. D. (1998). Stress, family social support, distress, and well-being in high school seniors. *Family and Consumer Sciences Research Journal*, *27*(2), 125–145. https://doi.org/10.1177/1077727X980272002

Loukas, A. (2007). High-quality school climate is advantageous for all students and may be particularly beneficial for at-risk students. *Leadership Compass*, *5*, 1–3.

Matsuda, T., Tsuda, A., Kim, E., & Deng, K. (2014). Association Between Perceived Social Support and Subjective Well-Being Among Japanese, Chinese, and Korean College Students. *Psychology*, *05*(06), 491–499. https://doi.org/10.4236/psych.2014.56059

Melda, S., Mukhtar, Y. D., & Sri, S. (2019). *School well-being for students in the intergrated boarding school Tapaktuan City*. *5*(1).

Musthafa, I., Ikhlatunnisa, A., & Widodo, P. B. (2013). Psychological well-being ditinjau dari dukungan sosial pada santriwan-santriwati di Yayasan Al-Burhan Hidayatullah Semarang. *Jurnal EMPATI*, *2*(3), 261–270. https://doi.org/10.14710/empati.2013.7349

Osmane, S., Brennan, M., & Dolan, P. (2021). Understanding and assessing construct validity of the social provisions scale: Implications for youth development. *Journal of Youth Development*, *16*(4), 183–201. https://doi.org/10.5195/jyd.2021.925

Park, N. (2004). The role of subjective well-weing in positive youth development. *The ANNALS of the American Academy of Political and Social Science*, *591*(1), 25–39. https://doi.org/10.1177/0002716203260078

Reid, K. L., & Smith, K. (2018). Secondary Students' Self-Perceptions of School Climate and Subjective Well-Being: Invitational Education Meets Positive Psychology. *Journal of Invitational Theory and Practice*, *24*, 45–69.

Saparuddin, S., & Ismail, M. I. (2022). *Pengaruh Kurikulum dan Iklim Pesantren terhadap Akhlak Santri Pondok Pesantren DDI Kaballangang*. https://doi.org/10.5281/ZENODO.6304231

Schnettler, B., Denegri, M., Miranda, H., Sepúlveda, J., Orellana, L., Paiva, G., & Grunert, K. G. (2015). Family Support and Subjective Well-Being: An Exploratory Study of University Students in Southern Chile. *Social Indicators Research*, *122*(3), 833–864.

Spano, S. (2004). Stages of adolescent development. *ACT for Youth Upstate Center of Excellence Research Facts and Finding*.

Tian, L., Wang, D., & Huebner, E. S. (2015). Development and validation of the brief adolescents' subjective Well-Being in school scale (BASWBSS). *Social Indicators Research*, *120*(2), 615–634. https://doi.org/10.1007/s11205-014-0603-0

Wafa, S., & Soedarmadi, Y. N. (2021). *Subjective-Well Being Pada Generasi Z Santri PTYQ Remaja Kudus Proyeksi*. *16*, 183–197.

Wang, M.-T., & Degol, J. L. (2016). School climate: A review of the construct, measurement, and impact on student outcomes. *Educational Psychology Review*, *28*(2), 315–352. https://doi.org/10.1007/s10648-015-9319-1

Yusuf, M. (2014). *Metode penelitian: Kuantitatif, kualitatif dan penelitian gabungan (edisi pertama)*. Jakarta: Kencana.

Zuhdi, M. (2006). Modernization of indonesian islamic schools' curricula. *International Journal of Inclusive Education*, *10*(4–5), 415–427. https://doi.org/10.1080/13603110500430765